

Elmhurst Community Unit District 205

Operational Plan 2019-2022



ELMHURST

COMMUNITY UNIT SCHOOL DISTRICT 205

A National Leader in Future Ready Learning

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INTRODUCTION

Elmhurst Community Unit School District 205 is committed to being a national leader in future-ready learning. Its vision is to ensure that all students graduate college, career, and life ready. Its mission is to accelerate learning for all students. Four belief statements support this mission:

- **ALL** students must learn and grow
- We accept shared responsibility for *student growth*
- We make decisions based on what is best for *students*
- We are a future-focused community of *learners*

The District has operationalized its vision of college-, career-, and life-readiness to mean that students will exhibit the 6Cs of communication, collaboration, critical thinking, creativity, character, and citizenship.

D205 leadership believes that the means to achieve this vision is through rigorous, relevant, and responsive instruction that incorporates the 6Cs. Therefore, the work at the District level focuses on supporting this type of instruction. More specifically, as shown in Figure 1, the District's learning and teaching priorities address developing curricular resources, strengthening instruction, as well as developing systems to measure progress and success.

Figure 1. D205 Learning and Teaching Priorities

Learning and Teaching Priorities	
Instructional Vision	Create shared understanding of the District's vision, strategies, and priorities and develop systems to measure success in attaining the vision
Curriculum and Assessment	Develop curriculum resources and assessments aligned with rigor/relevance and the 6Cs
Instructional Strategies	Support the use of rigorous, relevant, and responsive instructional strategies that incorporate the 6Cs for all students

In addition to these learning and teaching priorities, the District's work must also reflect attention to key opportunities related to being a national leader in future ready learning and new challenges that arise from year to year, as well as continued focus on supporting D205's work with sound finances, decision-making, staffing, and facilities. Feedback from the community was carefully considered when constructing the plan and presenting it to the Board of Education for approval.

The purpose of this three-year Operational Plan is to clearly articulate District priorities related to each of these key principles and provide direction for planning, implementation, and resource allocation decisions. The plan will be updated annually to respond to changes in policy or environment, but there will always be a current three-year plan in place.

More specifically, the contents of this plan are intended to guide the specific work included in annual Learning and Teaching Priorities, individual school improvement plans, and the annual budget development and approval process.

The plan includes the following sections:

- History and Development of the Plan
- Addressing Key Opportunities and Challenges
- Implementing Learning and Teaching Priorities
- Supporting Work with Sound Finances, Decision-making, Staffing, and Facilities
- Measuring Success
- Implementation Plan

History and Development of the Plan

In the spring of 2015, the Elmhurst Community Unit District 205 Board of Education commissioned the District administration to identify community priorities and values and begin the process of developing a plan for the District which, when completed, would guide programming and resource allocation decisions. A facilitating team comprised of community members, administrators, board members, consultants, and architects was formed, and they established a plan for a series of community engagement sessions known as Focus 205. The first four sessions entitled Next Generation Learning, Tomorrow's Classrooms Today, Utilization of Resources for Maximum Student Success, and School Facilities for the 21st Century were held during the fall of 2015.

Focus 205 Session Two: *Tomorrow's Classrooms Today* was held on October 15, 2015. Administration shared current District 205 successes and instructional programming that is common in most high-achieving Districts that was currently unavailable to District 205 students. Approximately 100 participants identified the following five areas, in order of preference, as opportunities for the District to pursue:

- All Day Kindergarten
- Project Lead the Way
- Dual Language Immersion
- Instructional Coaches
- Systematic Interventions and Enrichment

The process continued into the fall of 2016 with Community Engagement Sessions Five and Six: *Celebration, Recap and Exploration* and *Vision for the Future*. Additionally, the District hosted focus groups at the three middle schools and conducted an interactive community survey. In all, 550-plus people attended the community engagement sessions, some 120 attended the focus groups, and more than 1,500 people participated in a ThoughtExchange survey.

Three areas that emerged as priorities were an increased focus on STEM (Science, Technology, Engineering, and Math), a desire for all-day kindergarten, and a need to address aging and outdated facilities across the District.

Additionally, in October of 2016, the Board of Education approved four broad [organizational goals](#) relating to student achievement, district culture, finance and district management to guide its work.

A final report was shared with the Board at the April 11, 2017 meeting. In addition to the instructional priorities, the steering committee's highlighted the importance of safe and modernized facilities and ongoing community engagement. Detailed information, including complete video of the sessions, verbatim and summary feedback of the participants, and the results of the community survey, is available at www.focus205.org.

The Future Focused Phase II of the Community Engagement process began in the fall of 2017 and was focused primarily on facilities. It included an All-Day Kindergarten Study, meetings at all attendance centers, multiple Board presentations, boundaries studies and financial presentations. On August 20, 2018, the Board agreed to place a [\\$168.5M referendum](#) on the November 6 ballot. That fall the September 17 State of the Schools and September 24 Community Finance Night summarized the District's educational, facilities, and finance objectives, and a series of intense community information sessions were held to help people understand the elements of the Master Facilities Plan. The referendum passed with 62% support of the community. and a three-year Operational Plan was approved at the July, 2019 Board meeting.

ADDRESSING KEY OPPORTUNITIES AND CHALLENGES

This section of the plan describes key activities related to the District's work to follow through on the community engagement process described in the previous section, as well as to address new challenges. Community engagement work helped identify important gaps in future readiness, which will be addressed through several key initiatives. In addition, increasing concern has arisen with respect to reducing student stress and anxiety and better supporting the emotional health of students. The work described in this section is intended to address these needs and includes:

- All Day Kindergarten
- Social Emotional Wellness

ALL-DAY KINDERGARTEN

All-day kindergarten has become increasingly common across the state and nation as the academic expectations for today's students increase. In Fall 2017, the District commissioned an [All-Day Kindergarten Study](#). District 205 comparison districts that have all-day kindergarten programs include Barrington, Geneva, Indian Prairie, Naperville, St. Charles, and Wheaton. Currently, Batavia is the only among this group that does not currently offer a full-day option. Seventy-seven percent of schools nationally and 67% of schools in DuPage County offer an all-day kindergarten option.

All-Day Kindergarten supports the District's KPI of all students reading on grade level by third grade.

The research is clear that all-day kindergarten has a significant positive impact on reading achievement (Gibbs, 2014). Benefits include:

- Children who attended all-day kindergarten scored higher on standardized tests and had fewer intervention placements.
- Children in all-day placements make greater gains in their reading and math achievement from fall to spring.
- Children in all-day kindergarten were more engaged in child-to-child interactions and made significantly greater progress in learning social skills.

The State's Evidence-Based Funding Model cites All-Day Kindergarten as having the highest effect size (.77) of its 27 components (Fusaro, 1997).

In addition to the academic benefits, all-day kindergarten programs allow for greater emphasis on social-emotional learning. Half-day programs no longer have time for free play, play-based learning, or dedicated time to work on social skills. All-day kindergarten will allow for those key aspects of learning for kindergarten students.

The Illinois School code requires that a half-day option be available in all school districts. All-Day Kindergarten will be a choice for families, not a requirement.

The District will add seven classrooms at Edison Elementary School in the summer of 2020 and make some minor boundary adjustments to accommodate an all-day kindergarten option at all eight elementary schools. Edison will be used to house Lincoln and Field Students during construction. On May 28, 2019, the Board of Education approved a plan for early implementation on a space available basis beginning with the 2020-21 school year. The District will fully implement All-Day Kindergarten beginning with the 2024-25 school year when new construction and renovations are completed (see p. 13).

SOCIAL EMOTIONAL WELLNESS

Over the last year, it has become clear that many students in Elmhurst are struggling with stress and anxiety. This is a challenge that must be addressed head on in order for students to be able to leave high school college, career, and life-ready.

In 2018-19, D205 will begin a process of collecting information about the underlying causes of stress and a process of considering potential supports. Because supporting students' emotional health goes beyond school, parents and community partners must be engaged to discuss a comprehensive approach that includes district-wide actions as well as community-based solutions.

IMPLEMENTING LEARNING AND TEACHING PRIORITIES

This section of the plan describes key activities related to the District's work related to its learning and teaching priorities. As described previously, District 205 has three primary learning and teaching priorities that drive school improvement planning, professional learning, and resource allocation decisions. They are:

- 1) Instructional Vision: Create shared understanding of district vision, strategies, and priorities and develop systems for how success in attaining vision will be measured;
- 2) Curriculum and Assessment: Develop curriculum resources & assessments aligned with rigor/relevance & 6Cs in key content areas with new standards or programs (science, social studies, dual, planning for secondary math program changes); and
- 3) Instructional Strategies: Support the use of rigorous and relevant instructional strategies and the 6Cs in instruction for all students

A description of work in each of these areas follows.

VISION

STANDARDS-BASED REPORTING

If the ultimate goals for students is that they graduate college, career, and life-ready, then D205 leadership must closely examine the ways in which outcomes are assessed. Traditional A-F systems of grading don't easily support student mastery of important knowledge and skills. Standards-based reporting prioritizes the learning over a letter grade. D205 is therefore moving towards a standards-based system of grading and reporting on performance. This type of system requires teachers to be able to identify specifically where students are in relation to mastery of important standards and skills and report that information to parents and students. Standards-based reporting also allows for students to continue to work to achieve standards throughout the year, not just to fail and move on to the next topic – setting up a system where those, who need additional support and those, who are ready to extend their learning, are easily identified, further setting D205 students up for a more personalized and individualized experience.

SCHOOL IMPROVEMENT PLANS

Ultimately, it is the work of teachers in classrooms and leaders in schools that has the most direct impact on students. To that end, not only does the District need a robust operational plan that lays out key priorities and activities, but schools do as well. D205 will continue to work to improve support for the process by which leaders develop their individual school plans and ensure that these plans are consistent with the District's Learning and Teaching Priorities.

SYSTEMS TO SUPPORT DATA USE (DATA WAREHOUSE)

To support the work in standards-based reporting as well as interventions and enrichment, D205 requires a system which can bring together information about students into one place and maintain that information over time. In 2018-19, D205 began a process to develop such a system, and implementation will begin in 2019-20.

CURRICULUM AND ASSESSMENT

DEVELOPMENT OF CURRICULAR RESOURCES AND PROGRAMMING IN KEY CONTENT AREAS: SCIENCE, SOCIAL STUDIES, DUAL LANGUAGE, SECONDARY MATH

As new national standards are developed, D205 will work to ensure that high-quality curricular resources are available for teachers. In addition, the District will continue to review existing resources and programs for coherence and alignment to standards and the 6Cs. Recently, the State of Illinois has adopted new standards in science and social studies. D205 is working to develop resources that will support implementation of those new standards. In addition, D205 is working to develop the resources needed to support the new dual language immersion program as it expands from grade to grade. D205 also is reviewing math programming at the secondary level to consider its alignment to state and national standards related to mathematical practices.

CROSS-CUTTING CURRICULAR WORK

The District believes that proficiency in the 6Cs of creativity, critical thinking, collaboration, communication, character and citizenship is the key to ensuring that students graduate college, career, and life-ready. Therefore, these skills must be embedded in the curricular resources that support learning.

Most of the content area standards address these skills – for example, mathematics standards include a focus on critical thinking, social science standards address citizenship, literacy standards incorporate spoken and written communication – but these connections must be explicit and embedded throughout a student’s educational experience. In addition, to increase support for students’ social-emotional well-being, SEL standards will be embedded into the District’s curriculum development process.

INTERDISCIPLINARY UNITS

In the fall of 2018, the District was one of 40 districts from across the nation selected to participate in the inaugural *Innovation and Transformational Leadership Network*, a joint project of the American Association for School Administrators and the Successful Practices Network, the research arm of the International Center for Leadership in Education. The District determined that interdisciplinary learning was a priority and launched pilots at each grade level span. The goal is to bring to scale these pilots across all grade levels and school sites over time.

In the spring of 2019, the District was selected to participate in Harvard University’s *Scaling for Impact* program. This experience supported the District’s efforts to properly scale innovation related to interdisciplinary learning and other District priorities. This specific work is an example of the District’s efforts to innovate. District 205 has adopted District Management Group’s definition of innovation: “Achievement of pattern-breaking performance improvement that can be scaled and sustained.”

The underlying concept of innovation is simply that focusing on continuous improvement only will result in incrementally improving the 20th Century school. In this model best practices are gradually refined and perfected. This is a forward-focused approach, meaning that one takes what one did, tweaks it a little, based on what worked well or didn’t, and then does something a little bit different and better the next time. Future-focused schools determine where they want to go and develop a plan to get there. This may involve risk-taking and failure, but ultimately innovative next practices can allow school leaders and teachers to do things that were thought to be impossible. In this model, continuous improvement and innovation co-exist. Schools exploit what works well (continuous improvement), but exploration (innovation) is encouraged, studied and analyzed. What works is scaled until it becomes the new norm, and the cycle continues indefinitely.

PROJECT LEAD THE WAY

The mission of [Project Lead the Way](#) (PLTW) is to empower students to thrive in an evolving world. PLTW programs are used in 351 K-12 schools in 173 districts in Illinois. With K-12 programming, the opportunity exists for a wide range of programming options for District 205 students.

In addition to building knowledge and skills in computer science, engineering, and biomedical science, modules also promote skill development in problem-solving, critical and creative thinking, communication, collaboration, and perseverance.

In the spring of 2017, the D205 Board of Education authorized the administration to implement a major middle school reorganization that included the addition of PLTW's Gateway program for the 2017-18 school year. York High School has redesigned its curriculum to include career pathways. The Career and Technology Education Department will be adding Engineering offerings beginning with the 2019-20 school year. In addition, the administration is planning to expand STEM through the use of [Defined STEM](#) at the elementary school, in middle school acceleration blocks, and through summer school enrichment opportunities.

Maker spaces are also in place at all school sites. Facility considerations to support STEM programming are included in the District's Facilities Master Plan. Additionally, the District is partnering with the District 205 Foundation and the local business community to support these innovations.

Dual Language Immersion

The aim of dual language programs is to develop citizens who are bilingual, biliterate, and have a bicultural perspective. There are two types of dual language programs: one-way immersion and two-way immersion. In one-way immersion programs, the target language is determined (Mandarin, for example). All of the students would be non-native speakers of the target language. The students would receive 50% of their instruction in the target language and 50% of their instruction in English. Dual language begins in kindergarten and continues through middle school. High school programming allows for early AP and/or dual credit options as well as obtaining the Seal of Biliteracy.

Two-way immersion dual language classrooms are comprised of native English speakers and native speakers of the target language (Spanish, for example). Students typically begin with 80% of their instruction in the target language and 20% of their instruction in English. The percentages adjust each year until the late elementary grades when half of instructional time is spent in each language. The high school options for students in two-way immersion programs mirror those in one-way immersion programs.

In a landmark study in the State of North Carolina, students who participated in two-way dual language immersion programs by fifth grade were scoring as high as non-program sixth grade peers in both math and English (Thomas and Collier, 2014). This advantage continued through eighth grade and was consistent irrespective of race, native language, gender, or poverty status.

The District added two-way Dual Language Spanish Immersion programming at Fischer Elementary School beginning with the 2018-19 school year.

The District has created a hiring cycle to ensure that Dual Language programs in the District can be appropriately staffed. Financial and facilities considerations to add Dual Language are minimal. The program is essentially staff neutral, and the Master Facilities Plan accounts for space to accommodate the program.

INSTRUCTIONAL STRATEGIES

WORKSHOP MODELS OF INSTRUCTION

Workshop models of instruction are an instructional approach that describe structures and routines to ensure that individual students receive the support they need. In essence, workshop models provide explicit guidance on how to set up differentiated lessons and classrooms.

D205 is currently working to implement workshop-type approaches in literacy and math in elementary and middle schools. Efforts will continue to expand and support this work at all grade levels, including the high school, while also extending it to incorporate writing.

INCORPORATING 6CS AND TECHNOLOGY

District leaders believe that focusing instructional practices around the **6Cs** of creativity, critical thinking, communication, collaboration, character and citizenship will result in students mastering those skills. The International Center for Leadership in Education's [Rigor and Relevance Framework](#) is used as a primary resource to support the 6Cs.

Rigor is often misunderstood to mean more. But rigor is not doing—it is thinking. A common institutional definition of rigor is important to both properly prepare students for success *outside* of school and also ensure they are healthy and happy during their time in school. The Rigor and Relevance Framework provides that platform. It combines Bloom's Taxonomy which defines creativity as the highest indicator of rigor and offers the following definition of relevance: "The application of knowledge to real-world, unpredictable situations." Traditional definitions of rigor are typically isolated to discipline specific content knowledge. Combining the two concepts allows for students to leave the system college AND career ready. Adding the Cs of character and citizenship and focusing on student empowerment and the behavioral health of students will ensure that students leave the system college, career, and LIFE ready.

The distinction between student engagement and student empowerment is the difference between getting learners excited about *teacher* prescribed content, interests and curricula and giving students the knowledge and skills to pursue *their* passions, interests, and future (Couros, 2015).

Professional Learning Communities are the basis of school improvement efforts in D205. In this model, teams of teachers focus on student learning data and work collaboratively to improve practice and leverage student growth. The model focuses on three big ideas and four crucial questions. The big ideas are ensuring that students learn, a culture of collaboration, and a focus on results. The four crucial questions are 1) What do we want students to learn? 2) How will we know if they've learned? 3) What will we do if they don't learn? And 4) What will we do if they already know it?

Assessment literacy drives high-functioning PLCs. D205 must increase its capacity to properly assess student growth. Specific focus on developing valid and reliable common formative and summative assessments, increased utilization of a quality data warehouse, and improved ability to measure proficiency in the 6Cs are all important elements in improving assessment literacy district-wide.

INSTRUCTIONAL ROUNDS

Professional learning and instructional coaching in D205 is designed to support PLCs, the 6Cs, rigor, and student empowerment at the school level. The District practice of instructional rounds, in which teams of administrators visit classrooms and look for evidence of specific classroom practices related to these priorities, helps support professional dialogue about instructional excellence among administrators, ensure consistency of excellence across the District, and assists D205 and building administrators in structuring professional learning experiences that are meaningful for teachers and necessary to achieve specified outcomes in individual school improvement plans. The focus of rounds began with learning targets and is currently centered upon the elements of rigor.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS, SYSTEMATIC INTERVENTIONS AND ENRICHMENT)

High quality Tier I instruction in the regular classroom setting is the key to improving student achievement. However, gaps exist among special learning populations, most notably for students who come from poverty, students with special needs, and English Learners.

According to [John Hattie's Effect Size Research](#) (a meta meta-analysis of the research), Response to Intervention has the 5th highest impact on student learning at 1.29, meaning that all other factors being equal, effective RtI practices can help students achieve more than one standard deviation of growth on a normal curve in one year. Effect size growth of .4 is approximate to one year's growth. Therefore, it is wise to consider implementing with fidelity practices that have an effect size higher than .4, since .4 is the equivalent of doing nothing. The effect size impact of interventions for students identified as having learning disabilities is .77, meaning that all other factors being equal, if done properly, this practice can help these students achieve nearly two years of growth for every one year in school.

When students are behind, the District has an obligation to implement practices that help move them toward grade level proficiency. Therefore, students cannot achieve a year of growth for every year in school, they must achieve **gap closing growth**. When considering interventions, there are key considerations:

- Intervention must be provided during the school day and required for all students in need
- Intervention must be started when the gap first appears
- Intervention must be aligned to grade level curriculum
- Intervention must be in addition to core instruction
- Intervention must be systematic with student progress regularly monitored

Enrichment for students, who demonstrate mastery of grade level content, should be an enhancement to the grade level curriculum and involve high levels of student choice. The District has implemented a workshop model of instruction in its English Language Arts curriculum at the elementary grade level in the general education setting and implemented Acceleration Time in all grades K-8 in which students are flexibly regrouped regularly to address individual learning needs. The District began piloting the workshop model in math at the elementary level during the 2018-19 school year. Additionally, the District has completed a program review of its special education programming.

The District will increase its oversight of MTSS processes at the building level to ensure consistency of practice. An integrated service delivery model in which all students can access grade level standards and participate in inclusive classroom environments to the greatest extent possible will be the foundation of instructional design.

SUPPORTING THE WORK WITH SOUND FINANCES, DECISION-MAKING, STAFFING, & FACILITIES

D205 recognizes that it must build long term sustainability into financial planning to ensure that it has appropriate resources to support high quality education programming for all students, invest in building the capacity of personnel to support student learning, and ensure that all students grow to their maximum potential. Additionally, The District recognizes a duty to the citizens of Elmhurst to be fiscally responsible with tax dollars to support a healthy community for future generations.

The majority of the District's resources are local, and D205 will not see additional revenue from the State under the new [Evidence Based Funding Model](#). The District is mindful of its investment in people and is committed to support its employees' development to the fullest extent possible. It is mindful of the need to be conservative with future staffing decisions, as staff account for the majority of District expenditures.

The District has two primary organizational goals related to finances:

- 1) The District will regularly analyze resource allocation priorities to ensure that they are research-based and support District KPI's, learning and teaching priorities, and the professional learning necessary to build the capacity of personnel to positively influence student growth.
- 2) The District will strive to maintain the highest category of financial strength, Financial Recognition, by the Illinois State Board of Education on its annual School District Financial Profile report. The District will strive to maintain an operating fund balance no less than 26% of operating expenditures in accordance with Board policy, and avoid short-term borrowing to fund operations.

DECISION-MAKING

The District will measure resource allocation to ensure that money is spent efficiently in a manner that most impacts student growth. Simply, this means determining which programs work for which students at what cost. A system of program analysis began in 2017-18 with a focus on the year-one implementation of Acceleration Time at the middle schools and continued in 2018-19 with a focus on Special Education programming and year-one Dual Language implementation. The process starts with determining what D205 will accept as evidence of success for each program. Eventually, all programs will be analyzed on a rotating basis. As the Operational Plan is extended in future years, additional programming will be considered for evaluation.

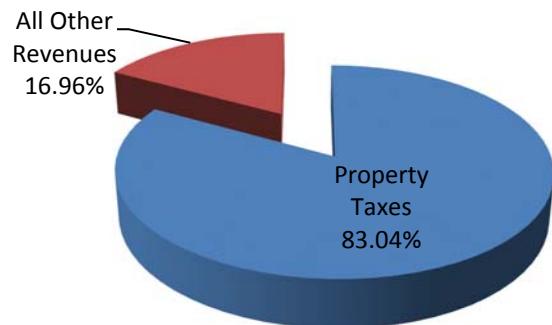
A similar process will occur in all curricular areas as part of normal curriculum review and implementation cycles and ongoing Professional Learning Communities work. Currently, the program analysis is providing a foundation for District and school improvement planning. The goal is to be able to provide full AROI numbers for all programs being studied, beginning with the 2021-22 school year.

Effect sizes provide a way to compare the size of an impact regardless of the scale used to measure it. Meta-analysis research synthesizes multiple research studies and expresses its findings utilizing effect size. Australian researcher John Hattie has conducted a meta-analysis of over 900 meta-analysis studies, in other words, a meta-meta-analysis. His work is currently considered the gold standard in terms of understanding which practices have the greatest impact on student learning.

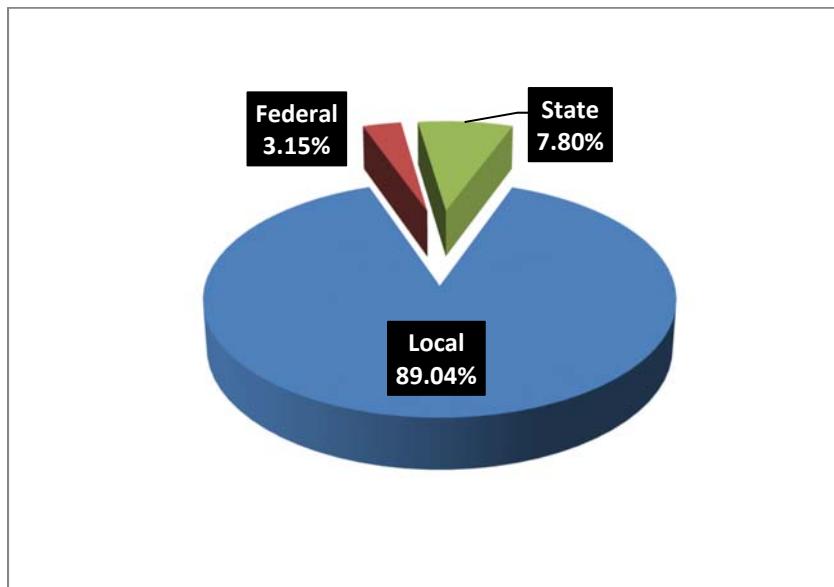
The District will base much of its decision-making on Academic Return on Investment research and effect size research.

Finances

Nearly 90% of The District's operating revenue comes from local sources. Most of the local revenues are property taxes which make up 83.04% of the operating revenues. The local property taxes are limited by the tax cap to only inflationary (CPI) increases. The 2017 property tax extension was limited to a CPI increase of only 2.1% and the 2018 property tax extension was limited to a CPI increase of only 2.1% increase. The Senate recently passed a property tax freeze beginning in 2022 if voters approve a graduated income tax in 2020 and the State fully funds the Evidence Based Model. If this become a reality, the estimated impact on the District is a loss of approximately \$1M annually.

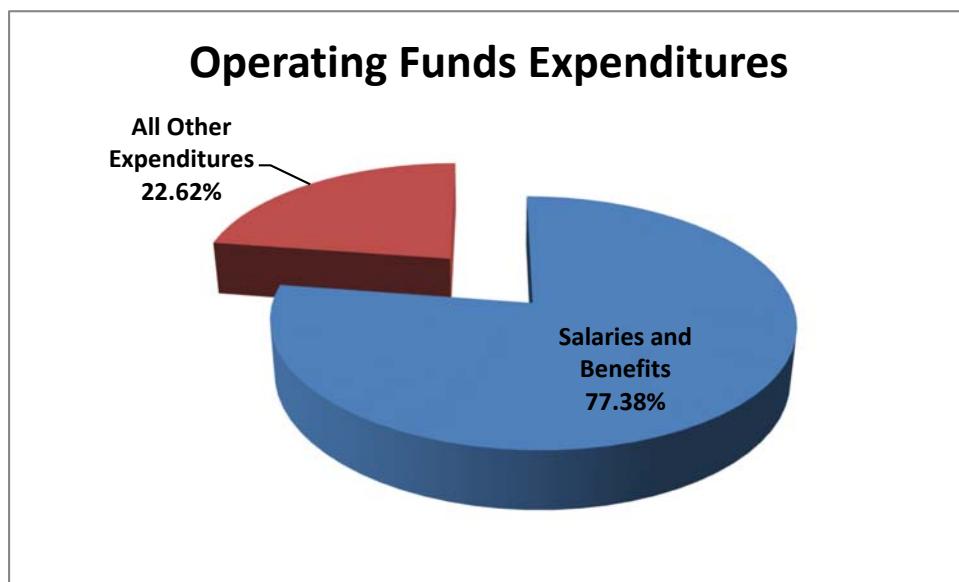


The State contributes only 7.80% of D205's total revenues and the federal government only 3.15%, and state funding is projected to be very flat into the foreseeable future. The categorical payments, which fund special education, are collected delinquent by three to six months.



STAFFING

The majority of the community's investment is in its people. As such, the District will make a concerted effort to invest in building the professional capacity of its employees and to cultivate leadership at all levels of the organization.



Certified Staff in FTE	
2011-12	615.3
2012-13	610.7
2013-14	631.4
2014-15	651.9
2015-16	659.8
2016-17	676.1
2017-18	696.2
2018-19	694.8

Additionally, the District must carefully scrutinize its staffing patterns and look to find efficiencies based on the research principles and AROI work cited above. It must continually seek creative ways to staff effectively and efficiently, some of which are reflected in the long-term facilities plan. Other solutions may require a reallocation of existing resources to support future needs and priorities.

FACILITIES

Throughout the Focus 205 process, discussion of facility needs in the District occurred in the context of how the facilities support student learning. In March 2016, Wight and Company, the District's architect of record, conducted an [Educational Alignment Study](#) of 13 of the District's 15 buildings. Needs at the Transition Center (a facility for students with disabilities between the ages of 19-21) were assessed through a different methodology. York High School was omitted from the study as it was the benefactor of the most recent and extensive series of projects to allow for increased focus on the areas of greatest need.

EDUCATIONAL ALIGNMENT STUDY

Two objectives were identified for the report:

- 1) The final report must assess and rate those physical characteristics and features related to how they optimize the learning environment for students and instructors and how well they facilitate learning to support The 6Cs (creativity, critical thinking, communication, collaboration, character, and citizenship); and
- 2) The final report should give an indication of how District facilities support current educational practices and recognized trends that are reshaping educational facilities for the future.

The Design team visually assessed facilities, analyzed existing documents, and interviewed school personnel. The study analyzed 41 components of Future Ready Learning in three main areas: campus context, facility configuration, and learning space characteristics.

The results of the Educational Alignment Study and input from the Focus 205 and Future Ready community engagement processes helped shape the development of the Master Facilities Plan.

In November of 2018, the community passed a [\\$168.5M referendum](#) to fund the Master Facilities Plan that includes two new elementary schools, safety and security upgrades across the District, increased space to accommodate all-day kindergarten, future ready learning spaces at all schools, basic maintenance and infrastructure needs, and a new auditorium, medical careers lab, and athletic field upgrades at York.

FUNDING

The District will issue \$25M worth of bonds in 2020, \$50M in 2021, and \$93.5M in 2023. By issuing bonds in three stages, D205 is able to minimize and level the tax impact on homeowners. On average, taxes on a \$500,000 home will increase \$150 annually through 2043.

The [construction process](#) will begin in the spring of 2019 and be completed by the end of the summer in 2025. Intense community engagement will continue in conjunction with each aspect of project.

The District has developed a [10-year maintenance plan](#) to coincide with the new building program. The plan combines the influx of new money, regular annual summer maintenance funds, and new funds from a comprehensive settlement with the City of Elmhurst that resolves all outstanding issues related to TIF districts and storm water remediation. This will ensure that all buildings will be properly maintained throughout the life of bonds without the need for another referendum.

The District is in negotiations with a potential seller to finalize plans for a new site for the Transition Center. Plans for the Transition Center will be included in the timeline once negotiations are complete.

Details on the full plan are included in links provided above.

COMMUNITY ENGAGEMENT

Continued community engagement began with the January 10, 2019 Finance Committee meeting. Three community representatives were selected to provide input and feedback throughout the decision-making process and include a level of community oversight for the project.

The All-Day Kindergarten Committee met for the first time on January 24, 2019. The ADK Committee is divided into three sub-committees: tuition, early implementation, and curriculum. The committee included two board members, District and building administration, teachers, and 13 community members.

An ad hoc boundaries committee was established to determine when the new boundaries will take effect for new home buyers in the current Jackson attendance area south of Butterfield Road and either side of Harrison Street and the current Hawthorne attendance area east of York Road. Effective June 1, 2022, any family that purchases a home in the current Jackson and Hawthorne areas indicated above will attend Edison School. When the new boundaries go into effect, families who have purchased a home prior to June 1, 2022, will not be subject to the new boundaries but can send their children to Edison if that is their preference. Families in the current Hawthorne region between the east side of York Road and the west side of Kenmore Avenue will have the choice of remaining at Hawthorne. Affected families in the area south of Butterfield Road and on either side of Harrison Street will have their choice of attending either Bryan or Sandburg Middle School.

Formal community and staff engagement began at Edison and Bryan in February 2019 and will continue throughout the duration of construction at those two sites.

Media specialists met during the spring of 2019 to plan for District-wide consistency for Future Ready media centers.

Additional community engagement will include the following:

- Neighborhood meetings in affected areas
- Large and small group community input meetings at each affected site to coincide with the construction timeline
- Staff input on learning spaces and other building design features to coincide with the construction timeline
- Continued Finance Committee meetings
- Regular Reports to the Board
- Formal PTA representation on all pertinent committees

Recommended long-term community engagement recommendations include:

- A formal one-year community engagement process similar to Focus 205 during the 2025-26 school year to coincide with the conclusion of the major construction project to re-examine current and future priorities
- A second formal one-year community engagement process during the 2030-31 school year
- Annual, targeted Thought Exchange surveys in the years in which there is not a formal large scale community engagement scheduled beginning in the 2026-27 school year
- A two-year process to study the development of another long range Master Facilities plan during the 2038-39 and 2039-40 school years to extend the Master Facilities Plan beyond the expiration of the bonds in 2043.

MEASURING SUCCESS

District 205 has identified a number of Key Performance Indicators (KPIs) to help track progress in achieving the vision. These KPIs will be reviewed and revised on an ongoing basis to reflect changes in assessment systems (e.g. implementation of Fountas & Pinnell testing in literacy at the elementary level), to improve methods and quality of measures, and to enhance alignment with the District's vision and theory of action including developing measures of the 6Cs and increasing focus on post-graduation outcomes. In particular, as the District moves toward full implementation of standards-based reporting, these measures will be incorporated into KPI reporting (especially as they relate to measurement of 6C outcomes such as critical thinking).

To the extent possible, KPIs will focus both on overall student performance and growth and that of demographic or other relevant subgroups of students. KPIs are presented to the Board annually each fall.

2018-19 KPIs

High school

- College enrollment and completion rates
 - 1 year post-graduation enrollment and 6-year completion rates
- HS Achievement
 - SAT average composite, EBRW, Math scores, percentages of students meeting college & career readiness benchmarks as defined by College Board and the state)
 - Achievement by subgroup
- Advanced Placement (AP) Participation and Passing Rates
- Percentages of all students taking an AP class and percentages passing AP exams
- Graduation Rate
 - The four-year cohort graduation rate as defined by Illinois State Board of Education
- Seniors with at least one post-secondary experience
 - The percent of seniors that have completed at least one course that leads to post-secondary credit or certification
- HS Growth
 - Achievement/academic growth as measured by changes from PSAT to SAT
 - EL Growth (as measured by changes in ACCESS scores)

Elementary/middle school

- 3rd grade – reading at grade level
 - Percentage of students at or above spring benchmark on F&P
- Achievement
 - PARCC average scores and percentages of students meeting state performance benchmarks
 - Achievement by subgroup

- PARCC growth, PSAT/SAT growth
- Growth
 - Achievement/academic growth (as measured by PARCC student growth percentiles)
 - EL Growth (as measured by changes in ACCESS scores)

IMPLEMENTATION PLANS

Addressing Key Opportunities and Challenges	Follow through on community input and identified gaps related to future-focused schools, plus address new challenges to student success	2019-20	2020-21	2021-22
	Increase time for learning and social development for kindergarten students with all-day kindergarten	<ul style="list-style-type: none"> • Convene All-Day Kindergarten Implementation Committee • Consider early implementation options based on available space • Determine tuition guidelines • Finalize curriculum 	<ul style="list-style-type: none"> • Begin early implementation 	<ul style="list-style-type: none"> • Begin or continue implementation
	Make changes to support the emotional health of students in collaboration with the community	<ul style="list-style-type: none"> • Convene stakeholders to discuss challenges and possible supports, gather additional data as needed • Inventory existing supports 	<ul style="list-style-type: none"> • Begin implementation 	
	Develop students who are bilingual, biliterate, and have a bicultural perspective through a dual-language immersion program	<ul style="list-style-type: none"> • Expand Dual Language Spanish Immersion to 1st grade at Fischer Elementary School • Refine K implementation 	<ul style="list-style-type: none"> • Expand existing program to 2nd grade, refine existing program 	<ul style="list-style-type: none"> • Expand existing program to 3rd grade • Continue curriculum and staffing work to reach full implementation

Implementing Learning and Teaching Priorities	Vision	Create shared understanding of the District's vision, strategies, and priorities and develop systems to measure success	2019-20	2020-21	2021-22
		Measuring success through standards-based reporting	<ul style="list-style-type: none"> • K-6 implementation • Ongoing middle school development • Continued refinement K-5 (scores of 4, students with IEPs, gifted, EL) • 9-12 professional learning and implementation of “quick win” assessment practices 	<ul style="list-style-type: none"> • K-7 implementation • Grade 8 development • 9-12 implementation planning 	<ul style="list-style-type: none"> • Grades K-8 implementation and ongoing refinement • 9-12 piloting
		Improving use of data through implementation of data warehouse	<ul style="list-style-type: none"> • Initial implementation and training for administration and select teacher groups 	<ul style="list-style-type: none"> • Ongoing implementation 	
		Creating coherence with school improvement plans aligned to district vision	<ul style="list-style-type: none"> • Continue to refine plan template • Increase collaboration/articulation K-12 		

Implementing Learning and Teaching Priorities	Curriculum & Assessment	Develop curricular resources and assessments aligned with rigor/relevance and the 6Cs	2019-20	2020-21	2021-22
	Science curriculum development	<ul style="list-style-type: none"> • Begin 6-12 limited implementation • K-5 planning and PL 	<ul style="list-style-type: none"> • Expand 6-12 implementation • Begin limited K-5 implementation 	<ul style="list-style-type: none"> • Expand K-12 implementation 	
	Social studies curriculum development	<ul style="list-style-type: none"> • Grades 6 and 9-12 implementation • Offer inquiry-based learning as a PL strand • Grades 7-8 development work 	<ul style="list-style-type: none"> • Expand implementation and monitoring K-6, 9-12 • Begin grade 7 implementation 	<ul style="list-style-type: none"> • Full implementation K-12 	
	Dual language curriculum development	<ul style="list-style-type: none"> • K revise, Grade 1 implement, Grade 2 develop 	<ul style="list-style-type: none"> • Grade 1 revise, grade 2 implement, grade 3 develop 	<ul style="list-style-type: none"> • Grade 2 revise, grade 3 implement, grade 4 develop 	
	Secondary math course review	<ul style="list-style-type: none"> • Review high school course alignment to NCTM essential outcomes • Continue to de-level math curriculum 	<ul style="list-style-type: none"> • Phase out ATM, combine college algebra and pre-calculus at high school 	<ul style="list-style-type: none"> • Implementation of one core math sequence for high school 	
	Cross-cutting curriculum work – integration of 6Cs, SEL, and common formative and summative assessments into all Curriculum Development Team processes and resources	<ul style="list-style-type: none"> • Develop tools, plans to better integrate SEL and 6Cs, responsive teaching opportunities into CDTs and monitor progress • Continue to create common formative and summative assessments through CDT process 			
	Interdisciplinary/integrated curricular units	<ul style="list-style-type: none"> • Launch Fr. English/Human Geo. 	<ul style="list-style-type: none"> • Dissemination of interdisciplinary 	<ul style="list-style-type: none"> • Continued scaling of interdisciplinary units 	

		<p>Interdisciplinary course</p> <ul style="list-style-type: none"> • Pilot of middle school interdisciplinary learning units (Sandburg) • Refinement of grade 2 interdisciplinary unit (Field) • Develop rubric for interdisciplinary unit development • Establish innovation PL strand 	<p>unit development rubric</p> <ul style="list-style-type: none"> • Begin scaling interdisciplinary units across grade levels and schools 	
	<p>Project Lead the Way/ Science Technology Engineering and Math/Career Pathways courses and programs</p>	<ul style="list-style-type: none"> • Add <i>App Creators</i> and <i>Flight and Space</i> at the middle schools • Add <i>Introduction to Engineering Design</i> at York • Increase use of <i>Defined STEM</i> at the elementary level and at the middle school during Acceleration Time • Development of incubator program and manufacturing pathway 	<ul style="list-style-type: none"> • Add two additional PLTW courses at the middle schools (TBD) • Add additional PLTW engineering course at York (TBD) 	<ul style="list-style-type: none"> • Add additional PLTW courses at York including consideration of Computer Science and Biomedical Science pathways (TBD) • Full implementation of manufacturing, incubator

Implementing Learning and Teaching Priorities	Instructional Strategies	Support the use of rigorous, relevant, and responsive instructional strategies and the use of 6Cs in instruction for all students	2019-20	2020-21	• 2021-22
		Strengthen responsive teaching through reading & writing workshop approaches	<ul style="list-style-type: none"> Refine implementation and K-5 based on district expectations Middle school launch of reading workshop K-5 and 6-8 writer's workshop needs assessment and PL planning 	<ul style="list-style-type: none"> Middle school continued implementation and monitoring of reading workshop Ongoing monitoring and PL as needed for reading workshop K-5 and 6-8 writer's workshop PL and middle school planning 	• Implementation of writer's workshop K-8
		Increase responsive teaching through use of math workshop	<ul style="list-style-type: none"> Expand implementation at middle school (7th, 8th) Expand implementation at K-5 based on district goals, targets to be developed Focus on differentiation strategies 9-12 	<ul style="list-style-type: none"> Continued implementation, refinement, and monitoring at K-8 Additional PL as needed 	
		Ensure PLC dialogue focuses on assessment, responsive teaching, and rigor	<ul style="list-style-type: none"> Follow-up training K-5 Ongoing monitoring and reporting of PLC data 6-12 		

		<p>Utilize instructional rounds to develop shared understanding of rigorous and relevant instruction</p> <ul style="list-style-type: none"> Provide PL on instructional rounds/R&R framework Connect rounds/R&R framework to workshop models and update process as needed Explore opportunities to include teachers in instructional rounds Review alignment of R&R/rounds framework to Danielson & 6Cs 		
		<p>Systematize the District's multi-tiered system of supports for students, including interventions, enrichment, and other programming to support and challenge students</p> <ul style="list-style-type: none"> Review, refine use of acceleration time at K-8 to support struggling students and provide enrichment Review structures, processes (such as study hall) at York to support struggling students Develop detailed MTSS plans Implement summer enrichment opportunities for students Blended learning pilot at York, site visits 	<ul style="list-style-type: none"> Begin broader MTSS implementation, including changes related to special ed and REACH analyses Refine and expand summer enrichment opportunities for students Scale-up of blended learning at York based on results of pilot 	<ul style="list-style-type: none"> Monitor and refine MTSS and related processes Continued refinement and scaling of blended learning
	6Cs	<p>Improve use of technology to support student learning</p> <ul style="list-style-type: none"> Create PL plan based on technology committee work and begin work through PL strands 	<ul style="list-style-type: none"> Continue, expand implementation of PL 	•
	6Cs	<p>Increase use of 6Cs in classroom instruction</p> <ul style="list-style-type: none"> Provide PL on 6Cs for leaders and staff 	<ul style="list-style-type: none"> Monitor implementation of 6Cs targets 	•

			<ul style="list-style-type: none">• Develop plan for implementation around 6Cs• Begin limited implementation of 6C learning targets		
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Supporting the Work with Sound Finances, Decision-Making, Staffing, and Facilities	Ensure the District has the financial, decision-making, staffing, and facilities infrastructure to support being a leader in future-ready learning	2019-20	2020-21	2021-22
	Be responsible stewards of financial resources	<ul style="list-style-type: none"> Maintain the highest category of financial strength Maintain an operating fund balance no less than 26% of operating expenditures 		
	Use evidence to make decisions	<ul style="list-style-type: none"> Study of REACH programming Begin implementation of initial special education review findings Begin process of attaching resource allocation numbers to programs 	<ul style="list-style-type: none"> Continue implementation of special ed review findings Study of Mobile Learning Implementation Study of STEM programming and Career Pathways Study of District Mentoring and Induction Program Refine ability to determine cost and effectiveness of programs 	<ul style="list-style-type: none"> Study of EL programming with recommendations Study of Acceleration Time and MTSS Be able to demonstrate true AROI as it relates to all programs being analyzed
	Recruit, retain, and develop effective teachers and leaders	<ul style="list-style-type: none"> Review staffing procedures Develop professional learning plan (D205 courses, institute days, late starts) – include staff input and begin implementation 	<ul style="list-style-type: none"> Refine professional learning plan and implementation 	

	<p>Repair and upgrade our facilities according to the master facility plan</p>	<ul style="list-style-type: none"> • Churchville Parking Lot/Main Entrance • York Business Incubator • Boiler replacement (Bryan, Sandburg) • Partial roof replacement (Emerson, Jefferson) • Roof replacement (Madison) 	<ul style="list-style-type: none"> • Begin expansion of Bryan and Edison • Secure Entrances—Bryan, Churchville, Fischer, Jackson, Jefferson, Sandburg • Annual Maintenance 	<ul style="list-style-type: none"> • Complete Bryan, Churchville, Edison and Jackson • Begin Construction of New Lincoln • Annual Maintenance
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