

20-21 5-Year Plan Status Update

| 5-Year Plan Goal Status | FY18 Goal | FY19 Goal | FY20 Goal | FY21 Goal |
|--|-----------|-----------|-----------|-----------|
| <input checked="" type="checkbox"/> Goal 1: Maximize student achievement to prepare our learners to be career and college ready. | | | | |
| <input checked="" type="checkbox"/> Action Steps | | | | |
| <input checked="" type="checkbox"/> A) Continuously review and update curriculum | 2 | 3 | 3 | 3 |
| <input checked="" type="checkbox"/> FY17 | | | | |
| <input checked="" type="checkbox"/> FY18 | | | | |
| <input checked="" type="checkbox"/> FY19 | | | | |
| <input checked="" type="checkbox"/> FY20 (Update) | | | | |
| ELA Maps and Common Summative assessments were fully implemented in 2018-2019; they will be updated and modified by grade level teams as needed. | 3 | 3 | 1 | 1 |
| The Library/Media Services Committee will meet to update our library program. A time study will be conducted to determine how resources can be re-allocated, now that the Library Media Specialists have teaching duties for .5 of each day, and are responsible for maintaining 3 libraries. | 1 | 2 | 2 | 3 |
| 7th Grade Pre-Algebra was taught at both Middle Schools during 2018-2019 in preparation for providing 8th Grade Algebra this year, offered for High School credit. We met with Proviso and Leyden to ensure we are aligned in our work in order to ensure our students are able to earn high school credit for this course. | 2 | 2 | 3 | 3 |
| We continue to implement and update the Gifted And Talented Program Guide, with a continuum of services for all students along the spectrum of high achieving and giftedness. and will provide additional supports to classroom teachers to meet the needs of high achieving and gifted students, including compacting curriculum. | 2 | 2 | 3 | 3 |
| Our first full year of implementation of the Bright Bytes Early Warning System assisted us in identifying at-risk students as early as possible. We will continue to use the data this resource provides to identify and support the students identified as at risk by this program. | 2 | 3 | 3 | 3 |
| The Standards Based Teaching, Learning and Grading Committee continues to plan and support our initial implementation of Standards Based Grading for ELA in grades K-5 during the 2019-2020 school year. During the 19-20 school year, we will develop the Standards Based Report Cards for ELA for 6-8, and all other core content and exploratory/specials classes, K-8. | 1 | 2 | 2 | 3 |
| The Instructional Planning Committee has been redesigned to function more fully as a curriculum council. They will begin review curriculum recommendations during the 2019-2020 school year. | 1 | 2 | 3 | 3 |
| All curriculum committees have grade level representation from each grade level at each school to ensure that all teachers are fully apprised of committee work. Each curriculum committee will be chaired by a teacher instead of an administrator. Committee chairs will continue to develop their facilitation skills. | 1 | 2 | 3 | 3 |
| The New Teacher Induction and Mentoring Program committee will continue to meet during the 2019-2020 school year to continue to redesign our entire induction and mentoring program. The committee was comprised of new teachers and mentors; they planned this year's induction week, providing the new teachers with more opportunity to prepare their classrooms during the week before school starts, but to also ensure they have the information they need to begin their work in District 87. This work is done in conjunction with Berkeley Education Association to ensure the program is still compliant with bargaining agreement language. The program will continue to be updated throughout this school year. | 1 | 2 | 2 | 3 |
| The Social Emotional Learning (SEL) Committee will continue to convene this year to examine core curriculum and tiered supports and updates. The Middle School Second Step Curriculum was fully implemented during the 19-20 school year. In addition to their classroom lessons, Kindergarten students were taught Core SEL Curriculum once every 6 days by SEL support staff (counselors and social workers). We piloted resources and K-8 mindfulness supplementary materials K-8, and will make full adoption recommendations for the 2020-2021 school year. | 1 | 2 | 2 | 3 |
| The Professional Development Committee (PDC) will continue developing a more coordinated long term planning Professional Learning experiences for all certified staff. | 1 | 2 | 3 | 3 |
| Project Lead The Way (PLTW), Grades K-5, was successfully implemented during the first year, and we will continue to use and refine this program for the 2019-2020 school year. The Middle School STEM Exploratory courses were updated to align more with student interest. | 1 | 2 | 3 | 3 |
| The Director of English Learners will continue to meet with Bilingual Program Teachers regularly throughout the school year to ensure WIDA standards are addressed within appropriate curriculum areas. She will also work with them to integrate the WIDA standards into ELA, and to build monitoring procedures for English Language Development for language acquisition. | 1 | 2 | 2 | 2 |
| The ESL Resource teachers continued implementing SIOP strategies with general education teachers, and will continue to do so with more teachers this year. | 1 | 2 | 2 | 2 |
| All teachers will have access to the ELlevation program to support instruction in the 4 language domains through the use of focused activities. We will continue to train teachers our use of this component this school year. | 1 | 2 | 2 | 3 |
| <input checked="" type="checkbox"/> FY21 (Next Steps) | | | | |
| ELA Maps and Common Summative assessments further review is put on hold due to COVID. | 3 | 3 | 1 | 1 |
| The ELA task force and the Standards Based Grading task force will align the summative assessments to the report card. The focus for FY 21 will be to deepen our leadership's understanding of standards-based grading and reporting to lead this work with our entire staff in FY22. | | | | 3 |
| The New Teacher Induction and Mentoring Program committee will continue to meet during the 2019-2020 school year to continue to redesign our entire induction and mentoring program. The committee was comprised of new teachers and mentors; they planned this year's induction week, providing the new teachers with more opportunity to prepare their classrooms during the week before school starts, but to also ensure they have the information they need to begin their work in District 87. This work is done in conjunction with Berkeley Education Association to ensure the program is still compliant with bargaining agreement language. The program will continue to be updated throughout this school year. Due to COVID the committee was unable to complete the redesign of the induction and mentoring program. The focus for this FY21 school year is to complete the guidebook. The newly designed program will begin in Fall 2021. | 1 | 2 | 2 | 3 |
| The Instructional Planning Council and the PDC have been combined into the D87 Curriculum Council. This council will serve in an advisory capacity for curriculum, instruction, and assessment. The council will provide input into planning for curriculum and professional development. The council will provide leadership in identifying curricular goals and developing a vision of curriculum excellence. From the curriculum council task force groups will be formed to focus on developing, refining, and initiating work on curriculum, instruction, and assessment. The council is comprised of members from each stakeholder group within the district. | | | | 2 |
| The primary focus for Curriculum Council this school year 2020-21 will be to develop a Curriculum Management Plan. The Curriculum Management Plan (CMP) is a document that establishes systemic procedures for the design, delivery, and evaluation of all curricula. The CMP provides a framework for the alignment of the written, taught, and assessed curriculum. This comprehensive plan provides the structure to ensure quality control of the designed and delivered curriculum necessary to address the district's strategic plan to ensure student achievement. | | | | 1 |
| One crucial component to high quality instruction is the development of an effective multi-tiered system of support (MTSS). The work of MTSS within the district will continue with ensuring collective responsibility from all staff to serve our students and families. The primary focus due to the current circumstances of the pandemic will be to deepen the understanding of our leadership team about MTSS and develop a plan of action to work with the MTSS task force in the FY 22 school year and subsequent years. | | | | 2 |
| The focus for the 2020-21 school is implementing the Ready Math curricular materials for grade level instruction and refining our pacing. The instructional coaches will collaborate with the teaching staff to refine the planning and deepening the understanding of the math units through the lens of understanding what students are to know, understand, and do as a result of the unit instruction. The teachers will also refine the use of the diagnostic data to provide targeted instruction to small groups of students. | | | | 2 |

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|--|-----------|-----------|-----------|-----------|
| The Social Emotional Learning (SEL) Committee will continue to convene this year to examine the core curriculum and tiered supports and updates. The Middle School Second Step Curriculum was fully implemented during the 19-20 school year. In addition to their classroom lessons, Kindergarten students were taught Core SEL Curriculum once every 6 days by SEL support staff (counselors and social workers). We piloted resources and K-8 mindfulness supplementary materials K-8 and will continue to discuss a possible full adoption recommendations for the 2020-2021 school year. | | | | 3 |
| The Director of English Learners will continue to meet with Bilingual Program Teachers regularly throughout the school year to ensure WIDA standards are included in lesson plans. She will also work with them to integrate the WIDA standards into ELA and other content areas, as appropriate based on the language of instruction, and build monitoring procedures for English Language Development for language acquisition. (Refer to row #61: The CMP will incorporate all aspects of English learners (ELs) learning - curriculum, instruction and assessment. The reason for this is that ELs are general education students with language acquisition needs. This will be reflected in our comprehensive plan.) | | | | 1 |
| The ESL Resource teachers continued implementing SIOP strategies with general education teachers, and will continue to do so with more teachers this year. During the 2020-21 school year, SIOP training will be offered our certified and non-certified staff. There will be 3 full-days of training accompanied with coaching sessions. | 1 | 2 | 2 | 2 |
| All teachers and administrators have access to the ELlevation program to support instruction in the 4 language domains through the use of focused instructional strategies and student-specific data. We will continue to train teachers in our use of this component this school year. There are monthly professional development offerings that will be accessible to our teachers from October 2020 through May 2021. | 1 | 2 | 2 | 3 |
| Goal 2: Ensure students are socially and emotionally ready to learn. | | | | |
| Action Steps | | | | |
| A) Provide programming for parents and students for SEL | 1 | 2 | 2 | 3 |
| + FY17 | | | | |
| + FY18 | | | | |
| + FY19 | | | | |
| FY20 (Update) | | | | |
| Working to systematize SEL through the MTSS process and to introduce SEL / Readiness to Learn topics to parents at each GLC | 1 | 2 | 2 | 3 |
| District SEL team met to collaborate and plan next steps for identification of vendors / tools to determine SEL needs districtwide. Team decided to implement Panorama. Grant funding was secured. Training was provided. | | | | |
| FY21 (Next Steps) | | | | |
| First districtwide survey will take place Fall 20-21 school year. This survey will provide SEL data to inform school Tier I efforts and identify grade level and classroom needs. Additionally, Panorama data will inform counselor and social workers with data to form groups based on student need and to provide needed parent programming. These efforts will each help support school improvement planning and initiatives and result in an increase in student readiness to learn. | | | | |
| B) Provide training for staff to support SEL. Working with PDC Committee to plan Institute Days around Trauma Informed Teaching, Digital Citizenship; Self-Care; Mindfulness and Restorative Practices. Use SEL assessment data to inform each school's SEL initiatives. | 1 | 2 | 2 | 3 |
| + FY17 | | | | |
| + FY18 | | | | |
| + FY19 | | | | |
| FY20 (Update) | | | | |
| SEL integrated into MTSS work, focus at October and February Institute Days | | | | |
| SEL Audit planned and prepared for with CEC | | | | |
| One District One Book study around SEL practices for all staff All Learning is Social and Emotional | | | | |
| FY21 (Next Steps) | | | | |
| Provide SEL opportunities for staff during Institute Day | | | | |
| Review and analyze data from Panorama to focus SEL initiatives. Work on a data review protocol | | | | |
| C) Implement a system to monitor and assess SEL. Counselor and Social Work teams meet regularly to planning and reflect on delivery of Tier I SEL in each school. Partnering with CEC to possibly continue with environmental scan of Tier I SEL. Will use SEL data to identify student readiness to learn and improve instructional strategies. | 2 | 2 | 3 | 3 |
| + FY17 | | | | |
| + FY18 | | | | |
| + FY19 | | | | |
| FY20 (Update) | | | | |
| We are looking for ways to assess Tier 1 SEL standards in all classrooms. (Panorama, etc.) | 1 | | | |
| We will be providing workshops for parents to assist them in understanding social and emotional learning with their children. | 1 | 1 | 2 | 2 |
| We are providing internal "mini-grant" opportunities for staff to provide resources that support social and emotional learning experiences with their students. | 1 | 1 | 2 | |
| We will continue to build restorative practice and trauma informed teaching practices. | 1 | 2 | 2 | 3 |
| FY21 (Next Steps) | | | | |
| Next Steps We will be working with parent groups such as the Title I parent advisory and the BPAC to identify and meet needs of parents to support learning at home through workshops and resources around the topic of Productive Struggle. | | | | |
| Goal 3: Ensure equitable technology access for all students and staff. | | | | |
| Action Steps | | | | |
| A) Implement Teaching and Learning with 1:1 plan | 2 | 3 | 3 | 3 |
| + FY17 | | | | |
| + FY18 | | | | |
| + FY19 | | | | |
| FY20 (Update) | | | | |
| All kindergarten and 1st grade classrooms were provided a 2:1 ratio of chromebooks. | | | | |
| Six grade students were provided new Chromebook to be used throughout grades 6, 7, & 8. | | | | |

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|---|-----------|-----------|-----------|-----------|
| The Technology Committee developed a plan for our 2020-2021 Chromebook deployment. | | | | |
| Provided families with safe, online resources that could be used by students at home. | | | | |
| K-8 Technology Skills Scope and sequence was developed to guide the technology related skills students should become proficient with at each grade level. | | | | |
| Implement our new Digital Citizenship Curriculum (Common Sense Media). | | | | |
| Applied for and was awarded grant funds to offset technology costs. Grants included the Digital Equity Grant, ESSR grant, Title I, & Pre K. | | | | |
| - FY21 (Next Steps) | | | | |
| Chromebooks were provided to families of PreK students to allow families to remotely connect with their teacher and to allow students access to digital, instructional resources. New touchscreen Chromebooks will be provided to these families once they are delivered to BSD 87. | | | | |
| All kindergarten and 1st grade students were provided with a Chromebook. | | | | |
| A task force was assembled to evaluate tools that would support remote learning. The following Online Tools; myon, Classkick, Zoom, Dojo, Screencastify, Seesaw | | | | |
| myON was implemented for all grades K - 8 after being thoroughly vetted by a group of teachers. myON News was also purchased for students grades prek - 5. myON gives students access to digital books and articles at multiple reading levels and languages. | | | | |
| Zoom was purchased and implemented to be used by all students and staff throughout remote instruction. | | | | |
| Seesaw, Screencastify, and Classkick were purchased and implemented. These tools were selected after a thorough vetting process by teachers. These tools were selected to improve remote teaching and learning. | | | | |
| Professional development sessions will continue to be offered to teachers when possible to support the use of instructional technology. | | | | |
| - B) Provide students and staff access to technology | 2 | 3 | 3 | 3 |
| + FY17 | | | | |
| + FY18 | | | | |
| + FY19 | | | | |
| - FY20 (Update) | | | | |
| Interactive displays have been installed in each classroom and meeting space throughout Jefferson and Whittier. | | | | |
| Certified staff have received a laptop based on the FY19 pilot and individual staff preference (Mac Laptop or Asus Chromebook). | | | | |
| All teacher aides received a 14" Chromebook. | | | | |
| MacBook Airs have been prepared and deployed to our middle school STEM, Art, and Music classrooms. | | | | |
| Additional online subscriptions were implemented for our middle school electives including the Adobe Creative Cloud, Soundtrap, and StoryBoardThat. | | | | |
| Additional technology was implemented for our middle school electives including 3D printers, iPads, Apple Pencils, and Robotics kits. | | | | |
| Interactive displays were installed in the Riley, Northlake, and MacArthur Library to enhance instruction and to support staff meetings. Interactive displays were implemented in the Whittier, Jefferson, and Sunnyside libraries in FY19. | | | | |
| Classroom printers were removed. | | | | |
| Deployed new copiers throughout our 7 buildings. These copiers provide additional scan, copy, and print features compared to our previously deployed Ricoh copiers. | | | | |
| Implemented a Voip phone system throughout the district replacing our 20 year old AT&T PBX phone system. This implementation lowered costs, provided enhanced features, and improved reliability. | | | | |
| - FY21 (Next Steps) | | | | |
| Certified staff were provided the opportunity to receive a Chromebook to be used as a 2nd laptop. Teachers will be provided the opportunity to switch out that Chromebook with a new 11" touchscreen Chromebook when they arrive. | | | | |
| Throughout FY21 technology planning for our referendum work will be taking place. This includes infrastructure, educational technology, and operational systems such as security cameras and PA systems. | | | | |
| Berkeley School District provided PAEC with 60 Chromebooks for use by Berkeley 87 students that attend PAEC. | | | | |
| PAEC 1 on 1 Program Assistants were provided with a Chromebook. | | | | |
| Staff who have been assigned a phone number have been configured to use the Vodia Mobile application. This allows staff members to make phone calls and receive phone calls using their cell phone. | | | | |
| - C) Student access to the internet outside of the school day | 2 | 3 | 3 | 3 |
| + FY17 | | | | |
| + FY18 | | | | |
| + FY19 | | | | |
| - FY20 (Update) | | | | |
| Identified families that are in need of wireless internet at home and provide them a wireless hotspot to support student learning. | | | | |
| Middle school students began their Chromebook take home the first week of of the FY20 school year. | | | | |
| 3rd - 5th grade students began their Chromebook take home during the second trimester of the 2019-2020 school year. | | | | |
| All 2nd grade students began taking their Chromebooks home in March of the FY21 school year. | | | | |
| Families of Kindergarten and 1st grade students who need a Chromebook for remote learning were provided with a Chromebook. | | | | |
| - FY21 (Next Steps) | | | | |
| Provided all students prek - 8th grade with chromebooks to use outside of school property. | | | | |
| Changed the data plan of T-Mobile wireless hotspots to unlimited high speed data. This step was taken to help each student who uses a hotspot to have a strong, reliable internet connection. | | | | |
| The Berkeley Technology Department provides on-site technology support each school day to troubleshoot technology issues that students have. Issues may be related to Chromebooks, Hotspots, home networks, or educational applications. | | | | |
| - D) Provide and monitor a robust and reliable network | 2 | 2 | 3 | 3 |
| + FY17 | | | | |
| + FY18 | | | | |
| + FY19 | | | | |
| - FY20 (Update) | | | | |

| 5-Year Plan Goal Status | FY18 Goal | FY19 Goal | FY20 Goal | FY21 Goal |
|---|-----------|-----------|-----------|-----------|
| Enhanced wireless internet was provided to the Northlake Music Room where several district wide professional development events are held. | | | | |
| Redundancy has been added to key network equipment to protect against power outages and hardware failures. | | | | |
| Internet bandwidth was upgraded for the Main Office and wireless access points were replaced. | | | | |
| Wide Area Network was upgraded to 10 GB from our service provider. Hardware was upgraded where needed to support 10GB. | | | | |
| UPS batteries were replaced throughout our six schols to increase runtime in the event of a power outage. | | | | |
| - FY21 (Next Steps) | | | | |
| Berkeley School District 87 will pursue increasing the Internet bandwidth that provides internet to our six schools. We will seek funding for this project through the E-Rate program. | | | | |
| Additional ethernet drops will be installed throughout Jefferson and Whittier to support the currently deployed interactive displays and VOIP handsets. | | | | |
| Exterior wifi | | | | |
| Berkeley School District 87 will pursue the installation of exterior WiFi at our six schools and at our administration center. We will seek funding for this project through the E-Rate program. | | | | |
| - Goal 4: Hire and retain highly effective staff. | | | | |
| - Action Steps | | | | |
| - A) Enhance recruitment process and procedures | 2 | 3 | 3 | 3 |
| + FY17 | | | | |
| + FY18 | | | | |
| + FY19 | | | | |
| - FY20 (Update). | | | | |
| We were able to recruit and recommend two 1.0 FTE School Nurses (RN) at Riley and Whittier. | | | | |
| We were able to recruit and hire a part-time Berkeley 87 School Psychologist | | | | |
| At the end of the 2020 school year we retained 88% of new staff hired, compared to the 2019 school year, we retained 64% of new staff hired. As a district we improved the retention rate of our first year teachers new to the district. | | | | |
| Build partnerships with high schools and attend career day events to promote teaching as a career prior to students entering college. | | | | |
| Expand partnerships with local universities and participate in education course visits to present the district to upcoming graduates prior to spring career fairs. | | | | |
| - FY21 (Next Steps) | | | | |
| Implement stay interviews and revise the exit surveys | | | | |
| Develop a partnership with junior colleges to promote support staff positions. | | | | |
| Develop a partnership with high schools to attend their career fairs to promote teaching as a career. | | | | |
| Visit education courses of 2021 to share opportunities we provide as a district and in the education profession. | | | | |
| - B) Develop and implement a staff retention plan | 2 | 2 | 3 | 3 |
| + FY17 | | | | |
| + FY18 | | | | |
| + FY19 | | | | |
| - FY20 (Update) | | | | |
| Principals/Assistant Principals specifically met and checked in with their new staff members throughout the year. District admin checked in with new staff | | | | |
| The New Teacher and Induction/Mentoring Committee began to revise the current program with a focus on supporting new teachers | | | | |
| - FY21 (Next Steps) | | | | |
| Present and review our retention data for the past 3 to 4 years, analyze the data to find out why, and problem solve and collaborate as an organization to find solutions to retain our staff | | | | |
| Interview and and hold small focus group sessions with new staff and collect their feedback regarding their plans to return for the following year as well as their first year experience in the district | | | | |
| Finalize the revisions and updates to the New Teacher Induction and Mentoring Program | | | | |
| - C) Educate and support staff in seeking National Board Certification and other distinctive honors | 1 | 2 | 3 | 3 |
| + FY17 | | | | |
| + FY18 | | | | |
| + FY19 | | | | |
| - FY20 (Update) | | | | |
| Teachers who excel are highlighted in the staff newsletter. | | | | |
| Informal check-ins are conducted with teachers currently participating in National Board Certification | | | | |
| - FY21 (Next Steps) | | | | |
| Host Informational Meetings about National Board Certification | | | | |
| - D) Support and guide teachers to enroll in postgraduate education opportunities | 2 | 2 | 3 | 3 |
| + FY17 | | | | |
| + FY18 | | | | |
| + FY19 | | | | |
| - FY20 (Update) | | | | |
| The district began discussions with staff regarding an ESL program for the 2020-2021 school year | | | | |
| - FY21 (Next Steps) | | | | |

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|--|-----------|-----------|-----------|-----------|
| Staff survey regarding the areas of interest for post graduate programs and additional endorsements | | | | |
| Continue to partner with universities to provide post-graduate cohorts for endorsements and graduate programs. We will begin a partnership with St. Francis University to provide funding for an ESL endorsement to help meet our EL and Special Education needs in Berkeley and PAEC. | | | | |
| - E) Provide ongoing professional development opportunities for support staff. | 3 | 3 | 3 | 3 |
| + FY17 | | | | |
| + FY18 | | | | |
| + FY19 | | | | |
| - FY20 (Update) | | | | |
| Teacher assistants were able to participate in some professional developments activities throughout the year. | | | | |
| Increased participation in the tuition reimbursement benefit for certified staff. | | | | |
| - FY21 (Next Steps) | | | | |
| Provide professional development for substitute teachers | | | | |
| Increase professional development opportunities for teacher assistants | | | | |
| Provide informational sessions for support staff members to learn about their access to tuition reimbursement | | | | |
| - Goal 5: Provide a safe and high-quality environment that supports student learning. | | | | |
| - Action Steps | | | | |
| - A) Monitor and prioritize the District's Health Life Safety Plan | 2 | 3 | 3 | 2 |
| + FY17 | 2 | 3 | 3 | 3 |
| + FY18 | 2 | 3 | 3 | 3 |
| + FY19 | 1 | 3 | 3 | 3 |
| - FY20 (Update) | N/A | 2 | 3 | 2 |
| To repair and update needed items are recommended by West40 | N/A | 3 | 3 | 2 |
| To plan and budget for needed life safety items | N/A | 3 | 3 | 2 |
| - FY21 (Next Steps) | N/A | N/A | N/A | 2 |
| To plan and budget for safety improvements in the buildings | N/A | N/A | N/A | 2 |
| To address any issues related to the compliance visit | N/A | N/A | N/A | 2 |
| - A) Continue to work with the architect to prioritize long-term projects from the Health Life Safety Plan | 1 | 3 | 3 | 2 |
| + FY19 | | | | |
| - FY20 (Update) | 3 | 3 | 3 | |
| To prioritize projects in conjunction with Long Term Facilities Plan | N/A | N/A | 3 | |
| Begin planning and moving forward with the the results of the public vote | N/A | N/A | 3 | |
| - FY21 (Next Steps) | | | | |
| Work with the architect to design a safe building that meets the needs of District 87 | | | | 2 |
| Work with the architect to design a building the supports the learning District 87 needs. | | | | 2 |
| - B) Maintain and improve the District's buildings and grounds as needed | 3 | 3 | 3 | 2 |
| + FY17 | | | | |
| + FY18 | 3 | | | |
| + FY19 | | 3 | | |
| - FY20 (Update) | | 2 | 3 | |
| To make needed adjustments to increase custodial performance | | | 3 | |
| To carry out the results of the Long Range Facilities Planning | | | 3 | |
| Create permanent busing routes with more consistent times | | | 3 | |
| To begin planning the summer project at Jefferson Primary | | | 3 | |
| - FY21 (Next Steps) | | | | |
| Make the improvements needed to deal with COVID-19 situation | | | | 2 |
| Work on the ventilation system to allow more fresh air | | | | 2 |
| Make sure we have the necessary needed disinfectants, wipes and supplies to deal with the students return to class | | | | 2 |
| To develop a safe transportation plan to limit COVID transmission among students | | | | 2 |
| - C) Ensure all students have access to high quality nutrition through the breakfast and lunch programs. | 3 | 3 | 3 | 3 |
| + FY17 | | | | |
| + FY18 | | | | |
| + FY19 | | | | |
| - FY20 (Update) | | | | |
| Reduce ordering expenses by 10% and waste by 10% | | | 2 | |
| Increase participation by 2 % for lunch | | | 3 | |
| Implement Breakfast in The Classroom | | | 1 | |
| Implement afterschool program | | | 1 | |
| Implement Salad Bars Intermediate & Primary Schools | | | 3 | |
| Add more marketing posters and materials to all schools | | | 3 | |
| New lunch Tables for all school cafeterias | | | 1 | |

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|--|-----------|-----------|-----------|-----------|
| All schools cafeterias painted | | | 3 | |
| Student Focus Group & Surveys | | | 1 | |
| Apply for Fresh Fruit & Vegetable Grant | | | 1 | |
| - FY21 (Next Steps) | | | | |
| Increase overall participation to 820 meals per day | | | | 1 |
| Obtain Equipment Grants | | | | 1 |
| Obtain No Kid Hungry Grant | | | | 1 |
| Implement Staff Program w/ Soup Program | | | | 3 |
| Help with kitchen design of new and renovated schools. | | | | 1 |
| Keep track of data as it pertains to Nutritional Services on a monthly, and annual basis. | | | | 1 |
| - Goal 6: Engage all stakeholders in an active partnership with the District. | | | | |
| - Action Steps | | | | |
| - A) Review and upgrade the District 87 website | 2 | 3 | 3 | 3 |
| + FY17 | | | | |
| + FY18 | | | | |
| + FY19 | | | | |
| - FY20 (Update) | | | | |
| Continue to hold annual fundraiser and involve the entire D87 community. | | | | |
| Increased school/family partnerships and opportunities for engagement (family nights, etc.) | | | | |
| Intensive work around long-range facilities planning with a focus on community engagement. | | | | |
| - FY21 (Next Steps) | | | | |
| Provide opportunities for community engagement around the facilities projects. | | | | |
| Provide online opportunities for engaging with families during Remote Learning. | | | | |
| - B) Provide electronic means for Board communications | 2 | 3 | 3 | 3 |
| + FY17 | | | | |
| + FY18 | | | | |
| + FY19 | | | | |
| - FY20 (Update) | | | | |
| Continue to support Board Members as needed to access electronic communications. | | | | |
| - FY21 (Next Steps) | | | | |
| Maintain online video recordings of our Board meetings to allow for greater transparency. | | | | |
| Prepare laptop for each board member to access board materials digitally. | | | | |
| - C) Provide parents with a variety of learning opportunities | 3 | 3 | 3 | 3 |
| + FY17 | | | | |
| + FY18 | | | | |
| + FY19 | | | | |
| - FY20 (Update) | | | | |
| Continue building and participating in SuperBPAC; host. Dr. Ferney Ramirez again to build on his presentation. | 2 | 2 | 3 | 3 |
| We continued to provide parent engagement during the remote learning period with presentations and meetings being conducted in a remote setting. | | | | |
| - FY21 (Next Steps). | | | | |
| Resources have been added to the "Return to School" site to inform and assist parents. Additional resources will be added throughout the school year. | | | | |
| We are currently planning on how to provide both in-person and remote Parent ESL classes and providing presentations focusing on student productive struggle during remote learning. | | | | |
| - D) Provide communications to parents that address the language and modality that best meets their needs | 2 | 3 | 3 | 3 |
| + FY17 | | | | |
| + FY18 | | | | |
| + FY19 | | | | |
| - FY20 (Update) | | | | |
| Explored options for an implementation of a reliable, consistent, effective digital parent communication tool to be used by teachers and administrator during the 2020-2021 school year. | | | | |
| - FY21 (Next Steps) | | | | |
| Further explore options for a reliable translation for all forms of communication. | | | | |
| Implemented Class Dojo as a form of communication for all six schools. Class Dojo has a translate features which enables families to translate all classroom announcements and messages into their preferred language. | | | | |
| - E) Articulate with surrounding educational organizations | 2 | 3 | 3 | 3 |
| + FY17 | | | | |
| + FY18 | | | | |
| + FY19 | 2 | 2 | 2 | |
| - FY20 (Update) | | | | |

| 5-Year Plan Goal Status | FY18 Goal | FY19 Goal | FY20 Goal | FY21 Goal |
|---|-----------|-----------|-----------|-----------|
| Continue child find for expanded inclusion preschool. Work to conduct parent needs assessment to inform Title I and Adult ESL programming. | 2 | 2 | 2 | |
| We met with each of our partner library organizations regarding providing resources to support student learning in person and remotely. We also have worked to improve child find for preschool with local day care centers. | | | | |
| - FY21 (Next Steps) | | | | |
| We plan to continue to partner with libraries to find ways to provide access to virtual books and audio books to children regardless of which community library district they reside. | | | | |
| Continue regular articulation with both Proviso area and Leyden area schools. | | | | |
| - Goal 7: Serve as financial stewards for our community. | | | | |
| - Action Steps | | | | |
| - A) Revise and monitor procedures to ensure support for those who live within our community | 3 | 3 | 3 | 3 |
| + FY17 | | | | |
| + FY18 | | | | |
| + FY19 | | | | |
| - FY20 (Update) | | | | |
| Pursue additional grants to supplement local funds such as equipment grants, E-Rate funds, professional development and field trips. Investigate alternative snack and or meal program models. Distributed Chromebooks and hotspots to families for access to remote learning during the mandated closure. Collaborated with neighboring districts to provide student meals during Spring Break. | | | | |
| - FY21 (Next Steps) | | | | |
| Continue to pursue grants to supplement local funds such as Action For Healthy Kids breakfast grants, equipment grants, professional development and field trips. Apply for expanded meal program reimbursements to provide student meals on non attendance days during remote learning. Pursue technology grants for devices and internet connectivity hotspots. Collaborate with local library systems for shared access to digital books. | | | | |
| - B) Maximize resources to best support student learning | 2 | 3 | 3 | 3 |
| + FY17 | | | | |
| + FY18 | | | | |
| + FY19 | | | | |
| - FY20 (Update) | | | | |
| Implement IDEA grants. In coordination with PAEC and member districts, review the PAEC Long Range Facilities Plan and develop schedule and funding options. Begin Special Education Program Review to maximize Berkeley 87 staff efficiencies and effectiveness with providing special education services in Berkeley 87 to the greatest extent possible. | | | | |
| - FY21 (Next Steps) | | | | |
| Continue Special Education Program Review to maximize Berkeley 87 staff efficiencies and effectiveness with providing special education services in Berkeley 87 to the greatest extent possible. Begin clarification of roles of Special Education Teachers and Case manager, Special Education Coordinators, Psychologists, Social Workers. | | | | |
| - C) Maximize efficiencies throughout the organization | 2 | 2 | 3 | 3 |
| + FY17 | | | | |
| + FY18 | | | | |
| + FY19 | | | | |
| - FY20 (Update) | | | | |
| Implementation of new financial software system with the Township Treasurer. Implementation of district wide printing solutions. Continued training in financial system to refine skills and expand use of new functionalities. | | | | |
| - FY21 (Next Steps) | | | | |
| Research additional modules within or compatible with the new Finance System to increase efficiencies for staff services. | | | | |
| - D) Monitor the costs/return on investment on programs | 2 | 2 | 3 | 3 |
| + FY17 | | | | |
| + FY18 | | | | |
| + FY19 | | | | |
| - FY20 (Update) | | | | |
| Continued monitoring of CEP meal program for student satisfaction and cost effectiveness. Review of existing serving models. Obtained food service equipment grants to improve serving process. Applied for various grants including: ISBE Fast Track Construction Grant, FEMA COVID Federal Relief, ESSER-CARES grant, and ISBE School Maintenance Grant Program. Applied the School Maintenance grant award toward the Clock and Intercom Replacement Project at Riley and Northlake Schools during summer break. | | | | |
| - FY21 (Next Steps) | | | | |
| Continued monitoring the benefits of program participation such as CEP meal program and insurance pools for liability, workers comp and medical coverages. Research various insurance program options for the referendum construction projects. Continued review of purchasing cooperatives and State Purchasing Programs to identify potential savings on supplies and equipment purchases. | | | | |
| Continue to monitor the use and effectiveness of the various educational tools used by students and staff. Make decisions based on the data evaluated. | | | | |
| - E) Monitor revenue sources and expenditures | 2 | 2 | 3 | 3 |
| + FY17 | | | | |
| + FY18 | | | | |
| + FY19 | | | | |
| - FY20 (Update) | | | | |
| Monitor application of Evidence Based Funding on expanded student programming and services to address student needs in District 87. | | | | |
| - FY21 (Next Steps) | | | | |

| 5-Year Plan Goal Status | FY18 Goal | FY19 Goal | FY20 Goal | FY21 Goal |
|---|-----------|-----------|-----------|-----------|
| Monitor changes to State funding such as Evidence Based Funding and Pre-K for changes due to economic impact of the pandemic. Seek grant opportunities to provide funding for student programs, staff development, food service and facilities. Review budget impact of purchases and services to maximize the use of district financial resources. | | | | |
| <input type="checkbox"/> F) Maintain healthy fund balance and a balanced budget | 2 | 2 | 3 | 3 |
| <input type="checkbox"/> + FY17 | | | | |
| <input type="checkbox"/> + FY18 | | | | |
| <input type="checkbox"/> + FY19 | | | | |
| <input type="checkbox"/> - FY20 (Update) | | | | |
| Proposed balanced budget for FY20 with targeted use of fund balances as required. Prioritizing expenditure requests to meet Evidence Based Funding requirements within available revenues. Applied for various grants including: NSLP Equipment grant, No Kid Hungry Grant, ISBE Fast Track Construction Grant, FEMA COVID Federal Relief, ESSER-CARES grant, and ISBE School Maintenance Grant Program. Utilized the School Maintenance grant award toward the Clock and Intercom Replacement Project at Riley and Northlake Schools over the summer. | | | | |
| <input type="checkbox"/> - FY21 (Next Steps) | | | | |
| Proposed balanced budget for FY21 with targeted use of fund balances as required. Prioritizing expenditure requests to support remote learning with a focus on transition to hybrid and on-site learning. Compliance with Evidence Based Funding requirements and guidelines within available revenues. Seek grant or reimbursement programs for non typical costs related to remote learning, mandated closures and health department guidelines. Apply for various grants or partial reimbursements including: FEMA COVID Federal Relief, Technology grant, and professional development opportunities. | | | | |
| We will continue to pursue grants to support opportunities for improving the access to needed resources to promote teaching and learning. Current awarded grants for FY 21 include: After School Programs; Career and Tech Ed; Preschool for All; Early Childhood Emergency Relief; Language Instruction Educational Program; Elementary and Secondary Digital Equity; Elementary and Secondary School Emergency Relief; IDEA; School Maintenance Project and ESSA (Title I-II, IV). | | | | |
| KEY | | | | |
| Yellow- Readiness Activities | | | | |
| Orange- Early Implementation | | | | |
| Green- Full Implementation with Monitoring | | | | |