



Progress to Plan

Strategic Plan Update to the Board of Education
February 24, 2020

Mission

Empower all learners to:

Aspire to reach their highest potential

Explore their passions and interests

Discover pathways to success

Connect with each other,
the community,
and the world

Vision

District 34 will be an inclusive, equitable school system that provides comprehensive, authentic learning experiences to develop the whole child.

Core Values

District 34's core values guide behaviors, actions and decisions:

Growth & Aspirations: We are forward-focused on the academic and social-emotional growth of students and the professional growth of staff, and on creating the best future for our community.

Diversity, Inclusion & Equity: We embrace and welcome the differences of each member of our community and provide equitable resources to meet the needs of all learners.

Relationships & Respect: We build collaborative, respectful relationships through trust, open communication, and shared responsibility and accountability.

Stewardship: We are diligent stewards of our resources.

Action Plan Teams

- Team for each goal area
- Met Spring/Summer & Fall 2019
- Provide ideas, advice
- Leaders/champions provide oversight

Goal Area 1: Student Success & Well Being

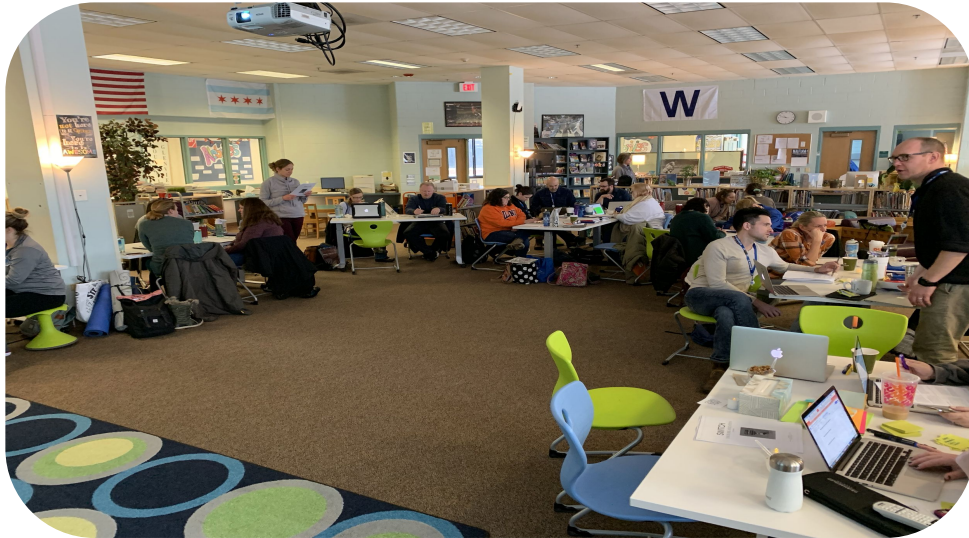


Key areas of focus

- Development, Implementation & Assessment of Tier I Academics & SEL
- Increased consistent transition activities for grades K, 3, 6
- Development and Beginning stages of Inquiry foundational rollout

Student Success & Well Being

Strategy		Objective/Outcome	Where We Are
1	Redefine student success to open doors for students to explore varied pathways	By the end of the 2019-2020 school year, the district will develop the foundational elements of innovative practices and methodology to be implemented through a detailed plan for 2020 - 2021.	<ul style="list-style-type: none">➤ Develop comprehensive inquiry academy cohort to include representation from all buildings (2 to 4 per building)➤ Further engage and refine the district inquiry framework➤ Identify the universal access for all subjects and the implementation of inquiry



Student Success & Well Being Strategy #1

D34 INQUIRY PROCESS



Inquiry in Action!

Student Success & Well Being Strategy #2

Strategy		Objective/Outcome	Where We Are
2	Ensure articulation and programming that facilitates smooth social, emotional, and academic transitions from school to school	By school year 2023-2024, 80% of all stakeholders (parents, staff, and students) will report that students experience a smooth social, emotional and academic transition into kindergarten, 3rd grade and 6th grade.	<ul style="list-style-type: none">➤ Develop a consistent and welcoming communication protocol/flowchart so that articulation is clear and tied to student outcomes when students move between clusters.➤ Academic and social emotional resources will be aligned across tiers to provide aligned programming. Focus for Tier 1: Writing, Science & SS for K -5 & SS and Science for Grades 6-8. Focus for Tier 2: Literacy, Numeracy and Social Emotional➤ Implement consistent MTSS data collection/tracking tool to support problem solving.➤ Sending teams (Special Ed, EL, Social Worker) will met in the spring to articulate needs and services/supports to receiving team.➤ MTSS guidance documentation will include academic and social and emotional programming.➤ Review Embrace MTSS in Summer/Fall of 2019; make a decision on feasibility and usage.➤ Develop stakeholder surveys.

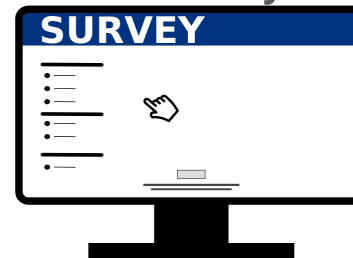
Student Success & Well Being

MTSS Guidance Document/Consistent Problem Solving

The four step problem-solving and data-based decision-making process in MTSS:



Stakeholders' survey Fall 2020



Sending/Receiving IEP teams will hold Spring meetings



Student Success & Well Being Strategy #3

Strategy		Objective/Outcome	Where We Are
3	Use data to provide differentiated instruction to meet the academic needs of each learner, improve overall growth and achievement, and narrow achievement gaps	From 2018-2019 to 2019-2020, student achievement will increase by 5% on the following NWEA Quartile student groups: High Achieving/High Growth and Low/High Growth.	<ul style="list-style-type: none">➤ Data review will be a standing agenda item on monthly building leadership team meetings.➤ Data day procedures will be developed at the leadership level (principals) and team level. - Develop staff survey that addresses: MTSS, data for instruction .



Student Success & Well Being Strategy #4

Strategy		Objective/Outcome	Where We Are
4	Provide opportunities for the earliest learners to establish a strong academic and social-emotional foundation	By the end of school year 2023-2024, 80% of 2nd grade students meet academic learning standards. By end of 2023-2024 school year, 80% of 2nd grade students meet social-emotional learning standards.	<ul style="list-style-type: none">➤ Provide training and resources around SEL (Second Step, Zones of Regulation)➤ Develop a tool listing ways SEL questions and strategies can be embedded throughout the day to increase oracy experiences for the students➤ Increase home-school connection by providing parent workshops to build parents' understanding around EC curriculum and ways they can extend the learning at home.➤ Identify community members who can enhance the EC standards through partnerships and experiences (EC-Elem Buddies, Field Trips, Community Helpers)➤ Explore ways to embed the SEL tool into the academic setting (avoid teaching it in isolation)

Goal Area 2: Educator Growth & Support



Key areas of focus

- Research
- Superheroes and Super Systems
- Connections

Foster a positive climate, culture and competitive compensation to attract, support, and retain high-quality staff

Strategy #5

Strategy	Objective/Outcome	Where We Are
5	Foster a positive climate, culture and competitive compensation to attract, support, and retain high-quality staff	<ul style="list-style-type: none"> ➤ Conduct research about teacher retention (state, national, and D34), causes and effects along with factors that impact retention. ➤ Establish structured "Exit-Interview" for current and former staff to be implemented in 19-20.
	By the end of the 2019-20 school year, establish baseline understanding of "retention," including national, state, and D34 trends.	<ul style="list-style-type: none"> ➤ Identify diversity of staff (2019-20 data) and what the data tell us as compared to previous years. ➤ Conduct research about best practices related to diversity within the teaching profession - what is the current status nationally? how is it different for various races/cultures? what strategies lead to more diverse staff populations? What contributes to the retention of diverse staff? ➤ Create communication to staff & applicants regarding our goal related to a more diverse staff/candidate pools. ➤ Create communication to parents & community regarding our goal related to a more diverse staff/candidate pools as it pertains to building a positive climate and culture supportive of diversity.
	By the end of the 2019-20 school year, complete a review of the staff recognition program with recommendations for changes.	<ul style="list-style-type: none"> ➤ Identify Personnel Meetings during 19-20 school year for discussion of staff recognition program and add item to agendas. ➤ Share with Personnel Committee reactions to improvements incorporated in the staff recognition program during the 18-19 school year. ➤ Communicate changes to staff recognition program recommended by the Personnel Committee along with timeline for implementation.

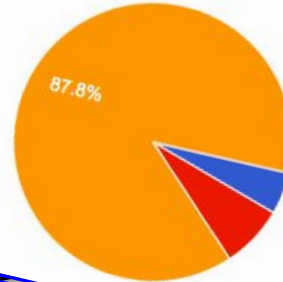


Recognition Program



Do you think the event sufficiently honored our retirees?

41 responses



- No, it wasn't enough recognition
- It was ok, but there could have been more recognition
- Yes, it was a good way to honor our retirees

Educator Growth & Support

Strategy		Objective/Outcome	Where We Are
6	Maximize the return on the investment of resources for staff collaboration, professional learning, and shared leadership	Align district professional development so that 90% of approved activities (internal and external) are aligned to strategic plan goals by 2021-22.	<ul style="list-style-type: none"> ➤ Inform planning for 2020-21 school year "late start" PD/Collaboration time ➤ Implement Frontline Learning Management system for PD requests and tracking in 2019-20 ➤ Organize Institute Day offerings for Support Staff that provide foundational learning/understanding.
		Create reorganized mentor program to provide job-alike, building-based mentors for first-year educators for initial implementation in 2019-20, and 90% alignment of mentor-mentees by 2021-2022.	<ul style="list-style-type: none"> ➤ Establish philosophy of new mentor program along with candidate qualities and responsibilities ➤ Establish and implement application and selection process for mentors. ➤ Establish and implement mentor announcements and pairings ➤ Provide initial mentor training ➤ Establish 2019-20 mentor recruitment timeline. ➤ Recruit mentors for high needs areas for 2019-20 mentor group. ➤ Review and determine potential to extend mentors to 2nd year staff or other mentor program enhancements.
		Increase staff cultural competency.	<ul style="list-style-type: none"> ➤ Implement "Cultural Competency/Reducing Racial Bias" mandated training in 2019-20 ➤ Provide foundational learning opportunities on the topic of Bias/Eliminating Bias in 2020-21 ➤ Increase staff understanding of the District's student demographics as it relates to student learning and achievement

Maximize the return on the investment of resources for staff collaboration, professional learning, and shared leadership

Strategy #6

Progress Toward Goals

Buildings with the most activities completed in the last 4 weeks

GOAL	HENKING	WESTBROOK	4 More Buildings
Student Success & Well-Being	125	92	103
Educator Growth & Support	120	62	63
Parent & Community Partnerships	0	0	4
Resource Stewardship	3	2	8
Other Professional Development	107	13	54



Mentor Program

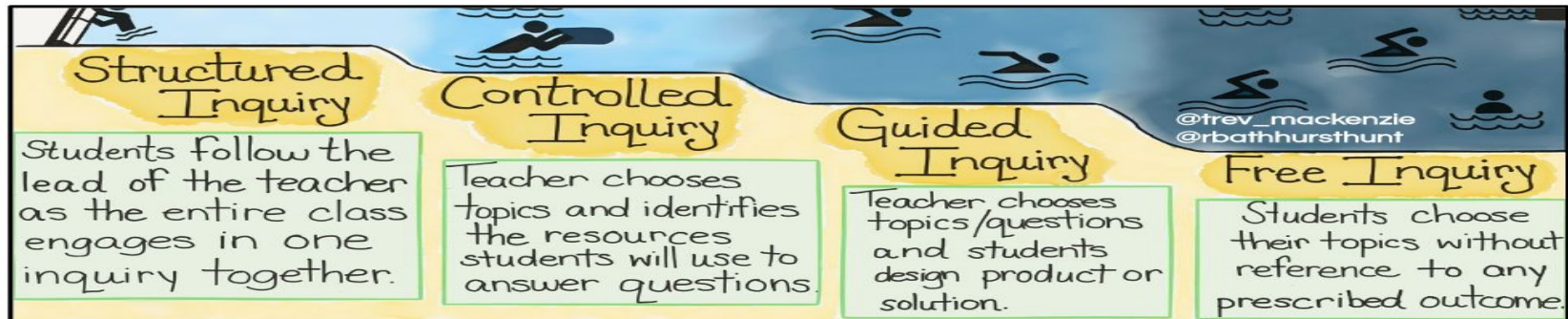


Educator Growth & Support Strategy #7

Strategy		Objective/Outcome	Where We Are
7	Create innovative opportunities that allow students and teachers to co-facilitate and explore their interests, use technology, and interact with problem-based, real-world application	By the end of the 2020-2021 school year, provide all staff with baseline understanding and training on inquiry-based teaching and learning to support our diverse learners.	<ul style="list-style-type: none">➤ Partner with 2019-20 Inquiry Cohort to identify D34 approach to inquiry-based teaching & learning➤ Partner with 2018-19 Learning Spaces Cohort to identify D34 understanding of optimal classroom design➤ Review implementation of MS pilot of STEM exploratory X-Block trimester classes and assist with its potential expansion by providing appropriate PD and communication for staff.

Student Success & Well Being Strategy #1

Educator Growth & Support Strategy #7



TOPIC	Teacher selects topic	Teacher selects topic	Teacher selects, students are involved	Student selects topic
QUESTIONS	Teacher selects same question for all students	Teacher provides, student selects from options	Students start to develop questions with teacher support	Student constructs their own essential question with support
RESOURCES	Teacher selects same resources for all students	Teacher predetermines several resources	Students select resources, take on more active researcher role	Students select resources, are researchers and investigators
PRODUCT	Teacher determines common task	Teacher determines common task with options for students	Student chooses how to display understanding	Student chooses how to display understanding

Student Success & Well Being Strategy #1

Goal Area 3: Parent & Community Partnerships



Key areas of focus

- Baselines
- Survey development
- Launched Building Facebook pages
- Building volunteer pool

Strategy #8: Set the Baseline

Strategy		Objective/Outcome
8	Provide parents with tools, resources, and relevant, consistent information to connect with the school and support their child's progress	75% of parents login to PowerSchool to view report cards for Trimester 3 of the 2019-2020 school year.
		By June 2020, 75% parents report they feel informed about their child's progress and school experience, school activities and district news.
		First-day exclusions decrease by 50% from August 2019 to August 2020



Strategy #8: Set the Baseline

Strategy		Objective/Outcome	Where We Are
8	Provide parents with tools, resources, and relevant, consistent information to connect with the school and support their child's progress	75% of parents login to PowerSchool to view report cards for Trimester 3 of the 2019-2020 school year.	<ul style="list-style-type: none"> ➤ Investigate the possibility of providing an edCamp "Tech Night" or Communication Tools Parent Night to learn and listen together. Include information about: Powerschool, newsletters, email, Seesaw, Schoology, websites, social media. Include survey about teacher/school/district effective use of communication tools. ➤ Offer administrator communication training sessions. ➤ Audit pattern/schedule of current communication. ➤ Develop parent/community engagement survey. ➤ Develop templates for communication.
		By June 2020, 75% parents report they feel informed about their child's progress and school experience, school activities and district news.	
		First-day exclusions decrease by 50% from August 2019 to August 2020	<ul style="list-style-type: none"> ➤ Develop a schedule of communication about registration/fees/residency/physicals ➤ Identify a key contact at each building that is the "exclusion tracker" who ensures that someone follows up personally with each family over the summer ➤ Investigate the possibility of hosting a Community Resource Fair (identify planning team of social workers and others, contact possible vendors/sponsors)


Strategy #9: Opening Doors

Strategy		Objective/Outcome	Where We Are
9	Ensure clear and accurate communication so all community members can understand District programs, initiatives and performance	By December 2019, Facebook followers for each school FB account will reach 200.	<ul style="list-style-type: none"> ➤ Create school Facebook pages for every building ➤ Investigate the value of using Instagram ➤ Include social media training in new teacher orientation ➤ Hold teacher social media training sessions throughout the year ➤ Get community input on website redesign ➤ Ensure regular distribution of district publications (email newsletter, print publication available to community - mail postcard, make full publication available at buildings, village hall, library, Park Center, other public areas, businesses)
		By June 2020, 75% of parents will report that they can find the information they need on the D34 website.	
		By June 2020, 60% of non-parent community members will be able to identify at least one major District initiative	
		By June 2020, create a comprehensive list of our key community groups & stakeholders (Local companies, businesses, service orgs, etc.)	<ul style="list-style-type: none"> ➤ Communications department creates list of groups

Strategy #9: Opening Doors

Strategy		Objective/Outcome
9	Ensure clear and accurate communication so all community member can understand Distri programs, initiatives and performance	By December 2019, Facebook followers for each school FB account will reach 200.





Pleasant Ridge School
Tuesday at 10:59 AM · 🌐

It's the day we've all been waiting for... ceremony ⭐ in Mrs. Kirsch's class!

It's the 100th day of school and they've Today, they recognize their favorites.

#PREagles #WeAreD34



14

Like Comment



Westbrook Elementary School
Published by Jeannie Sung · February 10 at 10:31 AM · 🌐

Here we go Westbrook teachers and staff!! It's time to #BeWell34! Our office crew starting off the district Wellness Challenge week with 15-squats!!! Let's go Pandas!!! 🐼❤️



569 People Reached 120 Engagements

Boost Post



Springman Middle School
Published by Jason Kaiz · January 30 at 7:41 PM · 🌐

Congratulations to our 8th grade basketball conference champs with an overtime win in the championship game!!!!



194 People Reached 84 Engagements


Boost Post

1 Comment

Strategy #10: Jump in the Pool

Strategy		Objective/Outcome	Where We Are
10	Increase partnerships to provide students with authentic learning experiences, service-learning opportunities, and exposure to career pathways	By June 2020, at least 5 new service-learning/educational partnership opportunities are identified	<ul style="list-style-type: none"> ➤ Investigate how to have a designated staff members to manage and engage community groups - look into the possibility of designating a "community engagement liaison" at each school ➤ Connect with civic organizations (Rotary, Chamber) to determine opportunities for partnerships.
		By end of 2021-2022 school year, 75% of students will engage in service	<ul style="list-style-type: none"> ➤ Investigate the possibility of implementing a service requirement for students ➤ Explore the idea of an online student philanthropy opportunities (exchange)
		By end of 2021-2022 school year, 75% of staff engage in service	<ul style="list-style-type: none"> ➤ Begin conversations with building and District leadership about offering adult service opportunities
		By December 2020, the District has used at least 20 community volunteers from their Expert Volunteer Pool in classrooms	<ul style="list-style-type: none"> ➤ Create and distribute survey to develop Expert Volunteer Pool ➤ Promote Expert Volunteer Pool among staff
		At least 5 elected officials visit D34 schools during the 2019-2020 school year	<ul style="list-style-type: none"> ➤ Connect with local and federal legislators

Strategy #10: Jump in the Pool

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		By December 2020, the District has used at least 20 community volunteers from their Expert Volunteer Pool in classrooms	
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Strategy #10: Jump in the Pool

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		At least 5 elected officials visit D34 schools during the 2019-2020 school year



Goal Area 3: Resource Stewardship

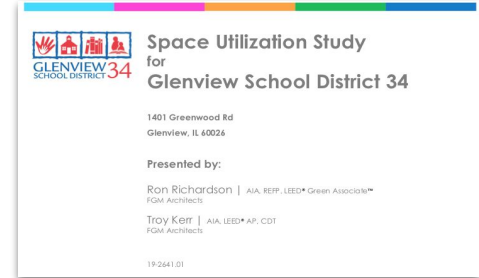


Key areas of focus

- Master Facility Plan
- Financial and operational components for longer school day

Goal Area 4: Resource Stewardship

- Master facility plan: By 8/2019 both studies were presented, merged and ready for estimation
- FY21 Extended school day: By 1-2020. We had reviewed / revised transportation schedules, built in exp for the new longer day in terms of salary and ancillary costs in transportation
- Master facility plan: By 12-2019, we reviewed financial impact of the refined master facility plan, as evidenced in the CFAC presentation



Resource Stewardship

Strategy		Objective/Outcome	Where We Are
11	Address aging facilities and deferred maintenance to provide safe, clean, and well-maintained facilities	By August 2019, District will have a completed master facility plan	<ul style="list-style-type: none"> ➤ Refined and dedicated partnership with architect and construction management teams on the schematic design. ➤ Develop informed revisions on master plan from district and community engagement sessions (online, in-person, phone). ➤ Hold regular meetings with construction management and update timelines and budget reports.
		By December 2019, all summer construction projects will be completed and punch list items cleared within or under budget	
12	Equitably and responsibly allocate resources of time, space and scheduling to enhance programming and best instructional practices and meet the needs of all learners	By September 2019, the District will have a sustainable annual budget for the 2019-2020 academic year	<ul style="list-style-type: none"> ➤ Allocate resources within budget, focusing on the highest priority items as outlined in the strategic plan. ➤ Ensure transportation, custodial, food service and all other operational elements, align for longer day. ➤ Create tax impact calculator and include in outgoing communication.
		By January 2020, the District will have finalized the financial and operational components necessary for longer school day in 2020-2021	
		By December 2019, the District will determine the financial impact of the refined master facility plan.	