Strategic Plan 2020-25

Multi-Year Implementation Plan

Student Achievement

Improving individual growth and mastery through a challenging and rigorous curriculum to support academic and life success

Overall Goal: Develop and prepare students academically for the challenges and opportunities of today and tomorrow. Promote the growth and success of all children.					
	2020-21	**2021-22**	**2022-23**	**2023-24**	**2024-25**
Develop a continuum of early childhood (birth to aged 5) programs to increase the number of students who are kindergarten ready	Finalize and document the transition process for children in 0-3 programs into our Pre-K program for ages 3-5. Identify 0-3 assessments that are good predictors of Pre-K readiness. Begin tracking progress and readiness for the 0-3 IWSE cohort and District 69 Pre-K cohorts. Utilize the GOLD assessment report as a tool to communicate student progress throughout the year	Build a problem solving model in Pre-K that provides targeted student and family assistance that aligns with the District MTSS system. Implement a consistent data review process of intervention results and progress toward kindergarten readiness. Analysis of Home Visiting and Pre-K population to ensure equity of access to our community (including a review of our eligibility criteria).	Review core curriculum and intervention curriculum impact and make revisions. Last Year of 5 Year PFA Grant 2019-2023 Recompete and consider expansion for PI (0-3 home visiting and PFA/PFA-E (3-5 Center-Based) Grant Continue IWSE home visiting partnership. Continue EC Alliance partnerships to support community wide Early Childhood programs and support	Implement new PFA/PFA-E grant Continue IWSE home visiting partnership. Continue EC Alliance partnerships to support community wide Early Childhood programs and support for children ages 0-5.	Implement PFA/PFA-E grant Continue IWSE home visiting partnership. Continue EC Alliance partnerships to support community wide Early Childhood programs and support for children ages 0-5.

	and at conferences to families. Data analysis of Kindergarten Readiness indicators (KIDS, MyIGDIs, GOLD, FastBridge) to provide insight on areas for improvement in pre-K. Continue IWSE home visiting partnership. Continue EC Alliance partnerships to support community wide Early Childhood programs and supports for children ages 0-5.	Continue IWSE home visiting partnership. Continue EC Alliance partnerships to support community wide Early Childhood programs and supports for children ages 0-5. Support 3-year EDI implementation at kindergarten with the ECA.	for children ages 0-5. EDI Data Review and Share with stakeholders in partnership with ECA. Partner with ECA to impact Early Childhood opportunities based on EDI data analysis.		
Regularly review, revise and enhance Math, Science, Social Studies, and Literacy curriculum, instruction, and assessment, and communicate expectations to all stakeholders.	District curriculum modification in Math, Science, Social Studies, and Literacy to identify essential standards for grade levels to focus on during the pandemic. Professional development in blended and remote learning for all staff.	Create a long term curriculum review process that can be implemented across subject areas. Begin Math Curriculum Review Process K-8. Begin Social Studies Curriculum Review Process for grades K-5.	Begin Curriculum Review Process for Pre-K and Special Education/Tier 3 Alternate and Supplemental Curriculum. Implement Curriculum Recommendations for K-5 Social Studies.	Begin Science Curriculum Review Process for grades 6-8. Implement Curriculum Recommendations for Pre-K and Special Education/Tier 3 Alternate and Supplemental Curriculum.	Begin Social Studies Curriculum Review Process for grades 6-8. Implement Curriculum Recommendations for 6-8 Science. Implement Multi-Year Implementation Plan

	Launch Blended Learning Microcredential for Leadership Team Continue implementation of Literacy curriculum in grades K-8 with a focus on Essential Skills and Common Assessments. Begin Science Curriculum Review Process for grades K-5.	Implement Curriculum Recommendations for K-5 Science Launch a Learning Team that focuses on developmentally appropriate grading practices and homework	Create an Implementation Team that takes the Learning Team recommendations and creates a multi-year plan implementation for Grading and Homework.	Implement Multi-Year Implementation Plan for Grading and Homework	for Grading and Homework
Address inequities within curriculum and implement high-quality instructional practices to narrow the achievement gaps for students of color, English learners, and students with disabilities.	Create accessible data sources to easily understand student growth and achievement for ELA, Math, and Science that identifies achievement gaps for students of color, ELs, and students with disabilities. Conduct a three phase Equity Audit that will set goals and focus areas for Student Achievement areas. Require all District data analysis to	Incorporate analysis and intervention planning for identified achievement gaps in each building's MTSS data review structure (Universals). Require all District and School team data	Monitor progress toward eliminating achievement gaps for students of color, ELs, and students with disabilities. Make revisions to both core curriculum, instructional practices, and/or intervention as indicated. Require all District, School, and Grade	Monitor progress toward eliminating achievement gaps for students of color, ELs, and students with disabilities. Make revisions to both core curriculum, instructional practices, and/or intervention as indicated. Require all District, School, Grade Level,	Monitor progress toward eliminating achievement gaps for students of color, ELs, and students with disabilities. Make revisions to both core curriculum, instructional practices, and/or intervention as indicated. Require all District, School, Grade Level,

	include a review of achievement gaps including race, gender, ethnicity, EL, and special education and create action plans for improvement.	analysis to include a review of achievement gaps including race, gender, ethnicity, EL, and special education and create action plans for improvement.	Level data analysis to include a review of achievement gaps including race, gender, ethnicity, EL, and special education and create action plans for improvement.	and classroom level data analysis to include a review of achievement gaps including race, gender, ethnicity, EL, and special education and create action plans for improvement.	and classroom level data analysis to include a review of achievement gaps including race, gender, ethnicity, EL, and special education and create action plans for improvement.
Review, revise and enhance enrichment opportunities for students that augment student learning (e.g. extracurriculars, field trips, outdoor education, mentoring, career education).	Work with partners to identify safe opportunities for enriching student learning during the pandemic. Collaborate with community school partners (e.g. Y.O.U., Skokie Park District, and CFC) to implement summer programming.	Launch a Learning Team focused on auditing existing opportunities and identify enrichment opportunities appropriate for each grade band that enhances the curriculum and augments student learning. Collaborate with community school partners (e.g. Y.O.U., Skokie Park District, and CFC) to implement summer programming.	Create an Implementation Team that takes the Learning Team recommendations and creates a multi-year plan for implementation. Collaborate with community school partners (e.g. Y.O.U., Skokie Park District, and CFC) to implement summer programming.	Implement Multi-Year Implementation Plan Collaborate with community school partners (e.g. Y.O.U., Skokie Park District, and CFC) to implement summer programming.	Implement Multi-Year Implementation Plan Collaborate with community school partners (e.g. Y.O.U., Skokie Park District, and CFC) to implement summer programming.

Learning Environment: Engaging students and employees in a student focused environment filled with engaged learning

Overall Goal: Create a nurturing culture that centers on students and their families within a positive school community.

	2020-21	2021-22	2022-23	2023-24	2024-25
Create a daily learning environment that promotes physical safety and well-being, and is aligned with the developmental needs of early childhood, intermediate and early adolescence students.	Revise school schedules to incorporate additional 15 minutes. Identify additional course or staffing additions needed to implement the schedule.	Implement revised school schedules and revised course/staffing. Investigate and review necessary components (licensure, schedule, staffing) for Grade 5 content teaming, and determine if it is feasible to implement a content team structure.	Launch a Learning Team to audit and investigate learning environments and identify recommendations to enhance the developmental needs of early childhood, intermediate, and early adolescence.	Create an Early Childhood, Intermediate, and Adolescence Environment Implementation Team(s) that takes the Learning Team recommendations and creates a multi-year plan for implementation	Implement Multi-Year Implementation Plan for Early Childhood, Intermediate, and Adolescence Environments

Implement Culturally Responsive practices to support increased student engagement, develop color consciousness, remove barriers that inhibit opportunities for students, and create a sense of belonging for all.	Conduct a three phase Equity Audit that will set goals and focus areas for the Learning Environment. Complete training for instructional coaches on Culturally Responsive Teaching with Zaretta Hammond. Conduct microaggression and implicit bias professional development for all staff. Identify a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and embracing educational equity. Investigate anti-racism student curriculum for grades PreK-8.	DELT will develop a multi-year Equity Implementation Plan based on the Equity Audit recommendations. Continue to provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and embracing educational equity and culturally responsive teaching. Determine implementation timeline for anti-racism student curriculum in grades PreK-8.	Implement Equity Multi-Year Implementation Equity Implementation Plan. Continue to provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and embracing educational equity and culturally responsive teaching. Implement anti-racism student curriculum in grades PreK-2 Continue implementing an	Implement Equity Multi-Year Implementation Equity Implementation Plan. Continue to provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and embracing educational equity and culturally responsive teaching. Continue implementing an anti-racism student curriculum in grades 3-8.	Implement Equity Multi-Year Implementation Equity Implementation Plan. Continue to provide a continuum of professional learning and growth opportunities for all staff in pursuit of fully understanding and embracing educational equity and culturally responsive teaching. Continue implementing an anti-racism student curriculum in grades 3-8.

		anti-racism student curriculum in grades 3-8.		
	Implement anti-racism student curriculum in grades 3-5. Continue implementing an anti-racism student curriculum in grades 6-8.			
Pilot N-word curriculum at grades 6-8.				
Develop mandatory professional development sequence that requires all staff to be trained in Equity Audit defined topics and identified in the strategic plan (racism, gender expression).	Implement mandatory professional development sequence that requires all staff to be trained in Equity Audit defined topics and identified in the strategic plan (racism, gender expression).	Monitor mandatory professional development sequence that requires all staff to be trained in Equity Audit defined topics and identified in the strategic plan (racism, gender expression).	Monitor mandatory professional development sequence that requires all staff to be trained in Equity Audit defined topics and identified in the strategic plan (racism, gender expression).	Monitor mandatory professional development sequence that requires all staff to be trained in Equity Audit defined topics and identified in the strategic plan (racism, gender expression).
Kick off first District 69 led SEED group. Continue to participate in SEED training within the community hosted by Skokie Cares.	Continue to encourage staff to participate in SEED training by District 69 or hosted by Skokie Cares.	Continue to participate in SEED training within the community hosted by Skokie Cares.	Continue to participate in SEED training within the community hosted by Skokie Cares.	Continue to participate in SEED training within the community hosted by Skokie Cares.
Identify and train additional staff to become SEED trainers to create a pool of trainers available year to year.	Identify and train additional staff to become SEED trainers to create a pool of trainers available year to year.	Identify and train additional staff to become SEED trainers to create a pool of trainers available year to year.	Identify and train additional staff to become SEED trainers to create a pool of trainers available year to year.	Identify and train additional staff to become SEED trainers to create a pool of trainers available year to year.

Create learning environments that support student engagement through movement, discussion, authentic feedback, real world applications, student choice, and is reflective of students' cultures and backgrounds.	Conduct staff professional development on engagement in a virtual environment in the classroom that is developmentally appropriate. In the curriculum review process, incorporate an audit of intentionally embedded equity-driven pedagogy in the curriculum, resources, instructional approaches, use and consideration of assessments and academic, and programming for the purpose of advancing equity for each student in the K-5 science curriculum.	Conduct staff professional development on increased movement in the classroom that is developmentally appropriate. In the curriculum review process, incorporate an audit of intentionally embedded equity-driven pedagogy in the curriculum, resources, instructional approaches, use and consideration of assessments and academic, and programming for the purpose of advancing equity for each student in the K-5 social studies curriculum.	Conduct staff professional development on increased high level questioning and discussion in the classroom that is developmentally appropriate. In the curriculum review process, incorporate an audit of intentionally embedded equity-driven pedagogy in the curriculum, resources, instructional approaches, use and consideration of assessments and academic, and programming for the purpose of advancing equity for each student in the Pre-K and Special Education/Tier 3 curriculum.	Conduct staff professional development on increased authentic feedback in the classroom that is developmentally appropriate. In the curriculum review process, incorporate an audit of intentionally embedded equity-driven pedagogy in the curriculum, resources, instructional approaches, use and consideration of assessments and academic, and programming for the purpose of advancing equity for each student in the 6-8 science curriculum.	Conduct staff professional development on increased real world application in the classroom that is developmentally appropriate. In the curriculum review process, incorporate an audit of intentionally embedded equity-driven pedagogy in the curriculum, resources, instructional approaches, use and consideration of assessments and academic, and programming for the purpose of advancing equity for each student in the 6-8 Social Studies curriculum.
Review, revise and enhance district and building practices, policies, and procedures to	Conduct a three phase Equity Audit that will set goals and focus areas that influence	DELT will incorporate recommendations from the equity audit that focus on	DELT will continue to identify and implement tasks from the equity audit.	DELT will continue to identify and implement tasks from the equity audit.	DELT will continue to identify and implement tasks from the equity audit.

support empathy, social-emotional well being, inclusive of all social identities, races, and cultures of both students and staff that promotes positive climate and culture.	practices, policies, and procedures. Create sustainable structure for Foundations work that focuses on Behavior Management, SEL, School Culture and School Climate. Continued staff professional development and implementation of Responsive Classrooms, and Restorative Practices.	inclusivity. Foundations team will incorporate recommendations from the equity audit that focus on empathy, SEL, positive culture and climate Continued staff professional development and implementation of Responsive Classrooms, and Restorative Practices.	Foundations will continue to identify and implement tasks from the equity audit. Continued staff professional development and implementation of Responsive Classrooms, and Restorative Practices.	Foundations will continue to identify and implement tasks from the equity audit. Monitor implementation of Responsive Classrooms and Restorative Practices.	Foundations will continue to identify and implement tasks from the equity audit. Monitor implementation of Responsive Classrooms and Restorative Practices.

Resource Management: Allocating district resources efficiently and effectively

Overall Goal: Align resources with strategic plan priorities while maintaining the District's long-term financial stability.					
	2020-21	2021-22	2022-23	2023-24	2024-25
Equitably and responsibly allocate resources to align with educational priorities through annual budgeting and long-term planning, and	Develop a consistent and formalized budget process with timelines, interdepartmental review, and independent departmental daily management	Identify financial and program data sources that can be used to determine alignment of District priorities to actual spending.	Implement financial and program data sources that can be used to determine alignment of District priorities to actual spending.	Communicate with stakeholders how District priorities and financial spending impacts students. Evaluate gaps in resource allocation to	Communicate with stakeholders how District priorities and financial spending impacts students. Evaluate gaps in resource allocation to

communicate with stakeholders.		Solicit bids for the District's food service program	Review the District's student transportation contract	improve equitable spending.	improve equitable spending.
Develop strategies to build and retain a more racially and ethnically diverse staff that is reflective of the student population, and provides for a fair and fiscally responsible compensation package and positive working environment.	Negotiate a fair and fiscally prudent support staff contract. Implement "stay" interviews of current employees of color to inform the district of strengths and areas of needed improvement. Create a marketing campaign focused on strengths/benefits of working in the district, including consistent messaging about the district's commitment to racially diversify	Identify a consultant to advise the District on developing a long-term plan to increase diversity among teachers and administrators with a focus on people of color and males and to retain this diverse staff. Continue marketing campaign focused on strengths/benefits of working in the district, including consistent messaging about the district's commitment to racially diversify. To increase staff retention and build a collective culture of equity the District will embed opportunities for evaluators to reflect equity in practice into the Teacher Evaluation Plan	Develop a long-term plan to increase diversity with a focus on people of color and males. Negotiate a fair and fiscally prudent teacher contract. Negotiate a fair and fiscally prudent Head Engineer contract.	Implement the long-term plan to increase diversity with a focus on people of color and males.	Implement the long-term plan to increase diversity with a focus on people of color and males.

Review, revise and implement the long-range facility plan in support of educational programming	Continue Phase III (Lincoln) Construction Renovate classrooms at Edison and install play space to provide a flexible option for housing PreK classrooms when Madison is at capacity. Renovate Madison and District Office to provide additional space due to Madison being at capacity Update the Madison learning commons. Maintain annual process for identifying building capital projects and/or upkeep needs.	Complete Phase III (Lincoln) Construction Complete the Life Safety Survey in collaboration with the District Architects. Conduct a district-wide space analysis to determine feasibility of increased capacity for PreK and 0-3 programming. Maintain annual process for identifying building capital projects and/or upkeep needs.	Identify potential Phase IV (Madison Life Safety) projects Maintain annual process for identifying building capital projects and/or upkeep needs.	Launch Phase IV (Madison Life Safety) Construction Maintain annual process for identifying building capital projects and/or upkeep needs.	Review the status and priorities of the Board of Education's Master Facility Plans Maintain annual process for identifying building capital projects and/or upkeep needs.
Build a braided funding model that ensures the financial sustainability of key partnerships	Build a process to seek and accept alternate funding sources for District programs, including private funding donations and targeted grants.	Investigate opportunities for alternate funding sources for District programs and services. Implement the accounting systems to	Investigate and apply for opportunities for alternate funding sources for District programs and services. Implement the accounting systems to	Investigate and apply for opportunities for alternate funding sources for District programs and services. Implement the accounting systems to	Investigate and apply for opportunities for alternate funding sources for District programs and services. Implement the accounting systems to

	Revise accounting systems to accurately monitor financial and in-kind contributions of partners.	accurately monitor financial and in-kind contributions of partners.	accurately monitor financial and in-kind contributions of partners.	accurately monitor financial and in-kind contributions of partners.	accurately monitor financial and in-kind contributions of partners.

Family and Community Engagement: Cultivating stakeholder collaboration and building community

Overall Goal: Develop an atmosphere of belonging and shared responsibility for our children's well-being and provide equitable access to education and resources for all families					
	2020-21	**2021-22**	**2022-23**	**2023-24**	**2024-25**
Foster connection amongst stakeholders through collaborative learning opportunities, engaging family events, meaningful school celebrations that promote cultural connectedness, and create a sense of belonging for all.	Create an Innovation Plan process that incorporates the goals in the FSCS grant, stakeholder input, and a community needs assessment. Host family liaison facilitated neighborhood networks regularly throughout the year including the following groups: ● Assyrian/Arabic Network ● Spanish Network ● Urdu Network ● Tagalog Network	Implement CS Innovation Plan. Host family liaison facilitated neighborhood networks regularly throughout the year including the following groups: ● Assyrian/Arabic Network ● Spanish Network ● Urdu Network	Implement CS Innovation Plan. Host family liaison facilitated neighborhood networks regularly throughout the year including the following groups: ● Assyrian/Arabic Network ● Spanish Network ● Urdu Network	Implement CS Innovation Plan. Host family liaison facilitated neighborhood networks regularly throughout the year including the following groups: ● Assyrian/Arabic Network ● Spanish Network ● Urdu Network	Implement CS Innovation Plan. Host family liaison facilitated neighborhood networks regularly throughout the year including the following groups: ● Assyrian/Arabic Network ● Spanish Network ● Urdu Network

● New Parent Network ● Pre-K Network SEED training for parents/guardians and the community offered by both D69 and Skokie Cares Develop quantitative and qualitative measures to assess programs and services. Develop an engagement plan to recruit and retain more diverse participation in the CS Work Groups Increase the number and diversity of programs aimed at helping families move toward greater life and financial stability (ESL, Citizenship, Financial Literacy, Job Skills, etc.)	● Tagalog Network ● New Parent Network ● Pre-K Network Provide shared and intersecting learning opportunities for families that are identified in the Three Phase Equity Audit. SEED training for parents/guardians and the community offered by both D69 and Skokie Cares Execute engagement plan to recruit and retain more diverse participation in the CS Work Groups Provide a variety of parent leadership opportunities through Work Groups, Neighborhood Networks, Parent Mentors, volunteer initiatives, and other programs.	● Tagalog Network ● New Parent Network ● Pre-K Network Provide shared and intersecting learning opportunities for families that are identified in the Three Phase Equity Audit. SEED training for parents/guardians and the community offered by both D69 and Skokie Cares Implement FSCS grant Year 3 that focuses on 5 main areas: 1. Student Achievement 2. Early Childhood 3. Out of School Time (OST) 4. Health and Wellness 5. Student and Family Engagement	● Tagalog Network ● New Parent Network ● Pre-K Network Provide shared and intersecting learning opportunities for families that are identified in the Three Phase Equity Audit. SEED training for parents/guardians and the community offered by both D69 and Skokie Cares Implement FSCS grant Year 4 that focuses on 5 main areas: 1. Student Achievement 2. Early Childhood 3. Out of School Time (OST) 4. Health and Wellness 5. Student and Family Engagement	● Tagalog Network ● New Parent Network ● Pre-K Network Provide shared and intersecting learning opportunities for families that are identified in the Three Phase Equity Audit. SEED training for parents/guardians and the community offered by both D69 and Skokie Cares Implement FSCS grant Year 5 that focuses on 5 main areas: 1. Student Achievement 2. Early Childhood 3. Out of School Time (OST) 4. Health and Wellness 5. Student and Family Engagement

	Implement FSCS grant Year 1 that focuses on 5 main areas: 1. Student Achievement 2. Early Childhood 3. Out of School Time (OST) 4. Health and Wellness 5. Student and Family Engagement	Implement FSCS grant Year 2 that focuses on 5 main areas: 1. Student Achievement 2. Early Childhood 3. Out of School Time (OST) 4. Health and Wellness 5. Student and Family Engagement			
Continue to develop school to home communications to improve accessibility and allow for two-way communication by focusing on language accessibility, regular teacher communication to families at all grade levels, and opportunities for stakeholder feedback.	Build a public facing translation/interpretation protocol that provides families access to important action-based information in their native or first language. Equip and engage families in an online communication platform (ParentSquare) to provide school updates/communication/feedback in real-time	Design and launch a new District 69 website that provides a better, more user-friendly experience including language translations. Transition District 69 teachers to the ParentSquare platform to communicate and connect with families and students. Launch a district-wide communications audit to gain a snapshot of our current communication efforts, the climate for communication, the	Empower a cohort of parents to become online social media ambassadors who are willing to share news, information, and resources with other D69 parents about the District in multiple languages. Execute annual communication survey to gain feedback and assess accessibility/quality of district, principal, and teacher communications	Execute annual communication survey to gain feedback and assess accessibility/quality of district, principal, and teacher communications	Execute annual communication survey to gain feedback and assess accessibility/quality of district, principal, and teacher communications

		issues and image perceptions we are facing, and the communication needs and patterns of our target audiences (families and community). Develop annual communication survey to gain feedback and assess accessibility/quality of district, principal, and teacher communications			
Review, revise, and enhance the Community School model and organizational structure to best respond to and fluidly serve the District 69 community's needs.	Create an Innovation Plan process that incorporates the goals in the FSCS grant, stakeholder input, and a community needs assessment. Incorporate CSM into School Leadership Teams to build an integrated and supported CS structure at each school. Add 2 new family liaisons focused on	Finalize CS Innovation Plan that will solidify the CS model, organizational structure, and identify goals and focus areas for the next four years. Consider additional supportive networks for students and families identified by the community as needed (affinity). Continue family liaison program that is representative and	Implement CS Innovation Plan Implement affinity networks. Continue family liaison program that is representative and	Implement CS Innovation Plan Implement affinity networks. Continue family liaison program that is representative and	Implement CS Innovation Plan Implement affinity networks. Continue family liaison program that is representative and

	new families and our recently increased Filipino population respectively.	supportive of the community.	supportive of the community.	supportive of the community.	supportive of the community.
Continue to develop new partnerships and steward key partnerships (e.g. CFC, community partners, Ready for Success, and Early Childhood Alliance).	Restructure CS team to have Co-Directors. One Director focused on new and existing programs and the other Director focused on Development and Stewardship of partners. Hire a CSM at each building to support and steward program partners. Revise MOU to support partnerships in the virtual environment. Continue to steward existing partnerships to be two-way beneficial. Identify partners for work group goal areas: ● OST academic intervention, tutoring, and mentoring.	Build a volunteer network that can support new and help sustain existing programs and partnerships. Continue to steward existing partnerships to be two-way beneficial. Identify partners for work group goal areas.	In collaboration with District 219 determine the future of the CFC partnership. \ Continue to steward existing partnerships to be two-way beneficial. Identify partners for work group goal areas.	Final year of CFC Intergovernmental Agreement. Continue to steward existing partnerships to be two-way beneficial. Identify partners for work group goal areas.	Continue to steward existing partnerships to be two-way beneficial. Identify partners for work group goal areas.

	● Pre-K childcare ● Summer Programming ● Parent Education ● Family Events ● Community Health Fair ● Fresh Market				