

**Norridge
School
District 80
Strategic
Plan**

2013-2018

The purpose and primary value of strategic planning is its power to involve people in a process leading to new understandings and insights about the challenges NSD 80 may confront in the future and how it should plan for those possibilities.

NORRIDGE SCHOOL DISTRICT 80 STRATEGIC PLAN 2013-2018

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Dear Norridge School District 80 Community:

The NSD 80 strategic plan is a plan that provides the board of education, administration and both professional and support staff the direction they need over an extended period of time to organize expertise, systems, and resources to achieve the district's mission. The document defines both what is important to achieve (the strategic objectives) and the way to achieve them (strategies and outcomes). It also includes the basic measures (key performance indicators) and a scorecard that will be used to assess progress over time. The plan will be used by the Board of Education and district staff to improve organizational alignment and performance and will help make the best use of the valuable resources the community provides this district by improving efficiency and effectiveness.

District Mission and Vision

The mission statement is a concise statement that focuses the community and district staff on the most essential outcome NSD 80 hopes to achieve. Our mission statement is a description of what all of us ultimately what to accomplish for the benefit of our students. It is a statement of the basic purpose of NSD 80, of the reason why it exists.

Mission: *Norridge NSD 80: INSPIRING EDUCATIONAL EXCELLENCE IN A NURTURING ENVIRONMENT*

District Vision: *Our students are the focus of all we do at Norridge School District 80. The Student centered classroom will promote an independent, collaborative, and motivated learning environment. Our Administrators, Teachers, and Staff will set high standards in a safe, nurturing, and positive school environment which will prepare our graduates to take on their future with confidence.*

The way all students learn in NSD 80 schools has completely changed over the past five years. The rise of differentiated learning in blended learning environments has become a reality because of the proliferation of technological devices and software programs. NSD 80 is now a device assessable environment allowing students access to learning opportunities 24/7. Teachers and students collaborate to create a greater amount of student control over where, when, what, and how students learn to provide an integrated learning experience. This allows all students to learn at their own pace and aligns what they learn to their learning styles because students have different learning needs at different times. Giving all students more control also helps them to take responsibility for their learning.

District 80 Strategic Plan

The rise of blended learning, where all students learn in a combination of learning environments (traditional teacher led classroom instruction, online at home, virtual field trips, collaborative projects with other students within the school setting and from around the world, on-line teachers, cyber lounges, labs, flipped classrooms, seminars, etc.) makes learning challenging, available any time and any place, and above all fun. This has greatly expanded the idea of what a school day is and when learning can take place. Students spend much of their school day working together on projects that give them an opportunity to apply what they learn to real live issues or problems. Students find their solutions to local or world community issues and problems to be gratifying and a great example of how what they learn is relevant and useful. NSD 80 has now become an environment where all students can engage with local and global learning partners on a daily basis.

Norridge SD 80 is committed to adopt best educational practices, methods, and tools available in creating a differentiated learning environment. Digital textbooks may be a part of the learning environment and provide multiple opportunities for students to learn content in a variety of ways. Digital textbooks can be highly adaptive to each student's learning needs and include features to digitally highlight, take notes, bookmark, quickly look up definitions, link to relevant topics, get audio and video support, and more. Digital textbooks may be found on each student's device and are immediately accessible to students and parents.

NSD 80 may began, immediately after the adoption of the 2013 strategic plan, to design their blended learning model, determining what mix of traditional, technology-rich, informal online, and full-time online learning would become part of the model. Once a model is determined, the conversation will turn to hardware and network infrastructure issues and software program adoption. Critical to software adoption is the decision about which learning management system (LMS) would be used to track student progress and subject matter mastery. The obvious implications related to hiring practices and staff development will be addressed next. The last step is the development of an implementation plan to bring the strategic objectives, strategies, and outcomes described in the NSD 80 strategic plan to reality over a five year span.

NSD 80 subscribed to the Partnership for 21st Century Skills because it best represented what students should learn to be well prepared for a successful high school experience and for a future career. This partnership helped NSD 80 teachers integrate the 21st century skills in to the teaching of core academic subject. The content knowledge, specific skills, expertise, and literacy's NSD 80 students now exhibit when they graduate from 8th grade make them the kind of student high school teachers dream about. Within core content instruction, students are learning the essential skills for success in today's world, that of critical thinking, problem solving, communication, and collaboration.

The knowledge and skills teachers and administrators bring to the learning environment has also changed dramatically over the past five years. Now most content instruction is found in web-based units and lesson plans. Teachers and administrators have a high degree of knowledge and experience so they understand where technology fits into the learning equation and also when to disconnect. They know how to correctly blog and make social media work. Essential to a teacher in the blended learning and project based environment of NSD 80 is the need to find resources precisely and quickly, both for student use and for their own use. Professional/personal learning communities/networks are an essential part of how opportunities for growth and learning take place. Both teachers and administrators are connected with other teachers and administrators from literally around the world that are able to answer questions about anything, anytime. The whole concept about what staff development is and how it is conducted has been expanded to mean just-in-time information and/or discussions with their

professional learn communities about issues of interest or need. Teachers in NSD 80 are known throughout the area as experts in the application of neuroscience research. This research has produced a common language and understanding about how students learn and informs attitudes, educational approaches, and the kinds of discussions teachers have around an increasing range of educational issues.

NSD 80 has always been an important member of the community it serves. The district decided that to meet the needs of the whole child and to grow stronger relationships/partnerships with families it will enhance family engagement by implementing strategies to create more of a community school. Just as certain instructional strategies can help schools reach its learning goals, family and community engagement can be a strategy for getting students reading at grade level, closing achievement gaps, and motivating students for long-term educational success. Researchers have found that there is a positive relationship between having home-school partnerships and desirable student outcomes. The school district will build on family strengths and work with families to meet basic needs. Some strategies may include but are not limited to the following: strengthen parent organizations, open a parent room, personal invitations, community access night, activities night, social hour, community café, and new parent welcoming committees. The district will survey the community by utilizing metrics developed by Victoria L. Bernhart-Education for the Future. When everyone participates and shares the community's educational wealth grows.

GUIDING PHILOSOPHY: 21ST CENTURY TEACHING AND LEARNING

Mastery of core subjects and 21st century themes is essential to student success. Core subjects include English, reading and language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

In addition, we believe NSD 80 schools must promote an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information, Media and Technology Skills

Today, NSD 80 students are living in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Today's life and work environments require NSD 80 students to develop far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

In order for NSD 80 students to master these core subjects and related themes, district staff will be required to redesign and align standards, assessments, curriculum, instruction, professional development and the kinds of learning environments that produce 21st century outcomes for students.

1. Assessment of 21st century outcomes requires a balance of technology-enhanced, formative and summative measures of student mastery of the core subjects and related skills.
2. Curriculum is a design, or roadmap for learning and as such focuses on knowledge and skills that are judged important to learn. Instruction is the means by which that learning will be achieved. A 21st century curriculum blends thinking and innovation skills; information, media, and ICT literacy; and life skills in the context of core academic subjects and across interdisciplinary themes. Instruction integrates innovative and research-proven teaching strategies, modern learning technologies, and real world resources and contexts.
3. Professional development is essential to help teachers seize opportunities for integrating 21st century skills, tools, and teaching strategies into their classroom practice. Continual teacher dialogue will need to be supported to balance differentiated, direct, and collaborative instruction with project-oriented teaching methods. Help will be needed to further a deeper understanding of subject matter to enhance problem-solving, critical thinking, and other 21st century skill. Teachers will need to increase their abilities to identify students' particular learning styles, intelligences, strengths, and weaknesses. Teachers will need to increase their abilities to use various strategies to reach diverse students and to create environments that support differentiated teaching and learning. The continuous evaluation of students' growth and development needs support and encouragement. Finally, teachers will need to be part of communities of practitioners using face-to-face, virtual and blended/social media communications so that professional learning can be just-in-time, all the time, anywhere, on any device.
4. 21st century learning environments create learning practices and physical environments that support the teaching and learning of 21st century skills. Physical facilities need to enable students to learn in relevant, real world 21st century contexts like connecting students from around the world with each other focused on project-based or other applied work. Facilities need to allow equitable access to quality learning tools, technologies and resources. 21st century architectural and interior designs for cooperative, collaborative, and individual learning are necessary components to support flexible technology rich learning to take place.

CURRENT AND FUTURE CHALLENGES

NSD 80 is faced with many issues that impact directly on its ability to achieve our mission. Understanding and addressing these challenges is the main reason the District has created a strategic plan. Challenges can arise that are internal (student achievement levels, resource allocation, personnel, facilities, etc.) and external (state and federal mandates, local and state revenue resources, shifting priorities, new technologies, etc.). Carefully defining these challenges enables development of relevant objectives that create the opportunity to not only sustain the School District over time but to focus improvement activities where they will have the greatest positive impact. The five following challenges were identified and prioritized using an external scanning process and discussion by the strategic planning steering committee members and the collection of community survey information. **Thorough analysis of this information has identified five overarching challenges the District needs to address over the next five years. These are:**

1. Providing opportunities for students to achieve their full potential has always been the primary goal of education. This stakeholder-driven strategic plan emphasizes student achievement, safety and security, district accountability, and staff development. Our challenge will be to take the plan's message and implement methodologies to achieve these ends. Our need to create a structure that empowers the faculty, staff, administration, board, and school community in promoting creativity and is proactive in meeting the goals of this plan will be our greatest challenge.
2. NSD 80 educates students when they are most vulnerable physically and emotionally. They come to the school with many needs that have to be addressed if learning is to take place. Unfortunately, not all students have environments that are as supportive as necessary to give them what is needed for a good educational experience. Students experience all sort of emotional trauma and physical issues that get in the way of learning. Learning becomes secondary or even less in their lives. NSD 80 teachers and administrators are finding increasing numbers of students identified as autistic and ADHD, a trend that is found at the national level also. These issues are a constant worry for teachers and administrators as they address student needs and at the same time try to teach students what they need to know. This is a challenge that will not go away and needs to be addressed in a combination of ways in order to provide students what they need to be good learners.

3. The biggest investment any school district makes is in the quality of both professional and support staff. Central to maintaining and ultimately enhancing the quality of staff members are a comprehensive set of activities that allow for knowledge and skill growth. The challenge is to determine what kinds of activities will best meet staff needs and then in providing enough time and resources so that what they learn is translated into what they do. With the introduction of new mandates, new technologies, and the ever increasing expectations for what and how well students learn, the ongoing challenge will be to maintain a competent and engaged staff.

4. Communication and collaboration are important components for all organizations that seek strong relationships with their stakeholders. NSD 80 belongs to the community it serves and wants to be a good neighbor to that community. At times the districts neighbors find it hard to understand the contribution NSD 80 makes and that it is a great investment that pays dividends to the community in many ways. Finding time to communicate and collaborate with neighbors is difficult in this fast paced world of today. Yet, it is critical that NSD 80 find ways to strengthen this relationship with the community and parents of the students it serves so that everyone benefits.

5. Any organization is only as good as the resources it has available that can be used to support organizational needs and desires. School districts operate in a fiscal environment that is unpredictable and variable. Because a school district is funded by tax payers, at the local, state, or national level, every year is a challenge to develop and follow a budget. NSD 80 realizes that the new normal is doing more with less, but there are only so many efficiencies that can be gained before the quality of a student's education begins to suffer. NSD 80 has been a good steward of community taxpayer resources and will continue to work to become more efficient and effective. The challenge is to continue on the path of fiscal responsibility and to find resources necessary to create a 21st century learning environment.

These challenges become the strategic objectives for NSD 80 to address over the next five years. By focusing on these challenges, the district is assuring each student the best possible education which prepares them to be successful no matter what further education and life choices they make.

STRATEGIC OBJECTIVE ONE: Differentiated Learning

Differentiated learning means each student learns what they need to know at their own pace and in their own way. It means the learning environment is designed to assess where students are at a moment in time so that learning opportunities can be crafted to help each student move as far and as fast as they can. Differentiated learning does not mean that every student is learning by themselves all the time. Individualization, collaboration, seminars, and project based learning are just some of the ways learning experiences can be differentiated.

Strategic Objective One: Differentiated Learning		
A. Standards Based Instruction		
STRATEGIES	DESIRED OUTCOMES	KEY PERFORMANCE INDICATORS
<p>Standards-based education creates high expectations for all students and provides a consistent guide for the evaluation of student work. A core set of standards-based concepts and competencies form the basis of what all students should learn.</p> <p>Frequent measures of student achievement, using a variety of assessments, ensure multiple opportunities for students to demonstrate mastery.</p> <p>Being standards-based means that every teacher, in every classroom, every day employs effective pedagogical strategies focused on achieving student mastery of the District’s standards.</p>	<ol style="list-style-type: none"> 1. Students achieve proficiency in the District curriculum standards in reading and language arts. 2. Students achieve proficiency in the District curriculum standards in mathematics. 3. Students achieve proficiency in the District curriculum standards in the sciences. 4. Students achieve proficiency in the District curriculum standards in the social sciences. 	<ul style="list-style-type: none"> • Formative and Summative Assessments • Teacher Created Assessments • Portfolio Assessments • Growth Charts • Standardized State and Local Assessments
	<ol style="list-style-type: none"> 5. Students achieve proficiency in the District curriculum standards and develop an appreciation for the practical and fine arts. 	<ul style="list-style-type: none"> • Teacher Created Formative and Summative Assessments • Portfolio Assessments • Growth Charts • Student Self Evaluation
	<ol style="list-style-type: none"> 6. Students acquire the knowledge to be able to make good health and physical activity decisions and set life-long wellness priorities. 	<ul style="list-style-type: none"> • Teacher Created Formative and Summative Assessments • Student’s individualized fitness test results • Growth Charts • Student Self Evaluation

Strategic Objective One: Differentiated Learning		
B. Student Focused Learning		
STRATEGIES	DESIRED OUTCOMES	KEY PERFORMANCE INDICATORS
<p>Such a learning environment puts students first: their needs, abilities, interests, and learning styles are central when making decisions about what to learn and how to learn it. Students are active and responsible participants in their own learning. Individualized education plans are customized to particular academic needs, interests, and learning preferences so each student can learn at their own pace.</p>	<p>1. Students gain confidence in their own ability to learn; students put more effort into their work; and students take more responsibility for their own learning.</p>	<ul style="list-style-type: none"> • Student self-evaluation • Student-led conferences
	<p>2. All students are prepared for success at the next grade or subject level, make expected academic progress, and are provided appropriate program /service options to support their learning.</p>	<ul style="list-style-type: none"> • Formative and Summative Assessments • Portfolio Assessments • Growth Charts • Other diagnostic assessments • Non-Proficient rate on standardized state and local assessments • Success rates for students in alternative educational programs

Strategic Objective One: Differentiated Learning C. Critical Thinking and Problem Solving		
STRATEGIES	DESIRED OUTCOMES	KEY PERFORMANCE INDICATORS
<p>Students think critically, creatively, and solve problems by mastering the elements of thought (information, interpretation and inference, concepts, assumptions, implications and consequences, points of view, the purpose of thinking, and questions about problems). Instruction is designed so that students engage in internalizing and applying the concepts they are learning and by evaluating their level of understanding of each.</p>	<p>1. Students apply critical thinking and problem-solving skills, communication, and creativity in all subject areas.</p>	<ul style="list-style-type: none"> • Formative and Summative Assessments • Selected standardized state and local assessments • Student self-report rubrics for critical thinking and problem solving
	<p>2. Students become capable of taking what was learned in one situation and apply it to new situations, learning for transfer.</p>	<ul style="list-style-type: none"> • Formative and Summative Assessments • Selected standardized state and local assessments • Completed projects

Strategic Objective One: Differentiated Learning		
D. Blended Learning		
STRATEGIES	DESIRED OUTCOMES	KEY PERFORMANCE INDICATORS
New instructional models enabled by technology provide students with daily opportunities for differentiated learning. These models afford teachers the time, opportunities, and resources to differentiate instruction and support students with their learning on a one-to-one basis.	1. All learning is designed to meet the individual needs of each student so that all students master the knowledge and skills necessary to be successful at the next grade level or subject area.	<ul style="list-style-type: none"> • Content mastery as measured by a standards-based report card • Local Assessments
	2. All learning is designed to provide opportunities for each student to learn at their own pace.	<ul style="list-style-type: none"> • Content mastery as measured by a standards-based report card • Student Self-Assessment • Data from Self-Directed Intervention
	3. Academic content and learning activities are designed to take advantage of each student's learning style.	<ul style="list-style-type: none"> • Student Learning Inventory • Reading Interest Inventory
	4. Students are collaborators with their teachers in becoming more and more responsible for their own learning.	<ul style="list-style-type: none"> • Portfolio Assessments • Student Participation in Development of Classroom Routines, Procedures, and Learning Activities

Strategic Objective One: Differentiated Learning		
E. Project/Problem Based Learning		
STRATEGIES	DESIRED OUTCOMES	KEY PERFORMANCE INDICATORS
<p>This means that NSD 80 faculty guides students through the creation of projects designed to develop their understandings of curriculum content and how it applies to the world around them. Students collaborate to create projects and address problems at the community, state, national, and international level. Students demonstrate their new understandings to parents and members of the community. Students communicate the results of their work in appropriate formats and media.</p>	<p>1. Students regularly experience authentic learning activities by developing projects, solving problems, writing reflections of their findings, and often present them to teachers, community members, and other students. The measure of accomplishment lies primarily in the students' ability to explain or demonstrate his/her learning from the beginning to the end of the project.</p>	<ul style="list-style-type: none"> • Project work is displayed and presented to stakeholder groups on a yearly basis. • Completed projects are displayed throughout the building.
	<p>2. Building design supports collaborative arrangements of students as they learn and grow through project/problem-based learning. All classroom furniture is specifically selected to meet the needs of a project/problem-based learning environment.</p>	<ul style="list-style-type: none"> • Consultation of research-based best practices.

Strategic Objective One: Differentiated Learning
F. “Always On” Learning

STRATEGIES	DESIRED OUTCOMES	KEY PERFORMANCE INDICATORS
<p>NSD 80 makes services available to students, staff, parents, and community members for learning regardless of their location or the time of day. It supports access to information, as well as access to participation in online learning, both individually and collaboratively. It enables seamless integration of in-and out-of-school learning. It extends the opportunity to learn to 24/7.</p>	<p>1. The district utilizes state-of-the-art technology that creates collaborative, engaging, relevant, and differentiated learning experiences for all learners regardless of background, language, or disability and extends the access of this technology to parents and community members on any device.</p>	<ul style="list-style-type: none"> • Technology standards comparison (NETS) • Implementation of 1-1 device initiative
	<p>2. Students demonstrate the knowledge of and practice the accepted norms, rules, and laws of being a digital citizen, especially those norms, rules, and laws related to social networking sites.</p>	<ul style="list-style-type: none"> • Trends in student violations of digital citizenship
	<p>3. Applications and e-textbooks may be accessed by a web browser, eliminating the need to have specific software loaded on to every student, staff, parent, or community member computer. Cloud-based computing allows all stakeholders to access information from any device with a web browser.</p>	<ul style="list-style-type: none"> • Percent of web serviced computing
	<p>4. Students, staff, parents, and community members are satisfied with the NSD 80 technology learning infrastructure.</p>	<ul style="list-style-type: none"> • Education for the Future Surveys

STRATEGIC OBJECTIVE TWO: The Whole Child

Research, practice, and common sense confirm that a whole child approach to education develops and prepares students for the challenges and opportunities of today and tomorrow by addressing students' comprehensive needs through the shared responsibility of students, families, schools, and communities. A whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success. (ASCD)

Addressing the needs of the whole child requires a close collaboration between the school and parents. Communication methods are expanded to include social media and other formats that create a close link between parents, especially parents of special needs students, and the school. Parent training is one method used to increase the capacity of the family to enhance the learning opportunities provided by the school. NSD 80 makes every effort to ensure that the best possible placement is available for all students with special needs so that the student has the ability to reach their full potential.

Strategic Objective Two: The Whole Child		
A. Comprehensive Assessment		
STRATEGIES	DESIRED OUTCOMES	KEY PERFORMANCE INDICATORS
Through a combination of assessments of and for learning, such as growth models; portfolios; criterion-referenced tests; norm-referenced tests; computer adaptive assessments; diagnostic evaluations; and formative, interim, and summative assessments; NSD 80 teachers get a more comprehensive and continuous picture of student achievement and long-term success	1. Each student may create an electronic portfolio that shows a broad range of skills and talents developed over their career in NSD 80. Portfolio contents include academic work, projects from project/problem-based learning activities, as well as athletic and artistic performances and activities.	<ul style="list-style-type: none"> Digital student portfolios
	2. Technologically assisted diagnostic and formative assessments are widely used by teachers on a regular basis to gather data about performance and to frequently adjust learning activities so that learning activities are continuously differentiated.	<ul style="list-style-type: none"> Formative and Summative Assessments Portfolio Assessments Growth Charts Other diagnostic assessments

**Strategic Objective Two: The Whole Child
B. Parent Collaboration in Learning**

STRATEGIES	DESIRED OUTCOMES	KEY PERFORMANCE INDICATORS
<p>Learning does not begin or end in school. Families are a central source of children's learning and development and their influence cannot be ignored. Engaging with families inform, complement, reinforce, and accelerate educators' efforts to educate the whole child. Without strategic and continuous connections between families and educators, NSD 80 cannot ensure that students are healthy, safe, engaged, supported, and challenged.</p>	<p>1. Parents (or other responsible family members) and schools communicate regularly and clearly about information important to student success. Schools inform families about standards and how they relate to the curriculum, learning objectives, methods of assessment, school programs, discipline codes, and student progress to promote two-way communication.</p>	<ul style="list-style-type: none"> • Education for the Future Surveys
	<p>2. Schools collaborate with families to develop personal learning plans for each student. Parents fully understand their child's program and how that program ensures they learn to high standards.</p>	<ul style="list-style-type: none"> • Student-led Conferences
	<p>3. Schools support families and students by forming collaborative relationships with many public and private agencies that provide family support services. Linking families to services and community organizations can strengthen home environments and student learning. These partnerships create shared responsibility for the well-being of children, families, and schools by all members of the community.</p>	<ul style="list-style-type: none"> • Education for the Future Surveys

**Strategic Objective Two: The Whole Child
C. Student Well-Being**

STRATEGIES	DESIRED OUTCOMES	KEY PERFORMANCE INDICATORS
<p>Ensuring for a high quality physical, emotional, and healthy education program is important. Equally important is ensuring that students are active across the school day and not just in gym class. Research shows that kids who are physically active are not only healthier, but are also Research shows that kids who are physically active are not only healthier, but are also likely to perform better academically and short activity breaks during the school day can improve concentration, behavior, and enhance learning. In short, school-based physical activity is valuable exercise—it aids cognitive development, increases engagement and motivation, and is essential to a whole child approach to education.</p>	<p>1. Integrating movement across the school day is embedded in extracurricular, co-curricular, and the academic curriculum itself. Physical movement and activity is used to maximize learning and help ensure that students are healthy, safe, engaged, supported, and challenged.</p>	<ul style="list-style-type: none"> • Student daily schedule (minutes allocated to physical activity)
	<p>2. NSD 80 assures that schools provide a safe and supportive environment, free from bullying.</p>	<ul style="list-style-type: none"> • District Pride incentives earned • Trends in bullying behavior
	<p>3. NSD 80 provides students with health and wellness information, practices and opportunities necessary to develop lifelong healthy habits, including opportunities for healthy food choices.</p>	<ul style="list-style-type: none"> • Formative and Summative Assessments in Health and Physical Education Classes

**STRATEGIC OBJECTIVE THREE:
Professional Growth and Development**

Michael Fullan, a worldwide authority on educational reform with a mandate of helping to achieve the moral purpose of all children learning, states that the future will belong not to those who only focus on technology alone, but to those who place it in the wider context of what we know about maximizing learning and realizing system impact. Therefore, in order to change paradigms, employees must be given time and resources to learn about new practices and to develop new knowledge and skills as technology evolves and mandates are implemented.

The development of employees in NSD 80 is considered an investment, an investment in the most important asset the district has, its teachers, support staff, and administration. It is also an investment in the future of the school district because without employees who have the personal skills, technical skills, up-to-date instructional and service knowledge and abilities, the mission and vision cannot be accomplished. School districts that achieve their mission and vision believe in human resource development and provide the resources necessary so that all employees are successful employees. Therefore, Norridge SD 80 will focus on retaining high quality employees while cultivating an atmosphere where employees are supported and valued. Investing in employees will promote a loyal and dedicated Norridge SD 80 family.

Professional Growth and Development (PGD) can include opportunities for growth such as training, coaching, mentoring, degree programs and coursework, online activities, and participating in professional learning communities, both within and outside of the workplace.

The right PGD activities, at the right time, provide a big payback to the school district. Teachers, support staff, and administration that are at the top of their profession create exciting and motivating learning environments and inspire excellence in students.

Strategic Objective Three: Professional Growth and Development		
A. Purposeful Professional Development		
STRATEGIES	DESIRED OUTCOMES	KEY PERFORMANCE INDICATORS
The planning and organization of formal and informal on-the-job training and other growth activities that leads to improving employee competency and sustains an appropriate work culture. This includes all staff: certified staff, paraprofessionals, custodial, registered nurses, and administrative staff.	<ol style="list-style-type: none"> 1. A comprehensive plan for all employee groups identifies current and future knowledge and skill gaps and describes how development activities will address the gaps. This plan is used to schedule and manage all PGD activities and aligns with district continuous school improvement efforts. 2. Build capacity to develop teacher leaders and promote leadership capabilities. 	<ul style="list-style-type: none"> • DLC yearly updated plan • Norridge Academies • Employee reflection exit surveys

Strategic Objective Three: Professional Growth and Development		
B. Continuous Improvement		
STRATEGIES	DESIRED OUTCOMES	KEY PERFORMANCE INDICATORS
Instructional staff are given opportunities to work as colleagues and participate in Professional Learning Communities to reflect critically on the teaching process; the thinking, actions, and achievement of students; subject content and structure; and to grow professionally through dialogue, inquiry, and action research.	1. Professional learning communities (PLCs) are a part of each professional employee's participation in activities that lead to improvements in the performance of students.	<ul style="list-style-type: none"> • Student Performance Data
	2. All NSD 80 employees follow a standardized approach to continuously improve their teaching practices as measured by the designated teacher evaluation plan outcomes.	<ul style="list-style-type: none"> • D80 Professional Growth Plan Teacher Evaluation Ratings

**STRATEGIC OBJECTIVE FOUR:
Communication and Collaboration**

Communication is a critical function in organizations, from the very small to the very large. Even one-to-one communications can be fraught with challenges and misunderstandings. By communicating purposefully and focusing on results and relationships, NSD 80 can leverage effective communication strategies to generate solid results with multiple audiences.

The “Age of Collaboration” has been officially declared because it is understood that connecting with anyone, from anywhere, with the right information differentiates successful organizations from less successful ones. Collaboration is the perfect approach to take advantage of the wealth of information and expertise with the NSD 80 community. Making collaborative opportunities among the district’s various stakeholders’ easy and approachable means that the whole NSD 80 community can contribute to adding value to every student’s success.

Strategic Objective Four: Communication and Collaboration		
A. Multiple Channels of Communication		
STRATEGIES	DESIRED OUTCOMES	KEY PERFORMANCE INDICATORS
Effective organizational communications need to be delivered multiple times in multiple ways to have the most impact. Different NSD 80 stakeholders’ communication needs and preferences differ, different messages require different ways to communicate them. Using multiple channels to communicate with various audiences increase the odds that communications are received and understood.	1. NSD 80 routinely updates and showcases district results. Keeping stakeholders informed enables them to be involved in sustainability discussions and planning.	<ul style="list-style-type: none"> Annual reporting of student performance data to the Board of Education
	2. Social media becomes the vehicle of choice when communicating to various district stakeholder groups.	<ul style="list-style-type: none"> Social media counts Survey data
	3. A multifaceted communication plan enhances two way communications with internal staff and external communities. The plan includes the different stakeholder groups the district communicates with, the method of communication, the frequency of communication, and the general content to be communicated. The communications plan works as both a method for communicating with stakeholders about areas of strategic importance as well as listening to internal and external stakeholder groups.	<ul style="list-style-type: none"> Communication frequency Survey data

Strategic Objective Four: Communication and Collaboration B. Building Collaborative Communities		
STRATEGIES	DESIRED OUTCOMES	KEY PERFORMANCE INDICATORS
Collaborative groups are structured horizontally. Besides the duties and responsibilities for all employees, as outlined in the district’s policy manual, leadership is broadly distributed. To create a productive school climate and a sense of “ownership” for all employees, NSD80 will engage in shared leadership and decision-making. All groups will derive their influence by being well-connected throughout the community and all will be engaged in a multiplicity of projects. Collaborative processes are guided by norms of trust and reciprocity, and communication is more personal, more conversational, and more exploratory than informal settings.	1. NSD 80 provides comprehensive family involvement opportunities that align with the national PTA family involvement standards.	<ul style="list-style-type: none"> • Membership in parent organizations • Parent committee membership • Participation in school-based volunteer opportunities
	2. NSD 80 expands and strengthens collaborative relationships with business, county, and community agencies, and recruits volunteers to provide support services responsive to the needs of all students.	<ul style="list-style-type: none"> • Participation in local and county agencies

**STRATEGIC OBJECTIVE FIVE:
Fiscal Responsibility**

“Fiscal” includes the financial functions of NSD 80; “responsibility” includes an obligation to be accountable for how resources are allocated. Fiscal responsibility is important because how revenue allocations are distributed in a district budget enhances or detracts from the quality of education students receive and the ability of a district to accomplish its strategic plan goals. Fiscal responsibility is important because the greatest revenue source comes from community citizens, and the district wants to maintain the community’s confidence that tax dollars are well spent. This is accomplished by establishing fiscal policies and practices that safeguard district assets, while being transparent and collaborative with constituents.

Strategic Objective Five: Fiscal Responsibility		
A. Improve Productivity and Manage Costs		
STRATEGIES	DESIRED OUTCOMES	KEY PERFORMANCE INDICATORS
NSD 80 plans, manages, monitors, and reports spending to provide decision makers and the community with a reliable, accurate, and complete view of the financial performance of the educational system at all levels	1. NSD 80 aligns the priorities of the budgeting process and revenue sources to strategic plan goals.	<ul style="list-style-type: none"> Operational Services-Section #4 of the BOE Policy Manual
	2. NSD 80 monitors spending throughout the year and provides reports on revenues and expenditures to the School Board and the community.	<ul style="list-style-type: none"> Documented BOE reports
	3. NSD 80 maintains high standards for fiscal responsibility.	<ul style="list-style-type: none"> No audit exceptions as well as adhering to Section #4 of the BOE Policy Manual State financial status
	4. NSD 80 follows fiscally responsible financial practices in order to manage costs	<ul style="list-style-type: none"> State accounting standards applied
	5. NSD 80 school buildings are designed to be a healthy, sustainable, and effective learning environment.	<ul style="list-style-type: none"> Constantly updating Life Safety as indicated by the 10 year Life Safety Audit

IMPLEMENTING THE STRATEGIC PLAN

It is the responsibility of the NSD 80 School Board, district administrators, and all other staff members to implement the district’s mission, vision, and align all activities to achieve the strategic plan strategic objectives. NSD 80 must be strategy-focused because well-deployed strategies and outcomes are the means to achieving exemplary student performance. The strategic plan provides district leaders the information they need to move from an abstract set of goals to an actionable set of priorities. The strategic plan strategies, desired outcomes, and data sources form the “game plan” to achieve the mission, vision, and strategic objectives.

The School Board and senior leadership play key roles in communicating the district’s mission, vision, and strategic objectives to community members, parents, and staff in order to gain consensus, support, and commitment. It is the School Board’s responsibility to monitor the implementation of the strategic plan as well as the resulting outcomes, using the performance indicators derived from the data sources specified in the strategic plan scorecard.

NSD 80 will utilize two tools that are essential to the successful implementation of a school district strategic plan: 1) an implementation flowchart which is a plan that describes what will happen and when it will happen to achieve the strategic plan goals and 2) a Balanced Scorecard which identifies the key performance indicators under each goal and performance targets. The Balanced Scorecard will be monitored to determine progress, allowing any necessary corrections to be made throughout the duration of this strategic plan.

NSD 80 STRATEGY MAP

The strategy map lays out the strategies under each goal. It provides the “blueprint” district leaders use to accomplish the mission, vision, and strategic plan objectives. The strategies identified in the strategic plan are used by district senior leaders to determine specific programs, processes, and practices. A strategy map is a useful graphic that shows all the strategies that need to be in place for the strategic plan to be accomplished and illustrates how the different strategies support each other. Equally important, board members, the superintendent, district staff members, parents, and others can use the strategy map to monitor implementation activities and review the performance of strategies as their influence is felt within the organization.

NSD 80 BALANCED SCORECARDS

The scorecards identify the key performance indicators that the district and its stakeholders will monitor to determine progress toward specific targets and ultimately the successful achievement of the strategic plan objectives. The key performance indicators are the metrics derived from the data sources listed in the strategic plan. These indicators operationally define the standards the district will hold itself accountable for and the most salient measures within each objective area. Key performance indicators may be modified accordingly after each annual plan review. Baseline data from the last three school years will be provided where available to reflect the current status on these indicators. Five-year targets are set for each key performance indicator, considering the importance of the common core standards for all students, and national benchmarks from Baldrige award-winning districts. The School Board will track performance semi-annually over the next five years against these baseline data and the five-year targets.

District 80 Strategic Plan

(The scorecard is used to monitor effectiveness of the NSD 80 strategies).

STRATEGY	KEY PERFORMANCE INDICATORS	BASELINE DATA			ANNUAL PERFORMANCE						TARGET 2018	
		2010	2011	2012	2013	2014	2015	2016	2017	2018		
STRATEGIC OBJECTIVE ONE: DIFFERENTIATED LEARNING												
A: Standards Based Instruction	Diagnostic Assessments in Reading and Math (ISEL in Grade K, AIMSweb for Reading and Math, Grades 1-8)											
	Basic Reading Inventory Data in Grades 1-8											
	IOWA Standardized Reading and Math Assessment Data (percentage of students in each national stanine and percent of students who met their annual growth target)											
B. Student-Focused Learning	State Standardized Assessments in Reading and Math (percentage of students who meet/exceed standards)											
	Grade Level Summative Assessments in ELA (percentage of students in each grade who pass)											
	Grade Level Summative Assessments in Math (percentage of students in each grade who pass)											
C. Critical Thinking and Problem Solving	Grade Level Summative Assessments in Science (percentage of students in each grade who pass)											
	Grade Level Summative Assessments in Social Studies (percentage of students in each grade who pass)											
	Practical and Fine Arts - Assessment Development in Process											
	Physical Education - Assessment Development in Process											

STRATEGY	KEY PERFORMANCE INDICATORS	BASELINE DATA			ANNUAL PERFORMANCE						TARGET	
		2010	2011	2012	2013	2014	2015	2016	2017	2018	2018	
STRATEGIC OBJECTIVE ONE: DIFFERENTIATED LEARNING												
D. Blended Learning	Standards-Based Report Card Data Measuring Content Mastery											
	% Student Learning Inventories Given											
	% Student Interest Inventories Given											
	% Student Participation in Development of Classroom Routines, Procedures, and Learning Activities											
	Student Self-Assessment and Portfolio Assessments - In Process											
E. Project/Problem Based Learning	Project work is displayed and presented to stakeholder groups on a yearly basis.											
	Completed projects are displayed throughout the building.											
F. "Always On" Learning	% Students That Meet National Education Technology Standards											
	% Teachers That Meet National Education Technology Standards											
	% Administrators That Meet National Education Technology Standards											
	% Students That Comply to District Digital Citizenship Policy Standards											
	% of Students with a 24/7 Connectable Device											
	% of Student Cloud-Based Computing Activity											
	% Teacher Satisfaction with District Technology Learning Infrastructure											
	% Student Satisfaction with District Technology Learning Infrastructure											
	% Parent Satisfaction with District Technology Learning Infrastructure											

STRATEGY	KEY PERFORMANCE INDICATORS	BASELINE DATA			ANNUAL PERFORMANCE						TARGET 2018
		2010	2011	2012	2013	2014	2015	2016	2017	2018	
STRATEGIC OBJECTIVE TWO: THE WHOLE CHILD											
A. Comprehensive Assessment	% Digital Student Portfolios										
	Digital spreadsheet use for student data tracking at every grade level.										
	% of teachers using student portfolios for assessment.										
	IOWA Growth Charts - % of students who meet their growth goal.										
B. Parent Collaboration	# of Student-Led Conferences										
	Parent Survey Data (Illinois School Report Card)										
	Victoria L. Bernhart Education for the Future Survey Data										
C. Student Well-Being	# of minutes dedicated to physical activity in student schedules										
	# of District PRIDE incentives earned										
	% decrease in bullying incident reports										
	Health and Physical Education - Assessment Development in Process										

STRATEGY	KEY PERFORMANCE INDICATORS	BASELINE DATA			ANNUAL PERFORMANCE						TARGET 2018
		2010	2011	2012	2013	2014	2015	2016	2017	2018	
STRATEGIC OBJECTIVE THREE: HUMAN RESOURCE DEVELOPMENT (HRD)											
A. Systematic Training	# of Teachers who participate in the Norridge Academies or other authorized PD activities										
	% of Staff Satisfaction with PD activities and District Leadership Committee Initiatives										
B. Continuous Improvement	% Teacher Time Per Month Spent in Professional Learning Community Activities										
	# of Informal or Formal Performance Evaluations										

Strategic Objective Four: Communication and Collaboration											
A. Multiple Channels of Communication	Community Satisfaction with Communications from District										
	Parent Satisfaction with Communications from District										
	Staff Satisfaction with Communications from District										
	Use of District Social Media Sites Counts										
	District Board Assessment of Annual Planning Calendar										
B. Building Collaborative Communities	% Families who join our parent organizations										
	# of Local and County Entities or Agencies who visit or utilize our buildings										

STRATEGY	KEY PERFORMANCE INDICATORS	BASELINE DATA			ANNUAL PERFORMANCE						TARGET 2018
		2010	2011	2012	2013	2014	2015	2016	2017	2018	
STRATEGIC OBJECTIVE FIVE: FISCAL RESPONSIBILITY											
A. Improve Productivity and Manage Costs	% of District Budget Aligned to Strategic Objectives in the Strategic Plan										
	% of Professional and Support Staff that Believe They Have the Competencies to Do Their Job Well										
	ISBE Financial Profile Score										
	# of Revenue and Expenditure Reports to District Board										
	Number of Audit Exceptions										
	% of Budget alignment to State Accounting Standards										
	# of projects completed as reported in the 10 year Life Safety Audit										
	# of Health/Life Safety violations as reported by West 40 ISC2 Team										
	Compliance to Green School Building Standards										

Norridge School District 80 Strategic Plan

Preface

Once a strategic plan is developed, the work has just begun. The strategic plan has now clearly defined the future direction of your school district and described what needs to be accomplished over the next few years. The hard work is to align goals and activities, coordinate planning at the various levels within the organization, promote data based decision making, identify work priorities down to individual staff members, and solve problems as they arise. This is done by developing scorecards at the district, department, and school levels; creating action plans that focus on implementing the strategies found in the strategic plan, monitoring action plan deployment, aligning training and development with goals and strategies, and enhancing the existing culture of continuous improvement and accountability. The performance management materials that follow are designed to assist the transition from strategic plan development to strategic plan deployment.

Performance Management: Making Excellence Habitual

[“We are what we repeatedly do. Excellence then is not an act, but a habit.”](#)

Aristotle

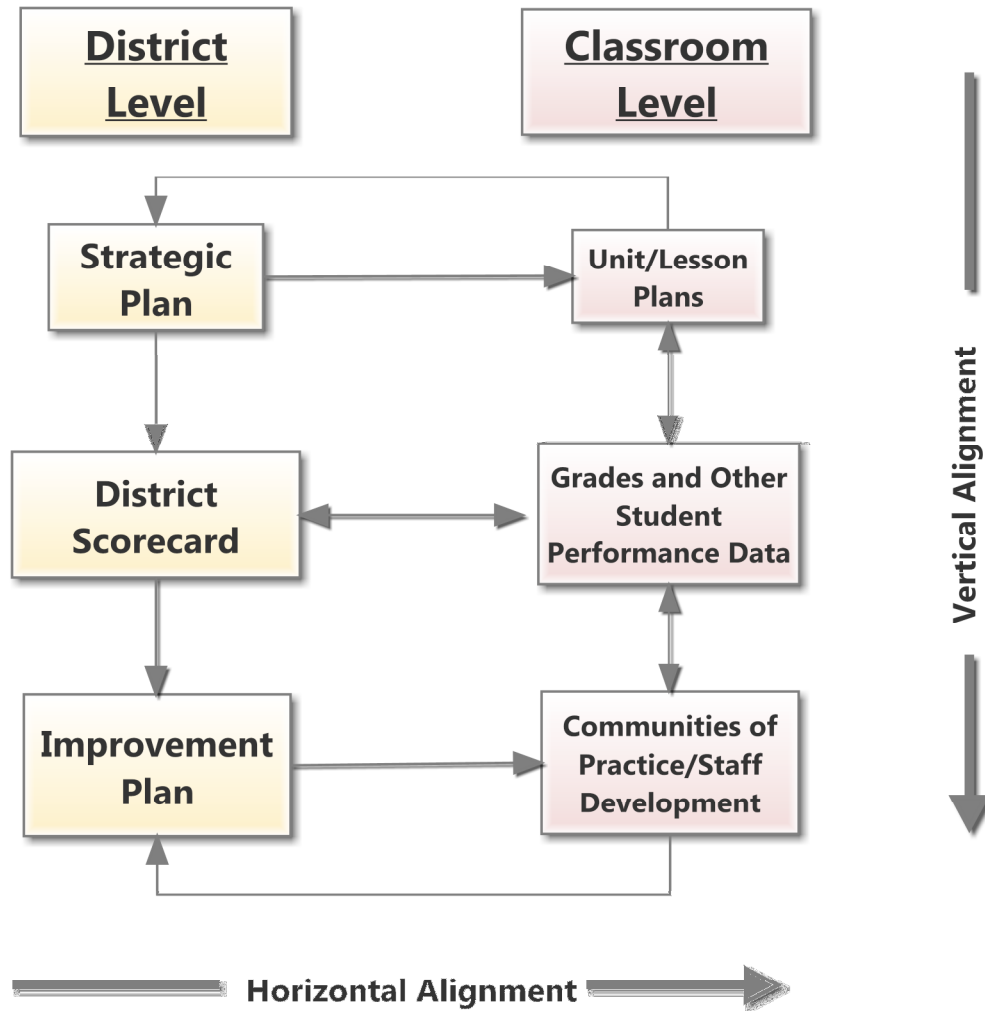
There is no more important role in any organization than that of managing a school district. Students’ futures are at stake. Every student deserves to be educated in a school district that has a reputation for excellence because that means all students experience the quality of education that prepares them for a future full of possibilities, not limitations. That takes exceptional management.

The Baldrige Criteria defines performance excellence as “an integrated approach that results in: (1) delivery of ever-improving value to customers and stakeholders, contributing to organizational sustainability; (2) improvement of overall organizational effectiveness and capabilities; and (3) organizational and personal learning.” The difficulty in translating the NSD 80 strategic plan into practice, that is, the day to day activities that must be deployed to become one of the truly outstanding school districts in the nation, is significant. Performance excellence doesn’t just happen, it must be managed, and the most important part of management is deployment.

Managing the performance of a school district is the management of repeated activities that lead to the accomplishment of short- and long-term goals/objectives. Describing a comprehensive series of calendared events that occur during the course of a school year and describing what happens during those events is a way to make performance management habitual. **This is the purpose of the calendared monthly events and activities.**

The calendar begins at the start of the school year in August and cycles through the entire school year. Obviously, the calendared events are at approximate times of the year because each school district organizes its year differently.

Deployment begins with the design of a management system. A management system describes the alignment between functions within the school district and how each of these functions are integrated with each other. The system has to include all the major functions so that there is a clear understanding how each relate and how what gets decided at the district level (purpose, direction, goals, objectives, results, etc.) get deployed at the department, school, and classroom levels. The management system must show the necessary and appropriate relationships between functions because functions cannot act in isolation to each other if excellence is to be achieved. The following diagram is an example of an aligned and integrated management system designed specifically for Norridge School District 80.



Aligned and Integrated Management System for Sustainable Excellence

Function boxes show both vertical and horizontal alignment. Arrows show how the functions are integrated.