



Welcome

The mission of the Glencoe School District is to provide each child with an educational foundation for life-long learning as a socially responsible member of a global society by dedicating resources toward the development of the whole child within a secure school environment.

Dear community members, parents, students, teachers, and staff:

This Strategic Plan has been developed to guide the District's future as we continue to be intentional in our mission of supporting the children we serve. It reflects the District's personality, values and priorities. It is the result of time and thoughtfulness as we gathered input from our students, staff members, Board of Education members, and community stakeholders. We are extremely proud of and grateful for their contributions.

Beginning in the fall 2019, the Board of Education embarked on an in-depth strategic planning process over the course of the several months. In partnership with MBMD Strategic Consultants and C-Change, the Board of Education engaged with District staff, administration, and the community-at-large to discuss and plan for the future – topics ranged from the impact of technology to student health and wellness to academic and social values and everything in between. Certainly, some of these topics to grapple with were not easy ones, but hearing from a myriad of voices made the discussion richer as a result of this process. We listened, reflected, and learned a great deal from the community we serve. We believe the goals we have set forth represent a focus on our purpose of helping each child to develop and thrive within our schools.

As the Board continues to guide the current work and plan for the future of the District, we welcome you to attend one of its monthly meetings to hear updates on our strategic goals. The Board meets on the first Thursday of the month, at 7:00 p.m. in Young Auditorium at Central School. We are extremely grateful for the support we receive from the Glencoe community and look forward to continuing this fruitful collaboration.

Sincerely,



Mrs. Kelly Glauberman
District 35 Board of Education President



Dr. Catherine Wang
District 35 Superintendent

About Glencoe District 35



South School
Kindergarten –
Second Grade



West School
Third Grade and
Fourth Grade



Central School
Fifth Grade –
Eighth Grade

REFLECTING 2020-2021 DATA



1182

Students

365 South School
285 West School
532 Central School



219

Staff

130 Teachers
44 Teacher Associates
35 Support Staff **9** Administrators

TEACHERS AND TEACHER ASSOCIATES



81%

Masters level of Education or Higher

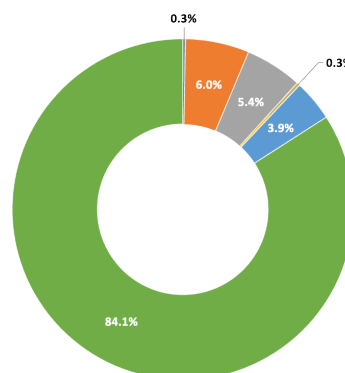


91%

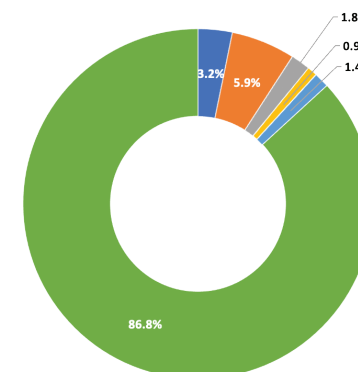
Teacher Retention

DEMOGRAPHIC DATA

STUDENTS



ALL STAFF



■ Black ■ Hispanic ■ Asian ■ American Indian ■ Two or More Races ■ White

Background and Process

In the fall of 2019, the Board of Education approved our steps to engage the broader District 35 community in a formal strategic planning process. With the support of MBMD Strategic Consultants and C-Change Strategies, we have worked collaboratively to engage all stakeholders to inform our goals and action. While this last year has presented challenges well beyond a typical year, we have continued our process to gather input, reflect and consider ways to move the District toward a shared vision for growth and development.

The strategic planning process has engaged our broader community – parents, residents, community partners, staff, and students – and offered a new opportunity to provide feedback on our current practices and hopes for the future. Through this rigorous and detailed process, we have identified inspiring priorities and are defining specific actions to ensure progress is achieved within the schools.

- Research was gathered to analyze national trends in education and supporting resources to consider growth points in supporting lifelong learning, technology, parent engagement, inclusive practices, and valuing human capital.
- The Leadership Planning Committee prepared draft strategic priorities which were used as the starting point for additional community, educator, and Board of Education input.
- Engagement of stakeholders occurred across six months to gather input from administration, Board of Education members, students, faculty, parents, and community partners.

The final version of our strategic priorities emerged as a result of review, iteration, and a focus on our future. We are pleased to share the following details to support our overarching priority of Educational Excellence. Three priorities emerged as critical for the future growth within District 35 as we support the healthy development of the children in our schools.



ADVANCING LEARNING AND INNOVATION

We design and implement effective and innovative practices by strengthening all services offered to students. We provide a range of professional development opportunities for all staff to support student growth across domains.



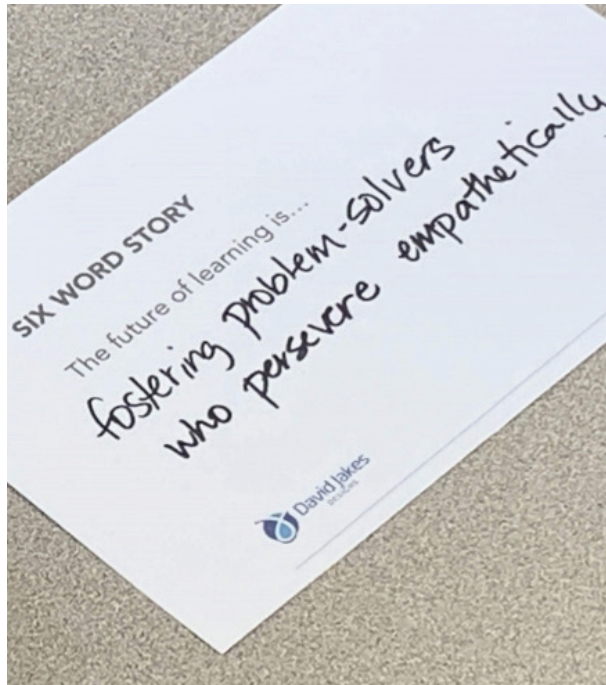
NURTURING HEALTH AND WELLNESS

We nurture students' emotional health by creating safe spaces for them to tackle learning and life challenges. We underscore physical health in our schools by encouraging healthy lifestyles and wellness for all in our school community.



DEEPENING INCLUSION

We emphasize equity and inclusion through understanding all perspectives and experiences. We deepen opportunities for students and staff to grow as engaged global citizens.



Our targeted efforts toward these priorities will continue through 2024 and allow for intentional steps to address each goal. Throughout our work to engage stakeholders we also heard the strong support for maintaining our focus on the foundational elements which currently support the District 35 mission. Purposeful growth within our District must be accomplished with our core commitment to community, safety, sound infrastructure, and effective financial stewardship.

The District will measure growth in the focus areas through a planning process that establishes priority goals and strategies each year. The Board of Education will review and approve these goals and strategies every spring and publicly evaluate progress toward the goals during regular Board updates on the plan.

We are thankful for the community's response and ongoing partnership to continue our growth within District 35. We are inspired to continue our progress to meet the needs of all learners within our community.

Leadership Planning Committee

Marc Gale

Board Member, parent and community stakeholder

Kelly Glauberman

Board President, parent and community stakeholder

Amy Holaday

Director of Curriculum

Liz Kulakofsky

PTO Co-President, parent and community stakeholder

Valerie Lamberti

Director of Pupil Services

Michael LaPorte

Community stakeholder and parent

Alyson Spagnoli

3rd Grade Educator

Craig Russell

6th Grade Educator

Catherine Wang

Superintendent

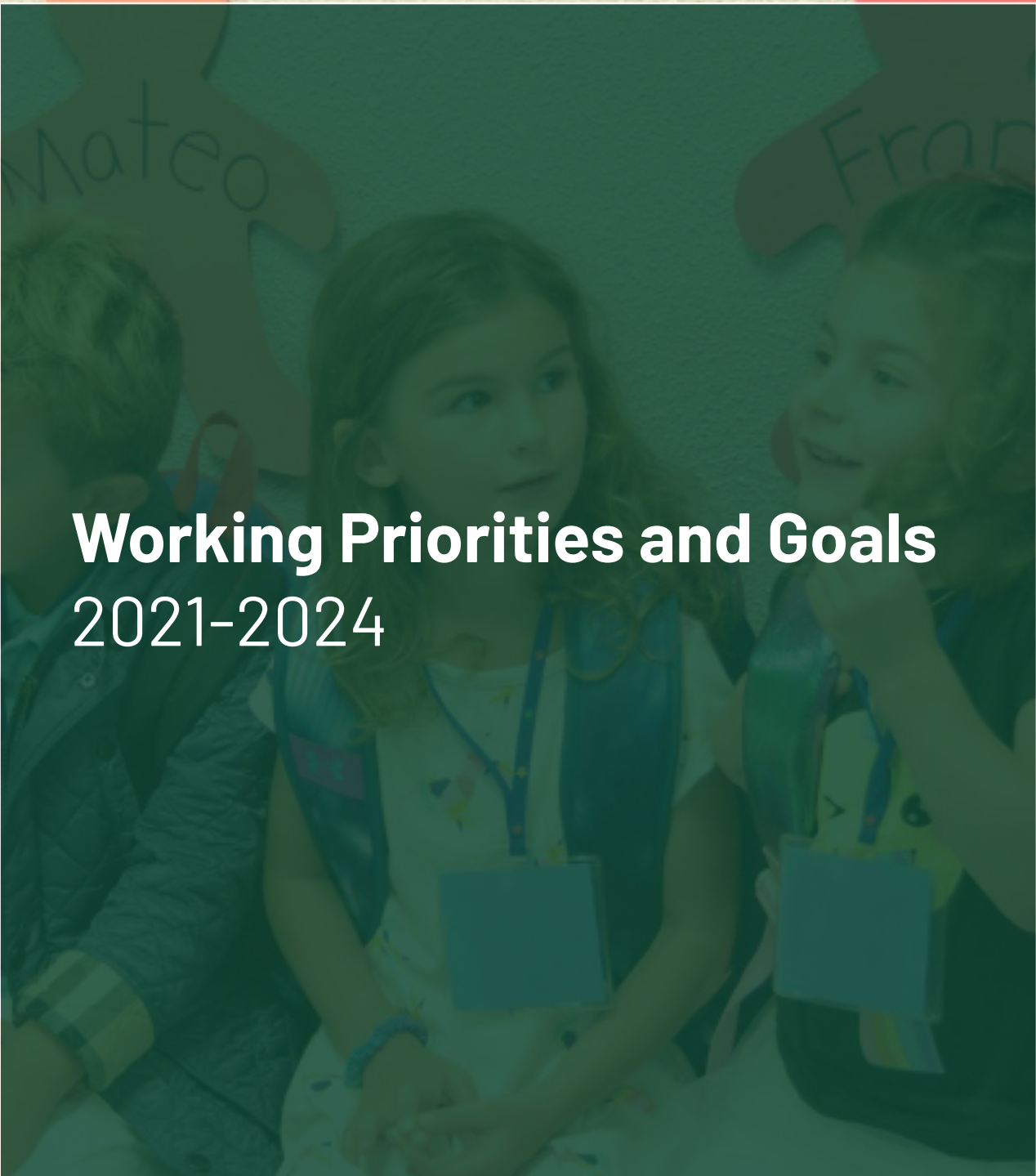
Kelly Zonghetti

South School Principal



Engagement Experiences with our Stakeholders

- Established the Leadership Planning Committee (LPC) to ensure representation from all schools and our parent community
- Interviewed select staff and Board of Education members to establish baseline understanding of current status within District 35
- Developed the constellation of stakeholders for engagement, under the guidance of the LPC and identified potential working priorities and goals for the planning process
- Hosted District 35 staff input session to identify a set of working goals and priorities for deeper review
- Interviewed Glencoe agency partners and stakeholders to gain counsel and insight on working priorities and goals
- Held student focus groups to gather input on current experiences and areas for improvement
- Hosted a parent focus group to gather feedback and insights on working priorities and goals
- Launched a Community Voice Survey to obtain feedback from Glencoe residents in current practice and input on working goals for future planning
- Hosted a Community Forum to solicit feedback on the plan based on the Community Voice Survey feedback
- Formed the Educators Planning Committee, comprised of teachers and administrators, to further refine and identify concrete actions to support the priority focus areas



Working Priorities and Goals 2021-2024

Educational Excellence

District 35's core priority is Educational Excellence. We believe this is accomplished with a strategic approach to advancing learning and innovation, nurturing health and wellness, and deepening inclusion.



ADVANCING LEARNING AND INNOVATION

We design and implement effective and innovative practices by strengthening all services offered to students. We provide a range of professional development opportunities for all staff to support student growth across domains.

GOALS

Empower students through effective, innovative, creative and collaborative learning experiences.

Empower staff to continue to grow as professionals.

Focus learning environment initiatives to enhance collective and individual learning opportunities.



NURTURING HEALTH AND WELLNESS

We nurture students' emotional health by creating safe spaces for them to tackle learning and life challenges. We underscore physical health in our schools by encouraging healthy lifestyles and wellness for all in our school community.

GOALS

Afford students opportunities to acquire social emotional competencies of self-awareness, empathy, social awareness relationship skills, and responsible decision-making to promote student wellness.

Ensure a safe and caring place for students to experience adversity, overcome challenges, and build their resiliency.

Support staff and students' physical and mental health.



DEEPENING INCLUSION

We emphasize equity and inclusion through understanding all perspectives and experiences. We deepen opportunities for students and staff to grow as engaged global citizens.

GOALS

Nurture a meaningful culture across schools that fosters trust, belonging, respect, teamwork, empathy, and communication between staff and among students.

Inspire all staff to deepen their understanding of all learners and inclusive practices.

Expand student and staff understanding of multiple perspectives within and outside of District 35.

Foundational Elements

Purposeful growth within our District must be accomplished with our core commitment to community, safety, sound infrastructure, and effective financial stewardship.



Community

We value the spirit of collaboration and communication within our schools, with our parents, with our community partners, and our Glencoe neighbors.



Safety

We provide a physical environment within which everyone feels safe and secure.



Sound Infrastructure

We maintain our facilities to meet the evolving needs of our students, staff, and community.



Financial Stewardship

We manage finances and resources equitably and responsibly while we are accountable to our stakeholders

Performance Metrics

The implementation of District 35's 2021-2024 strategic plan challenges us to review and expand our data driven approaches. While the District already uses a series of instruments such as X-SELweb student surveys, Social Mapping Data, Pre/Post Student Surveys, to measure students' academic and social skills, the current instruments may or may not provide the data necessary to track our progress against the goals stated in the strategic plan. In some cases, the current instruments will serve our purpose; in others, new instruments may need to be created.

Additionally, many of the strategies in the plan are new to the District and will require some time for implementation before we can measure success effectively.

This plan requires establishment of baseline data in multiple areas before we can effectively measure our growth trajectory in our three strategic priorities of:

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The development and application of meaningful instruments will require some additional human, financial and computational capacity. The District is committed to making the necessary resources available to best evaluate and assess students' and staffs' progress using multiple metrics to gauge advancement.

To balance the ongoing work of the District with these expanded performance measurement efforts, we will implement the measurement plan in phases. The first 18 months will focus on gathering baseline data.

Advancing Learning and Innovation

We design and implement effective and innovative practices by strengthening all services offered to students. We provide a range of professional development opportunities for staff to support student growth across domains.



Advancing Learning and Innovation

GOAL 1

EMPOWER STUDENTS THROUGH EFFECTIVE, INNOVATIVE, CREATIVE AND COLLABORATIVE LEARNING EXPERIENCES



Strategies

Provide students with the skills to collaborate and communicate using online tools and social media

ACTIONS

- Examine what D35 currently teaches and ways digital skills can be applied in existing/future curriculum and in daily life
- Create a series of lessons for students about how to use, understand and filter information
- Provide places for students to access more information and practice using social media and other tech tools (with adult guidance)
- Equip teachers with the tools and strategies to model and guide effective ways to use online tools and social media

Strengthen the continuum of services provided by the District's RTI process

ACTIONS

- Create a building-based team to identify the tiers of support and re-evaluate what resources are available in each tier
- Charge building-based teams with identification of the tiers and resources for further development
- Authorize building-based teams to assess and re-evaluate the current criteria for student entrance and student exit
- Revise continuum of services in Literacy, Math and Social Emotional Learning
- Investigate new and flexible short-term approaches for supporting students
- Develop a building-based plan for staff to provide support services

Advancing Learning and Innovation

GOAL 2

EMBOLDEN STAFF TO CONTINUE TO GROW AS PROFESSIONALS

Strategies

Provide staff with the opportunities, tools and materials to create professional learning communities (PLC)

ACTIONS

- Educate and train admin/curriculum team on what is a PLC, how it looks and benefits to be derived from them (first – groundwork)
- Educate staff on the purpose of PLCs, who can join them and how they function
- Determine what PLCs would be beneficial to D35
- Identify resources to support PLCs
- Create a space and time for staff to engage in PLCs (dedicated time to be part of these communities)

Offer all staff opportunities to engage in professional development (PD) consistent with D35 goals in their lane

ACTIONS

- Identify the areas of professional growth of D35 staff that are part of their work and public facing roles within the community
- Identify the resources to support the staff members' professional growth
- Create space and time for staff to engage in PD
- Establish a repository to track staff members' PD

Advancing Learning and Innovation

GOAL 3

EMPOWER STUDENTS THROUGH EFFECTIVE, INNOVATIVE, CREATIVE AND COLLABORATIVE LEARNING EXPERIENCES

Strategies

Reimagine a core of classroom environments to support student agency, collaboration, communication, and flexibility

ACTIONS

- Identify the limitations that cause roadblocks and/or prevent the reimagination of classroom environments
- Create a PLC to explore new options and resources to remove roadblocks

Develop an innovative action plan for students to experience and apply learning in different environments within and outside of D35

ACTIONS

- Catalogue the environments/spaces and their uses/purposes/functions, across the different schools and communities by creating a repository of learning space options
- Monitor data on usage at each school
- Provide building-based professional development for the use of shared spaces, available resources and staff support, and required protocols



Nurturing Health And Wellness

We nurture students' emotional health by creating safe spaces for them to tackle learning and life challenges. We underscore physical health in our schools by encouraging healthy lifestyles and wellness for all in our school community.



Nurturing Health And Wellness

GOAL 1

AFFORD STUDENTS OPPORTUNITIES TO ACQUIRE SOCIAL EMOTIONAL COMPETENCIES OF SELF-AWARENESS, EMPATHY, SOCIAL AWARENESS RELATIONSHIP SKILLS, AND RESPONSIBLE DECISION-MAKING TO PROMOTE STUDENT WELLNESS

Strategies

Conduct a program evaluation across schools to assess the efficacy of current programming and make modifications as needed

ACTIONS

- Empower Nurturing Health and Wellness Committee establishes Social Emotional Learning (SEL) subcommittees (to define SEL time and resources for each grade level) at each school and to evaluate current curriculum and establish/identify age appropriate evaluation tools (see goal 3)
- Examine and identify SEL practices at each school that fit the mental health needs of students and staff
- Modify practices as needed and ensure that professional development (PD) is aligned with the modifications
- Conduct ongoing evaluation and modify practices as needed

Ensure that D35 has robust evaluation processes aligned with its goals to measure student growth in SEL competencies and wellness

ACTIONS

- Charge each school to develop and/or identify age appropriate evaluation tools and implementation plan
- Track student growth using evaluation tools
- Advance modifications to the District's evaluation plan based on recommendations by the Nurture Health/Wellness Committee

Provide opportunities for D35 students to recognize their interconnectedness with their communities in and outside of Glencoe

ACTIONS

- Charge building teams with establishment of goals and/or work plans that enables students to connect with individuals and organizations within Glencoe
- Initiate meaningful opportunities throughout the school year for students to connect with individuals and communities outside of the Glencoe

Nurturing Health And Wellness

GOAL 2

ENSURE A SAFE AND CARING ENVIRONMENT FOR STUDENTS TO EXPERIENCE ADVERSITY, OVERCOME CHALLENGES, AND BUILD THEIR RESILIENCY



Strategies

Provide professional development (PD) for staff/teachers/administrators to increase their capacity to deliver a consistently safe and caring environment across the school day

ACTIONS

- Conduct a D35 needs assessment to identify areas of targeted professional development
- Identify resources (e.g., technology, funds, consultants, etc.) that align with and support PD needs
- Implement ongoing assessment of PD offerings and impact

Nurture close relationships between students and staff

ACTIONS

- Each building team identifies how students feel about their connections to staff/teachers/admin
- Each school determines how to best support students
- Nurturing Health and Wellness Committee maintains an information repository of what each school is implementing
- Ongoing assessment of how each school is progressing

Establish practices that will protect all students, while being mindful of unique students' identities and needs

ACTIONS

- Charge building teams with examination of current practices to determine the best practices for each school
- Conduct assessments to determine if best practices are working and modify accordingly (building teams and health and wellness committee)
- Create an information repository of what each school implements, to be maintained by the Nurturing Health and Wellness Committee
- Include an SEL item on all quarterly report cards (e.g., treats peers kindly, etc.)

Strategies (cont'd)

Communicate with parents the District's approach towards SEL goals and provide them resources to reinforce work being conducted in the schools

ACTIONS

- Ensure authentic communications with parents and partners around D35's SEL goals/strategies
- Establish mechanism to gather parent feedback on SEL experiences
- Use website analytics on online usage of resources by parents in support of SEL goals



Nurturing Health And Wellness

GOAL 3

SUPPORT STAFF AND STUDENTS' PHYSICAL AND MENTAL HEALTH



Strategies

Deepen the District's understanding of the physical and mental health needs of students and staff across schools

ACTIONS

- Create a Health and Wellness Committee across schools (refer to goal 1)
- Conduct student and staff needs assessments to develop baseline data (CASEL)
- Evaluate current programs to ensure alignment with SEL curriculum
- Identify metrics to determine the efficacy of SEL curriculum effectiveness relating to physical and mental health

Expand health and wellness offerings for all staff and students

ACTIONS

- Ensure continuous professional development for staff on well-being (balance between physical and mental health)
- Initiate more staff/parent/community activities at the schools related to health and wellness
- Expand Mindfulness Experiences for staff and students
- Increase offerings and communication of physical and mental opportunities for staff and students throughout the school day (building teams and health and wellness committee)

Deepening Inclusion

We emphasize equity and inclusion through understanding all perspectives and experiences. We deepen opportunities for students and staff to grow as engaged global citizens.



Deepening Inclusion

GOAL 1

NURTURE A MEANINGFUL CULTURE ACROSS SCHOOLS THAT FOSTERS TRUST, BELONGING, RESPECT, EMPATHY, TEAMWORK, AND COMMUNICATION BETWEEN STAFF AND AMONG STUDENTS



Strategies

Articulate equity and inclusivity as core values of District 35

ACTIONS

- Strengthen visual, online, and printed messaging that is used across D35 to intentionally promote inclusivity
- Embed messages about inclusive practices during parent events, school functions and consistent school communication
- Prepare staff to communicate about equity and inclusivity with students and their parents

Create ongoing opportunities for students and staff to engage in communication and conversations about the ideas of race, culture and identity.

ACTIONS

- Create consistent opportunities at each school to ensure students' voices are an integral part of D35's inclusivity goals
- Use hallways, libraries, common areas, teachers' lounge, etc. differently for visual representation of belonging under the direction of the building leadership teams
- Expand the One Book, One District model at each school to include a variety of grade level books and discussions
- Create optional book clubs and Glencoe University courses for staff to expand their exposure to different perspectives through memoirs, fiction, etc.
- Support student self-discovery through annual identity mapping opportunities during opening SEL activities.
- Provide staff with training on emotional intelligence, race, identity, and cultural competency.
- Create school-based committees and series of meetings across schools to monitor inclusion of new practices in our learning environments

Strategies (cont'd)

Identify ongoing support for families to prepare them to engage with race, culture and identity

ACTIONS

- Host D35/PTO event focused on the District's goals to embed discussions of race, culture and identity
- D35 works with outside organizations (HEROS, ADL, etc.) to develop a plan to engage black, indigenous, people of color (BIPOC) families and white families in discussions of how to build a more inclusive community at D35.
- Co-develop ongoing learning opportunities for students (i.e., the Community Relations Forum) focused on building places to explore race, culture and identity with Village stakeholders.
- Identify, create and share resources to support families and help them make meaningful connections to inclusivity practices at school under the guidance of building based teams.

Focus on workforce equity when recruiting, employing, and supporting staff that includes racial, gender, and linguistic diversity, as well as culturally competent administrative, instructional and support personnel

ACTIONS

- Increase workplace satisfaction as measured by School Workplace Satisfaction Survey considering experiences of people of color and others in the analysis of the questions
- Establish baseline on staff comfort, understanding, and competency with inclusive practices within their setting
- Number of new diverse and inclusive resources available in each grade level and across content areas
- New process of recruitment to include diverse hiring practices



Deepening Inclusion

GOAL 2

INSPIRE ALL STAFF TO DEEPEN
THEIR UNDERSTANDING OF
ALL LEARNERS AND INCLUSIVE
PRACTICES



Strategies

Provide intentional and ongoing anti-bias, anti-racist, anti-oppression training for all staff

ACTIONS

- Support staff self-discovery through annual identity mapping opportunities
- Provide informal opportunities for staff to share their experiences in the classroom about the various dimensions of race, culture and identity
- Schedule a series of facilitated trainings to prepare staff to have difficult conversations
- Identify areas for training options, including webinars and self-guided options
 - Gather information about new and potential training partners (Beyond Diversity, C-ROAR – Crossroads)
 - Build partnerships with training organizations to support ongoing program development

Inspire staff to be creative within the learning environment to meet the needs of all learners and instill a “pro child” spirit of learning throughout the District

ACTIONS

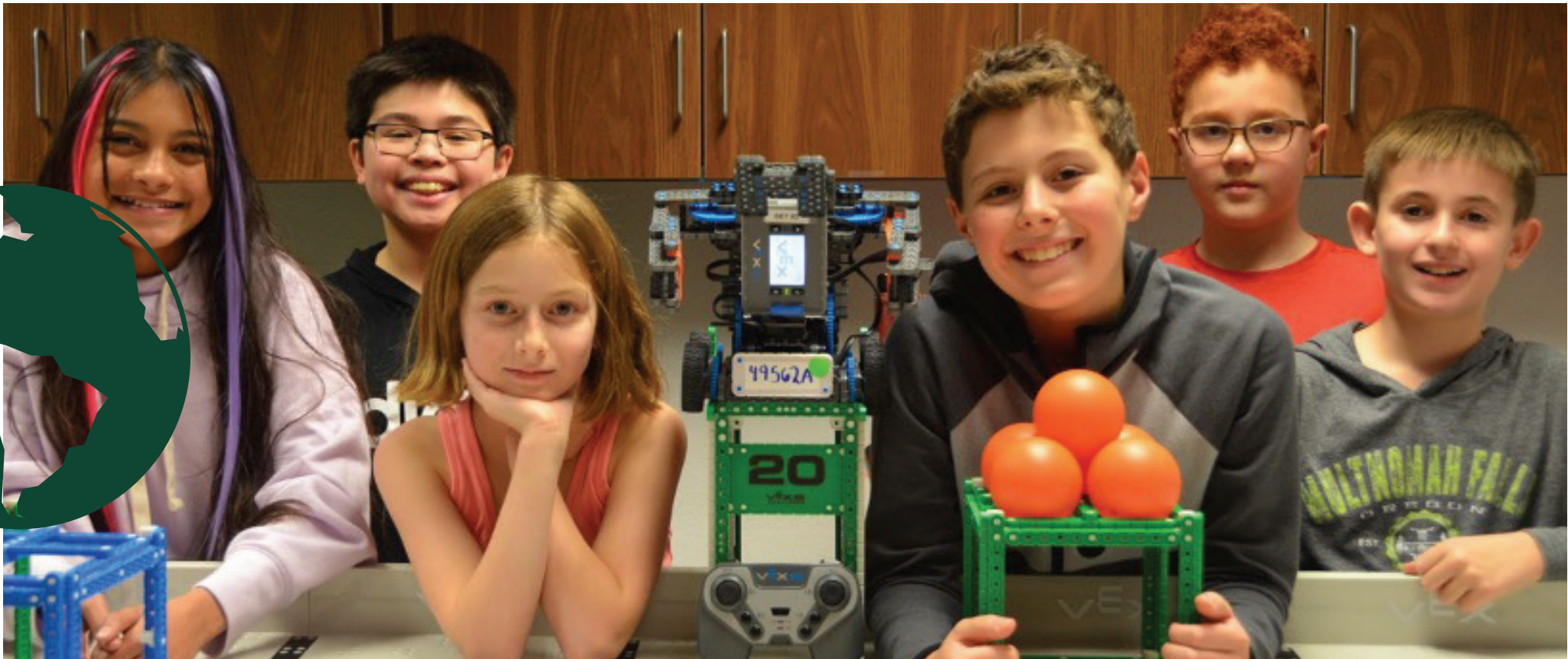
- Commit to dedicated time for case managers meeting with the prior case managers (articulations, Institutes)
- Share special education knowledge through Required Professional development to differentiate for all learners
- Expand the Hidden Disabilities program across all schools.
- Create processes to listen to and learn from parents about the uniqueness of their children

Strategies (cont'd)

Create informal and formal supports for staff to mentor each other and explore race, culture and identity

ACTIONS

- Expand the work of the inclusivity committee model at West into South and Central
- Implement stepping-out/stepping-in opportunities biannually for all teachers
- Create a resource guide that identifies teacher strengths and interests so that teachers know who they can approach for support on strategies and pedagogies
- Increase the number of conversations on race, culture, and identity for students and staff.



Deepening Inclusion

GOAL 3

EXPAND STUDENT AND STAFF
UNDERSTANDING OF MULTIPLE
PERSPECTIVES WITHIN AND OUTSIDE
OF DISTRICT 35



Strategies

Define learning experiences that foster deeper conversations to explore and understand race, culture and identity

ACTIONS

- Create a curriculum review committee to evaluate current resources and curate new ones that are culturally competent
- Examine current learning experiences and events to ensure that they are inclusive of all races, cultures and identities
- Adopt a culturally responsive curriculum scorecard to evaluate current and future resources
- Implement inquiry-based practices to explore the ways students think about and experience equity within and outside of the District.
- Use professional development opportunities to develop teacher's skills needed to critically evaluate the sources available for instruction
- Create more intentional learning goals and resources connected to assemblies and guests to our schools that promotes the home/school connection
- Develop student planning group

Build more intentional community engagement opportunities outside of Glencoe that encourage personal connections and equal collaboration

ACTIONS

- Review and redesign school partnerships with community organizations (Cradles to Crayons, Healing Everyday Racism in Our Schools)
- Identify new partnerships with community organizations
- Launch a pilot program that promotes accessible and collaborative learning opportunities with a partner school

Commitment to our Future

The success of District 35 requires ongoing reflection and quality improvement. As we implement this strategic plan, we will continue to create spaces for community feedback. The Board of Education will review and evaluate progress toward the goals during regular Board updates at our monthly Board of Education meetings. Please also look for updates in our newsletters and on the District 35 website.

We are thankful for the community's response and ongoing partnership to continue our growth within District 35. We are inspired to continue our progress to meet the needs of all learners within our community.





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