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Harlem Consolidated Schools

DISTRICT 122

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Harlem Consolidated School District #122

Long-Range Plan Recommendation

Presented to: Harlem School Board

Presented by: Long-Range Plan Ad Hoc Committee

(Board approved 4-14-09)

District Beliefs

1. We believe each individual has unlimited potential to reach his or her goals and ambitions.
2. We believe that the Harlem Consolidated School District respects diversity of culture, belief, thought and learning.
3. We believe that every student has an equal right to a quality education that builds on his or her individual strengths and needs.
4. We believe in fostering individual academic, social and character growth and development of the learner.
5. We believe the Harlem Consolidated School District and the Community are equally vital partners in the pursuit of lifelong learning.
6. We believe every person has the right to learn and work in a safe, non-threatening environment.
7. We believe in effective and responsible use of our resources.

The mission of the Harlem Consolidated School District is to be a Community of lifelong learners, acquiring and applying knowledge, skills and attitudes necessary to reach our full potential as individuals and contributing members of society.

District Mission

The Mission of the Harlem Consolidated School District as a vital part of the community is to unlock the unlimited potential of diverse learners by providing an educational program dedicated to academic excellence and the development of strong character in a safe and respectful learning environment.

District Planning Parameters

1. All decisions will be grounded in our Beliefs and Mission Statement.
2. Harlem Consolidated School District will work within the parameters of the District's resources and enrollment projections.
3. Actions that endanger the safety of the Learning Community will not be tolerated.
4. Prejudice and discrimination will not be tolerated.
5. All planning within the Harlem Consolidated School District is consistent with the Long-Range Plan.

District Planning Objectives

This Long-Range Plan is intended to support Harlem Consolidated School District's continued efforts toward:

1. Ongoing improvement in student achievement across all subject areas.
2. Ongoing growth in student social and character development as well as community involvement.

District Planning Strategies & Activities

- 1. The District will develop frameworks for coherent and articulated academic programs that support diverse learners.**

Academic At-Risk Programming

By June 2010, the District will provide a comprehensive analysis of and recommendations for district at-risk programming; to include, but not limited to, current CARE, Bridge, Gateway, tutoring, and summer school programs.

English Language Learner Programming

By December 2009, the District will develop a comprehensive district-wide model for English Language Learner instruction, including a timeline for program implementation and related professional development. (DIP II-C-4) (See Appendix)

Fine Arts Programming

By June 2010, the District will develop a proposal for the development and implementation of a district-wide fine arts academy program.

Full Day Kindergarten Programming

By June 2010, the District will research and recommend next steps for full-day kindergarten programming, its impact on the community, and related fiscal and building considerations will be submitted to the School Board for consideration.

Gifted and Talented Programming

By June 2010, the District will develop a proposal for a coherent and consistent district (K-12) philosophy and program that addresses the academic and social/emotional needs of academically talented/gifted students. This proposal will include an implementation timeline.

Retention Policy and Procedures

By April 2010, the District will develop K – 12 retention policy and procedures based on current research and Response to Intervention processes. This policy will be presented to the District Policy Committee with subsequent School Board approval to become part of District Policy.

Running Start Dual High School/College Credit Programming

By January 2010, the District will begin discussions with Rock Valley College regarding the *Running Start* dual high school/college credit program for high school students with a possible start date of August 2011.

Special Education Programming

By June 2014, the percentage of time students in the District identified with special education needs are served in the general education classroom will increase to meet or exceed the state average of 51%. (DIP II-B-2; II- C-2, 5; II-D-1, 2) (See Appendix)

Vertical and Horizontal Academic Curriculum Articulation

By the year 2014, the District will evaluate academic curriculum through comprehensive vertical and horizontal articulation across all subject areas and grade levels. (DIP II-C) (See Appendix)

2. The District will fully integrate state-of-the-art technology.

Academic Programming

By 2014, appropriate technology, as defined by the Technology Integration Plan, will be infused into the classroom to facilitate student learning and achievement through targeted professional development, modeling and teacher mentoring. (TIP B1, B2, C1, C2, C3)
(See Appendix)

Communication

By 2014, parents and community members will be better informed of student progress, Child Internet Safety Strategies, and school information and activities through use of Internet communication, calling systems, and local broadcasting. (TIP D1, D2, D3) (See Appendix)

Infrastructure Development

By 2014, the District network and equipment will support the needs of the learning environment, communication and administrative information systems. (TIP E1, E2, E3, E4) (See Appendix)

Student and Business Operations Systems

District administrative and student management systems will be reviewed annually to determine if District needs are being met.

3. The District will develop student-centered environments where attendance, safety and mutual respect are valued and honored.

Multi-Cultural Competency

By August 2009, the Superintendent will establish a Superintendent's *Multi-Cultural Competency* Advisory Committee with representation from District stakeholder groups.

By *December 2009*, the District will gather and analyze data from various sources and develop a District-wide plan in the areas of curriculum, instruction and professional development which will address identified needs related to *multi-cultural competency*.

By May 2010, an ad hoc committee facilitated by the Superintendent, with representation from District stakeholder groups, will be formed with the purpose of developing a District Policy of Respect that will be presented to the District Policy Committee for input and eventual approval by the School Board to be included in Harlem School District Policy.

(change from 3/9/09 to presentation on 4/14/09)

Positive Behavior Intervention Supports (PBIS)

By August 2009, the District will implement a building-based Positive Behavior Interventions and Supports (PBIS) character development program to support instruction in core academic areas. (DIP II-B-4, II-C-2c, d) (See Appendix)

Truancy Programming

By May 2010, the District, working with internal stakeholders and community agencies and partners, will develop truancy prevention programming to maximize student learning through improved student attendance.

4. The District will establish a District-wide Building Maintenance Cycle and Utilization Plan.

District-wide Building Maintenance Cycle

By September 2009, the District will develop a Building Maintenance cycle with an estimated timeline for implementation.

“Green” Planning

By June 2010, the District will assess the energy efficiency of all buildings and develop a plan to address inefficiencies.

By June 2010, the District will investigate possible partnerships between curriculum departments and operations departments to provide “green” instruction and student-centered activities.

5. The District will engage with parents and community-at-large in meaningful ways that will positively affect student achievement.

Parent and Community Engagement

By July 2009, the District will develop a district level administrative position that will be responsible to develop, implement and coordinate parent and community engagement programming.

By May 2010, the appointed administrator will research, develop and present to the School Board, a parent and community engagement plan, to include a Parent Information Center concept, along with a timeline for implementation.

Student Mentoring

By August 2011, the District will develop, through its Student Mentor positions at the High School Campuses, a student mentoring program ensuring each student has the opportunity for a one-to-one student mentor or adult volunteer mentor.

Service Learning

By August 2010, the parent and community engagement administrator will facilitate a process of developing a District philosophy for service learning consistent with our district mission and beliefs.

By May 2011, a program proposal for service learning will be developed based on the philosophy that the District develops.

Appendix (Long-Range Plan)

Strategy 1: The district will develop frameworks for coherent and articulated academic programs that include diverse learners.

Note: The following items have been copied from the Harlem School District Improvement Plan (DIP) dated 2008-2010.

English Language Learning Programming

II-C Professional Development Strategies and Activities

4. Achieve AMAO objectives through the development and implementation of a more comprehensive model for ELL instruction.

Special Education Programming

II-B Student Strategies and Activities

2. Students with Disabilities will demonstrate improved academic achievement as a result of an inclusive delivery model as measured by state and local assessments.

II-C Professional Development Strategies and Activities

2. Increase knowledge of instructional and behavioral interventions and strategies to address student learning needs as demonstrated by progress monitoring data.
5. Fostering Positive Parental Involvement through effective teacher/parent communication as measured by parent satisfaction surveys.

II-D Parental Involvement Strategies and Activities

1. Increased parental involvement in the planning and implementation of the RtI process will result in improved student achievement as measured by state and local assessments.
2. Provide opportunities for parents to engage in student learning and school climate as measured by parental participation rates and satisfaction surveys.

Vertical and Horizontal Academic Curriculum Articulation

II-C Professional Development Strategies and Activities

1. District and schools will collect and analyze student achievement data utilizing a data-driven decision making process for providing quality instruction based on student needs as measured by RtI monitoring data.

4. Achieve AMAO objectives through the development and implementation of a more comprehensive model for ELL instruction.

Strategy 2: The District will fully integrate state-of-the-art technology.

Note: The following items have been copied from the Harlem School District Technology Integration Plan (TIP) dated 2007-2010.

Academic Programming

Curriculum Integration in Technology Integration Plan

B.1 Teachers will deliver instruction using appropriate supplemental curricular software that is aligned with the Illinois State Learning Standards and consistent with the National Educational Technology Standards Framework (NETS-S)*.

B.2 Teachers will infuse innovative technology into their everyday curriculum that meets National Educational Technology Standards (NETS-S)*.

Professional Development in Technology Integration Plan

C.1 Educate all staff on the technology standards (NETS-S, NETS-T & NETS-A)*

C.2 A district wide professional development plan based on NSDC standards will be developed to address the infusion of technology and software into the curriculum for all staff.

C.3 Provide mentoring and modeling to support teachers with the infusion of technology into the curriculum in correlation with NETS-S*.

Communication

Parental/Community Involvement in Technology Integration Plan

D.1 Improve parent awareness of student progress.

D.2 Improve parent and community access to school contact information.

D.3 Educate the community and parents concerning child Internet safety.

Infrastructure Development

Technology Deployment in Technology Integration Plan

E.1 Improve access to modern technology equipment to facilitate access to online curriculum and assessment software.

E.2 Expand and increase of the use of extra peripheral devices.

E.3 Provide students, staff and parents access to district electronic resources.

E.4 Support instruction and communications between teachers, staff, administration, community members and parents using telecommunications, data infrastructure and equipment that will be at least 95% reliable.

*NETS-S, NETS-T, and NETS-A refer to the National Educational Technology Standards for Students, Teachers and Administrators. (for more information visit www.iste.org/NETS).

Strategy 3: The District will develop student-centered environments where attendance, safety and mutual respect are valued and honored.

Note: The following items have been copied from the Harlem School District Improvement Plan (DIP) dated 2008-2010.

Positive Behavior Intervention Systems (PBIS)

II-B Student Strategies and Activities

4. Student academic achievement will improve through student participation in extended and supplemental learning activities as measured by state and local assessments.

II-C Professional Development Strategies and Activities

2. Increase knowledge of instructional and behavioral interventions and strategies to address student learning needs as demonstrated by progress monitoring data