

# D92 Strategic Plan 2020-25

The Recommended Plan from the Strategic Planning Team  
presented to the Board of Education for approval

## OUR MISSION

WHY WE EXIST

*Empowering each student to develop a love of learning in an evolving global society.*

## OUR MOTTO

*Inspire Engage Innovate*

## OUR VISION

WHERE WE ARE HEADED

*As a District, for every student in every school we commit to providing:*

## OUR CORE VALUES

WHAT WE STAND FOR

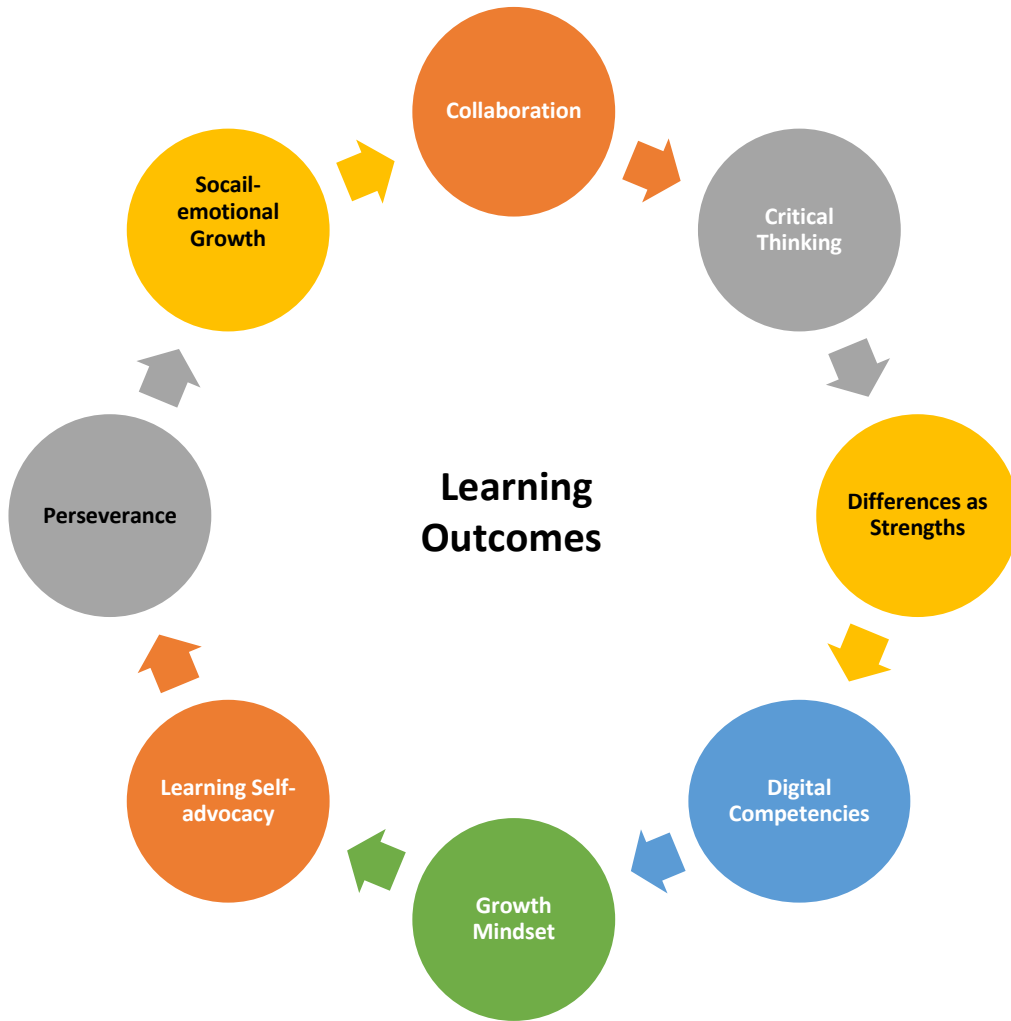
In order to “live” our Mission and Vision, we commit to consistently demonstrating the following behaviors that represent our Core Values in action:

- Collaboration
- Critical Thinking
- Effective Communications
- Growth Mindset
- Perseverance
- Respect
- Responsibility

- ◆ a culture encouraging student *perseverance and resiliency*;
- ◆ a *growth mindset* for students and adults;
- ◆ a commitment to the whole child and each student’s *social-emotional well-being*;
- ◆ a *collaborative, team-oriented* learning culture;
- ◆ a curriculum connected to students’ *interests, experiences, talents and the real world*
- ◆ an environment where *creativity, curiosity and responsible risk-taking* are encouraged

## Preparing All Students for Success

For every student we ensure the knowledge, skills, and dispositions we teach will have real life application for students to demonstrate:



## OUR GOALS AND STRATEGIES

GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5
<b>Student Growth and Achievement</b>	<b>Learning Culture</b>	<b>Professional Culture</b>	<b>Partnerships</b>	<b>Resources</b>
Students will achieve success utilizing a collaborative and responsible growth mindset to become contributing members of society.	Engage students in creative and inspirational learning journeys that require critical thinking and informed judgement.	Develop and nurture exemplary, collaborative educators who inspire, facilitate and energize student agency within real-world learning experiences.	Cultivate partnerships with families, businesses and other community organizations that provide each student opportunities to extend learning and to serve others.	Provide the resources required to ensure conducive learning environments that spark a love of learning within an evolving global society.
<b>Goal 1 Primary Strategy</b>	<b>Goal 2 Primary Strategy</b>	<b>Goal 3 Primary Strategy</b>	<b>Goal 4 Primary Strategy</b>	<b>Goal 5 Primary Strategy</b>
<i>Aligned, Engaging Curriculum</i>  <i>Standards and Data-based Reporting</i>	<i>Social-emotional Learning</i>	<i>Professional Learning Communities (PLCs)</i>  <i>Safe, Professional Culture</i>	<i>Aligned Community Outreach</i>  <i>Communications Plan</i>	<i>Long-term Facilities Plan</i>

## OUR GOALS, INDICATORS AND STRATEGIES

GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5
<b>Student Growth and Achievement</b>	<b>Learning Culture</b>	<b>Professional Culture</b>	<b>Partnerships</b>	<b>Resources</b>
Students will achieve success utilizing a collaborative and responsible growth mindset to become contributing members of society.	Engage students in creative and inspirational learning journeys that require critical thinking and informed judgement.	Develop and nurture exemplary, collaborative educators who inspire, facilitate and energize student agency within real-world learning experiences.	Cultivate partnerships with families, businesses and other community organizations that provide each student opportunities to extend learning and to serve others.	Provide the resources required to ensure conducive learning environments that spark a love of learning within an evolving global society.
<b>Suggested Key Performance Indicators</b>	<b>Suggested Key Performance Indicators</b>	<b>Suggested Key Performance Indicators</b>	<b>Suggested Key Performance Indicators</b>	<b>Suggested Key Performance Indicators</b>
<ul style="list-style-type: none"> <li>Annual growth targets – Math &amp; Reading</li> <li>Annual attainment targets – math &amp; reading</li> <li>Readiness – K, 2<sup>ND</sup>, 4<sup>TH</sup>, 6<sup>TH</sup>, HS</li> <li>Close achievement gaps</li> <li>Growth mindset characteristics</li> </ul>	<ul style="list-style-type: none"> <li>SEL Climate characteristics</li> <li>Stable, lower class sizes</li> <li>High student attendance</li> <li>High student engagement</li> <li>Extra-curricular participation</li> <li>Student agency satisfaction</li> <li>Student learning responsibility criteria</li> </ul>	<ul style="list-style-type: none"> <li>Staff satisfaction</li> <li>Staff trust and sharing</li> <li>PD usefulness and goal alignment</li> <li>Teacher leadership opportunities</li> <li>Team function</li> <li>Team goal attainment</li> <li>Student agency promotion &amp; delivery</li> </ul>	<ul style="list-style-type: none"> <li>Family satisfaction</li> <li>Community satisfaction</li> <li>Partnerships for expanded student learning, community service opportunities</li> <li>Service learning opportunities</li> <li>Communication satisfaction with District, schools, classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Annual and long-term fiscal stability</li> <li>Fiscal benchmarking against neighboring districts</li> <li>Meeting life-safety targets, timelines</li> <li>Meeting Facility Plan targets, timelines</li> <li>Meeting technology plan targets, timelines</li> <li>Meeting safety and response time targets</li> </ul>

Strategy: <i>Aligned, Engaging Curriculum</i>	Strategy: <i>Standards and Data-based Reporting</i>	Strategy: <i>Social-emotional Learning</i>	Strategy: <i>Safe, Professional Culture</i>	Strategy: <i>Professional Learning Communities (PLCs)</i>	Strategy: <i>Aligned Community Outreach</i>	Strategy: <i>Communications Plan</i>	Strategy: <i>Long-term Facilities Plan</i>
<p><b>Goal 1 Student Growth &amp; Achievement</b> <b>Primary Strategy:</b> We will implement and sustain an <i>aligned, engaging curriculum</i> tailored to students' interests, experiences, talents and the real world.</p> <p><b>Supporting Strategies:</b> <b>Goal 2</b> We will implement and sustain an <i>aligned, engaging curriculum</i> that fosters a collaborative and inspirational learning culture of creativity, critical thinking, curiosity, digital competencies, perseverance and a growth mindset.</p> <p><b>Goal 3</b> We will implement and sustain an <i>aligned, engaging curriculum</i> through educators who promote student agency within real-world learning experiences.</p> <p><b>Goal 4</b> We will extend real-world opportunities for students from our <i>aligned, engaging curriculum</i> to take advantage of available parent and community talents and resources.</p> <p><b>Goal 5</b> We commit to prioritizing the resources needed to implement and sustain an <i>aligned, engaging curriculum</i> that prepares students for an evolving global society.</p>	<p><b>Goal 1 Student Growth &amp; Achievement</b> <b>Primary Strategy:</b> We will develop and sustain a <i>standards and data-based reporting</i> system that provides evidence of the strengths and challenges of student learning.</p> <p><b>Supporting Strategies:</b> <b>Goal 2</b> We will develop and sustain a <i>standards and data-based reporting</i> system that provides evidence of high levels of SEL qualities and behaviors in both students and staff through measures of student and parent satisfaction.</p> <p><b>Goal 3</b> We will develop and sustain a <i>standards and data-based reporting</i> system that provides evidence of collaboration, team decision-making and creativity through measures of staff satisfaction.</p> <p><b>Goal 4</b> We will develop and sustain a <i>standards and data-based reporting</i> system that provides evidence of real-life learning opportunities provided to students beyond the classroom.</p> <p><b>Goal 5</b> We commit to prioritizing the resources needed to implement and sustain a robust <i>standards and data-based reporting</i> system that will provide evidence of the District's continuous improvement in pursuit of its strategic goals and strategies.</p>	<p><b>Goal 2 Learning Culture</b> <b>Primary Strategy:</b> We will utilize <i>social-emotional learning (SEL)</i> as a means to model an <i>inspirational and respectful learning culture</i> for all.</p> <p><b>Supporting Strategies:</b> <b>Goal 1</b> We will implement and sustain <i>social-emotional learning (SEL)</i> for our students to enhance their development of collaboration, respect for others, responsibility and team-oriented learning.</p> <p><b>Goal 3</b> We will utilize <i>social-emotional learning (SEL)</i> principles as a means to help educators become more socially-emotionally aware in order to become more effective SEL teachers and models for students.</p>	<p><b>Goal 3 Professional Culture</b> <b>Primary Strategy:</b> We will implement and sustain a <i>safe, professional culture</i> that enhances the development of outstanding educators who are committed, effective and collaborative team players.</p> <p><b>Supporting Strategy:</b> <b>Goal 2</b> We will implement and sustain a <i>safe, professional culture</i> that values differences as strengths to help provide the common commitments necessary for an optimal learning environment.</p>	<p><b>Goal 3 Professional Culture</b> <b>Primary Strategy:</b> We will implement and sustain <i>professional learning communities (PLCs)</i> at the highest level to develop educators as teaching and learning experts who make key decisions on how students will learn and who support each other through <i>collaborative teams in pursuit of continuous professional growth and improvement.</i></p> <p><b>Supporting Strategies:</b> <b>Goal 1</b> We will implement and sustain <i>professional learning communities (PLCs)</i> at the highest level to maximize our instructional strengths in order to enrich learning experiences for all District students.</p> <p><b>Goal 2</b> We will implement and sustain <i>professional learning communities (PLCs)</i> at the highest level to demonstrate a commitment to a collaborative and inspirational learning culture.</p>	<p><b>Goal 4 Partnerships</b> <b>Primary Strategy:</b> We will implement and sustain a <i>focused, targeted community outreach</i> approach that utilizes the talents and resources of community members to assist the District in identifying <i>real-world learning opportunities</i> for students.</p> <p><b>Supporting Strategy:</b> <b>Goal : None</b></p>	<p><b>Goal 4 Partnerships</b> <b>Primary Strategy:</b> We will improve and sustain a <i>communications plan</i> that recruits, promotes and celebrates District-community partnerships with both individuals and other organizations.</p> <p><b>Supporting Strategies:</b> <b>Goal 1</b> We will improve and sustain a <i>communications plan</i> that effectively identifies the strengths of our learning programs and the results they produce.</p> <p><b>Goal 2</b> We will improve and sustain a <i>communications plan</i> that tells the story of the District's commitment to a collaborative and inspirational learning culture for both students and adults.</p> <p><b>Goal 3</b> We will improve and sustain a <i>communications plan</i> that promotes educators' successes in providing student agency and real-world learning experiences.</p> <p><b>Goal 5</b> We commit to prioritizing the resources needed to implement and sustain a targeted, multi-faceted <i>communications plan</i> to regularly inform the District and the public as to progress toward achieving the strategic plan.</p>	<p><b>Goal 5 Resources</b> <b>Primary Strategy:</b> We commit to prioritizing the resources needed to implement and sustain a <i>long-term facilities plan</i> that meets the learning, cultural and physical needs of the District's strategic plan.</p> <p><b>Supporting Strategies:</b> Applies to each of the 5 goal areas</p>

## Next Steps

Once the strategic plan is approved by the Board of Education, the real work begins: “Living the Plan”. It is the District staff, monitored by the Board of Education, that must ensure the Plan is actually put into practice.

CEC recommends a variety of ways by which to begin to “live the Plan”. A District can’t successfully do all of these at once, but it can assess its District capacities and determine a long-term plan as to how to address its most urgent needs.

The Strategic Management and 10 Principles surveys provide ample data by which to identify and monitor those most urgent needs.

<b>Align goals and strategies to a data system</b>	<ul style="list-style-type: none"><li>• Identify key indicators, measures, and targets for all goals and strategies</li></ul>
<b>Align the data system to a progress monitoring and reporting system for all stakeholders.</b>	<ul style="list-style-type: none"><li>• Progress monitor and report growth and achievement while making adjustments to ensure improved results</li></ul>
<b>Align the Plan to individual and team performance and program evaluation</b>	<ul style="list-style-type: none"><li>• Align individual, team, school, and program goals and feedback to the data system</li></ul>
<b>Align the Plan to the work structures and shared decision-making processes</b>	<ul style="list-style-type: none"><li>• Align the plan to school, team, department and program structures and processes to ensure ownership, responsibility and accountability</li></ul>
<b><i>Align the Plan strategies to PDSA action plans</i></b>	<ul style="list-style-type: none"><li>• Make sure strategy actions plans follow a consistent SMART process <i>to develop a two-way collaborative communication system</i></li></ul>
<b><i>Align the Plan to resources of time and money</i></b>	<ul style="list-style-type: none"><li>• Align budget and meeting agendas to the Plan <i>to ensure focus and priority.</i></li></ul>

## Glossary of Terms

Because a Strategic Plan asks for the District to make changes in order to continuously improve as an organization, making change involves new notions and, in some cases, new terminology. A Glossary of Terms was created to define key terminology used in the Strategic Plan.

The following terms and definitions explain terminology used in Will County 92's strategic plan. All definitions are from the Consortium for Educational Change (CEC) unless otherwise attributed.

**Strategic Plan** – a plan for the school district that identifies its organizational Preferred Future, goals and strategies that will guide and prioritize the district's work for the next five-seven years. The District prioritizes its resources and decisions so the Strategic Plan can be accomplished.

**Preferred Future Statement** – a definition of what the District hopes to be at its very best. The Preferred Future is comprised of Mission, Vision and Core Values statements. (See below.)

The Strategic Plan has **five** parts:

**1) Mission** – *why we exist*: a statement of what the District does that makes it special or unique.

**Motto**: in a few memorable words, the Motto sums up the Mission –

**Inspire** – where students and staff are motivated by what the District provides to excite the learner in all of us

**Engage** – to take a deep interest and curiosity toward learning through interaction with others

**Innovate** – to experience original thinking and new ideas as a result of the learning process

**2) Vision** – *where we are headed*: what it would look like if the District could achieve its Mission at the highest possible level.

**Learning Outcomes**: what the Vision looks like through characteristics demonstrated by students.

**Learning Environment:** the setting in which students learn - school conditions that address, educational, psychological, emotional and physical considerations that impact learning.

**Curriculum:** the standards, concepts and skills that students are to master in order to succeed at the next level.

**Instruction:** the act of delivering the curriculum to students for learning.

**3) Core Values** – *what we stand for*: how everyone in the District acts or behaves in order to achieve its Mission and Vision.

**4) Long-term Strategic Goals** – *what we will achieve*: goals provide clarity in what the district hopes to achieve throughout the duration of the strategic plan. They help identify the targets and timelines that enable a staff to answer the question, “How will we know if all of this is making a difference?”

**Indicators**, also **Key Performance Indicators (KPIs)**: The standards, skills, or evidence of performance that comprise or lead to attainment of a goal.

**Measures:** Measures are the instruments or tools, aligned to the indicators, that produce data-based evidence of success. Often there are multiple measures for one indicator. Measures may be quantitative (test-driven) or qualitative (surveys or focus groups).

**Targets:** Targets are short term incremental steps measuring growth toward the goal. Targets are set for each measure.

**Professional Learning:** training teachers receive to improve their instructional delivery and curricular skills.

**5) High-level, High-impact Strategies** – *how we will get there*: the actions required to guide plans to move the organization from where it is to where it wants to be. Strategies address gaps that currently don’t yield the results that are necessary and, if addressed, would present the most probable return on the investment of time, people and other resources. Strategies are few in number and comprehensive in action. Strategies bring about improvement through change, not maintain what is currently in place.

**Action Plan** - An action plan defines the sequence of steps taken, or activities performed well, for a strategy to succeed. An action plan has four major elements:

- (1) *Specific tasks*: what will be done and by whom,
- (2) *Resource allocations*: what specific funds are available for specific activities; timelines; people responsible,
- (3) *Professional Learning and support*: what will people need to know and do for effective implementation, and
- (4) *Evidence*: what will serve as the products for progress monitoring and strategy attainment.



**Curriculum** – the expectations for learning that define what every student needs to master to be successful at the next level.

**Culture** – the attitudes and beliefs that define what are common attitudes and feelings among groups. Cultures can be positive or negative.

**Learning Culture** – the environment for learning represented by the common attitudes and feelings it engenders in the learners.

**Professional Culture** – the work environment represented by the common attitudes and feelings it engenders in District staff.

**Data-based Reporting** – providing quantifiable information in the form of numbers (scores, percentages, etc.), either numerically or graphically, as evidence of progress toward goals.

**Evidence** – objective proof through data of what has or hasn't occurred. Evidence tells *what* occurred but cannot alone specify *why* it occurred.

**Learner Agency** – the ability of students to have voice and choice in determining what and how each student will learn. The purpose behind student agency is to create a learning partnership between the student and teacher to maximize student interest and commitment to the learning that needs to occur.

**PLCs (Professional Learning Communities)** – collaborative teams (usually of teachers) whose members work *interdependently* to achieve common goals – linked to the purpose of learning for all – for which members are held *mutually accountable*. (DuFour, DuFour, Eaker & Many, 2006)

**SEL (Social-Emotional Learning)** – the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and make positive relationships, and make responsible decisions. (CASEL – Collaborative for Academic, Social, and Emotional Learning, 2019)

**Standards-based Reporting** – providing evidence of progress toward attaining a certain prescribed level of performance that is known in advance. Standards represent the prescribed levels of performance that are desired.

**Strategic Plan** – The document used to communicate throughout an organization and to its stakeholders the organization's mission, vision, core values, goals and strategies. The strategic plan sets "Big Picture" direction and helps the district align its resources of people, time and money to that direction.

**Targets** – desired, predetermined levels of performance. Goals that have targets can be measured to see if there exists objective evidence of attaining desired levels of performance.