
ELMHURST COMMUNITY UNIT DISTRICT 205
OPERATIONAL PLAN 2020-2023



ELMHURST

COMMUNITY UNIT SCHOOL DISTRICT 205

A National Leader in Future Ready Learning

TABLE OF CONTENTS

Table of Contents	2
Introduction	3
2020-21 Goals and Outcomes	4
District KPI's.....	4
Learning and Teaching Council Three-Year Plans	6
Financial goals & Outcomes.....	12
Finance.....	12
Master Facilities Three-Year Plan	12
Summary	13

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 and be adequately prepared to function in a highly diverse society.

As part of the overall plan to ensure that all students learn and grow and that all graduates are prepared for success in a highly diverse society, District 205 will develop human resource strategies to actively recruit more Black people and people of color to positions in the organization.

D205 leadership also believes that the means to achieve this vision is through high functioning Professional Learning Communities that focus on a deep understanding of the standards, thereby promoting rigorous, relevant, and personalized learning.

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 include specific goals and outcomes for the first year of the plan and be updated annually to respond to changes in policy or environment.

The contents of this plan are intended to guide the specific work included in annual Learning and Teaching Council functions, individual school improvement plans, and the annual budget development and approval process. The plan has its origins in the [Focus 205](#) Community Engagement work that began in spring of 2015 and resulted in the successful passage of a [\\$168.5M referendum](#) on November 6, 2018.

The plan includes the following sections:

- 2020-21 Goals and Outcomes
- Learning and Teaching Council Three-Year Plan
- Financial Goals and Benchmarks
- Master Facilities Three-Year Plan

2020-21 GOALS AND OUTCOMES

2020-21 DISTRICT FOCUS AREA NUMBER ONE

100% of D205 PLC teams will turn in minutes indicating if they spent time on each of the following in their PLC teams: learning, assessment, interventions and extensions. By December 2020, 100% of D205 PLC teams will be spending 70% of their PLC time on assessment, interventions, and extensions.

2020-21 DISTRICT FOCUS AREA NUMBER TWO

By December 2020, 100% of D205 PLC teams will select and have a common understanding of proficiency for the two most impactful reporting standards (i.e., Power Standards, see <https://www.edglossary.org/power-standards/>) and provide personalized interventions and extensions for all students for these two standards.

2020-21 DISTRICT FOCUS AREA NUMBER THREE

By December 2020, 100% of instructional coaches, principals and assistant principals will be trained to support and lead identified technology integration strategies that promote rigor, personalization of learning, feedback and student engagement.

DISTRICT KPI'S

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, improve methods and quality of measures, and enhance alignment with the District's vision and theory of action including developing measures of the 6Cs and a graduate profile.

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. The District will also be moving toward a more comprehensive assessment system that will include increased use of adaptive and formative assessments and culminate in a graduate profile that demonstrates life readiness in a holistic manner.

HIGH SCHOOL KEY PERFORMANCE INDICATORS

- 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 KEY PERFORMANCE INDICATORS

- 3rd grade – reading at grade level
 - Percentage of students at or above spring benchmark on F&P
- Achievement
 - IAR average scores and percentages of students meeting state performance benchmarks
 - Achievement by subgroup
- IAR growth, PSAT/SAT growth
- Growth
 - Achievement/academic growth (as measured by IAR student growth percentiles)
 - EL Growth (as measured by changes in ACCESS scores)

LEARNING AND TEACHING COUNCIL THREE-YEAR PLANS

Major Functions to Support Student Growth	2020-21	2021-22	2022-23
Professional Learning Communities	<ul style="list-style-type: none"> • Implement consistent supervision expectations in all buildings • Grow the leadership of Department Chairs, Team Leaders and PLC leaders to lead learning teams • Increase focus on analyzing student work and growth data 	Review PLC effectiveness and continue to focus on areas identified for growth	Review PLC effectiveness and continue to focus on areas identified for growth
Program Analysis	<ul style="list-style-type: none"> • SPED Program Analysis, Year Two implementation • REACH Program Analysis, Year One Implementation • Monitor PLC effectiveness and conduct Instructional Coaching Program Analysis 	<ul style="list-style-type: none"> • REACH Program Analysis, Year Two implementation • Instructional Coaching Program Analysis—implement findings • Conduct Technology Program Analysis 	<ul style="list-style-type: none"> • Technology Program Analysis, Implement findings • Mentoring and Induction Program Analysis
Standards Based Learning	<ul style="list-style-type: none"> • Professional learning to “unpack” standards at all grade levels, meaning that teachers have a deep understanding of the level of rigor of the standard being measured 	<ul style="list-style-type: none"> • Possible expansion of standards based reporting to grade 7 • Possible resumption of plan for standards based reporting in grades 9-12 	<ul style="list-style-type: none"> • Possible expansion of standards based reporting to grade 8 • Possible resumption of plan for standards based reporting in grades 9-12

	<ul style="list-style-type: none"> • Establish consistent interpretation of and ability to communicate proficiency for each priority standard • Ensure that standards drive assessment and feedback, personalization, and rigor, and are not viewed as a means to define grade level “content” • Refine and improve existing standards based reporting practices in grades EC-6 • New York principal assesses York assessment practices and works with Learning and Teaching to revisit plans and timelines for scaling in grades 9-12 • Continue to deepen learning of standards based learning and reporting in grades 7-12 		
Implement All-Day Kindergarten	<ul style="list-style-type: none"> • Full implementation at Edison, Emerson, Field Fischer, Jefferson • Partial implementation at Hawthorne, Jackson 	<ul style="list-style-type: none"> • Full implementation at Emerson, Field Fischer, Jefferson • Partial implementation at Jackson 	<ul style="list-style-type: none"> • Full implementation at Emerson, Fischer, Hawthorne, Jefferson, Lincoln • Partial implementation at Jackson
Thrive D205: A School Community Wellness Partnership	<ul style="list-style-type: none"> • Implement Academic Sub-Committee findings on homework and course selection policies and practices 	<ul style="list-style-type: none"> • Plan for implementation of later start at York with corresponding schedule changes at all grade levels 	<ul style="list-style-type: none"> • Possible implementation of later start at York with corresponding schedule changes at all grade levels • Continue work to integrate SEL into general education curriculum

	<ul style="list-style-type: none"> Continue work to integrate SEL into general education curriculum Targeted improvement goals in grades 6-12 based on WE Survey results Continued Community Engagement, including initiating the necessary conversations to gain a greater understanding into the challenges that Black and underrepresented students and families Continued focus on community partnerships to support innovative programming and equity See also related information below on MTSS 	<ul style="list-style-type: none"> Continue work to integrate SEL into general education curriculum Continued Community Engagement See related information below on MTSS 	<ul style="list-style-type: none"> Continued Community Engagement See related information below on MTSS
Continue Implementation of Two-Way Dual-Language Spanish Immersion Program	<ul style="list-style-type: none"> Expand two-way Dual Language Spanish Immersion to 2nd grade at Fischer Elementary School 	<ul style="list-style-type: none"> Expand existing program to 3rd grade, refine existing program Continue curriculum and staffing work to reach full implementation 	<ul style="list-style-type: none"> Expand existing program to 4th grade Continue curriculum and staffing work to reach full implementation Begin planning for middle school implementation at Churchville
Instructional Design Teams	<ul style="list-style-type: none"> D205 will scrutinize curriculum and assessment practices to ensure that cultural competency and equity are at the center of its 	<ul style="list-style-type: none"> K-8 Science—refine assessments and units of instruction Continue NGSS Science alignment in grades 9-12 Refine social studies assessments and units of instruction in grade 7 	<ul style="list-style-type: none"> Continue NGSS Science alignment in grades 9-12 Refine social studies assessments and units of instruction in grades K-5 and 8

	<p>work and that proper professional learning experiences are provided to support staff in guaranteeing access, rigor, and student success</p> <ul style="list-style-type: none"> • Implement Mystery Science in grades K-5 • Implement Amplify Science in grades 6-8 • Continue NGSS Science alignment in grades 9-12 • Implement Social Studies curriculum revisions as follows: 7th grade full implementation, K-5 optional implementation • ELA—Refine workshop model of instruction, vocabulary programs, expansion of focus on writing • Math—Refine Eureka practices, continued focus on de-leveling and personalization of instruction at upper grade levels 	<ul style="list-style-type: none"> • Full implementation of Social Studies curriculum in grades K-5 and 8 • ELA/Math—continued work through PLCs, with a focus on personalization of instruction 	<ul style="list-style-type: none"> • ELA/Math—continued work through PLCs with a focus on personalization of instruction
Innovation, Cross Cutting Curriculum, and STEM	<ul style="list-style-type: none"> • Scale interdisciplinary pilots (Sandburg grade 8, Field grade 2) • Scale blended learning at York (move to 10 classes from two 	<ul style="list-style-type: none"> • Add additional PLTW engineering course at York (TBD) • Scale blended learning at York • Integrate SEL into general education curriculum 	<ul style="list-style-type: none"> • Add additional PLTW engineering course at York (TBD) • Scale blended learning at York • Integrate SEL into general education curriculum

	<ul style="list-style-type: none"> • Integrate SEL into general education curriculum • Add two additional PLTW courses at the middle schools (TBD) • Add additional PLTW engineering course at York (TBD) • 8th grade business incubator, planning year 	<ul style="list-style-type: none"> • Implement 8th grade business incubator, student 5th grade business incubator 	<ul style="list-style-type: none"> • Implement 5th grade business incubator
Instructional Technology	<ul style="list-style-type: none"> • Align curriculum to ISTE standards • Professional learning to focus on personalization of learning, rigor, and formative assessment • Increase utilization of media specialists to promote STEM, tech competencies and the 6Cs • Study the implementation of coding or other upper level computer science pathways • Develop Remote Learning 2.0 plan to support learning when in person instruction is not possible (see Opening of School 2020-21 plan) 	<ul style="list-style-type: none"> • Continued professional learning • Year one implementation of curricular upgrades related to alignment, media centers and computer science pathways 	<ul style="list-style-type: none"> • Continued professional learning • Year two implementation of curricular upgrades related to alignment, media centers and computer science pathways
Multi-Tiered System of Supports	<ul style="list-style-type: none"> • Review, refine use of acceleration time at K-8 to support struggling students and provide enrichment 	<ul style="list-style-type: none"> • Continued refinement of MTSS processes and practices 	<ul style="list-style-type: none"> • Continued refinement of MTSS processes and practices

	<ul style="list-style-type: none"> • Formalize a plan to improve support structures for high school students, including required attendance at guided study halls, improved access to the math lab, improved co-teaching, and personalized learning approaching that support students without requiring enrollment in remedial coursework • Continue focus on the whole child at all grade levels and individual efforts to address specific concerns such as ensuring all Black and underrepresented students feel safe and valued in our schools, attendance, digital citizenship, etc. 		
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FINANCIAL GOALS & OUTCOMES

FINANCE

In October of 2016, the Board of Education approved the following Organizational Goals related to District finances:

- 1) The District will regularly analyze its resource allocation priorities to ensure that they are research based and support the District KPI's, learning and teaching priorities, and the professional learning necessary to build the capacity of its 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. The District will strive to maintain a fund balance no less than what is indicated in Board policy.

MASTER FACILITIES THREE-YEAR PLAN

Five sub-committees have been established to support the implementation of the Master Facilities Plan. They are Transportation, Staffing, Instructional Planning, Culture and Communities, and Logistics Planning. The three-year plan for implementation as it currently stands is as follows:

	2020-21	2021-22	2022-23
<u>Master Facilities Plan</u>	<ul style="list-style-type: none">• Begin expansion of Bryan and Edison• Secure Entrances—Bryan, Fischer, Jackson, Jefferson, Sandburg• Complete Emerson project—storm water, Future Ready learning spaces• Roof Replacement: York Fieldhouse and South Gym• Gym floors: Bryan, Hawthorne, and Jefferson• Miscellaneous: Seal Coating, Concrete replacement, Exterior door replacement, Elevator upgrades, Flooring replacement, Painting, Lunch Table replacement	<ul style="list-style-type: none">• Complete Bryan and Edison• Begin construction of New Lincoln Annual Maintenance	<ul style="list-style-type: none">• Complete construction of Lincoln• Begin construction of Field Annual Maintenance

SUMMARY

The Elmhurst Community Unit School District 205 Operational Plan is designed to support the vision of all students graduating college, career, and life ready. The three-year plan is designed to have specific annual goals with organizational Key Performance Indicators while providing for flexibility in a rapidly changing world. Specific areas outlined in the plan include 100-Day Plans, the Learning and Teaching Council Three-Year plans, Financial Goals and Benchmarks, and the three-year priorities reflected in the District's Master Facilities Plan. Resource allocation decisions in all areas support the annual outcomes and Learning and Teaching Council plans, with an emphasis on building the capacity of employees to lead and implement the work.