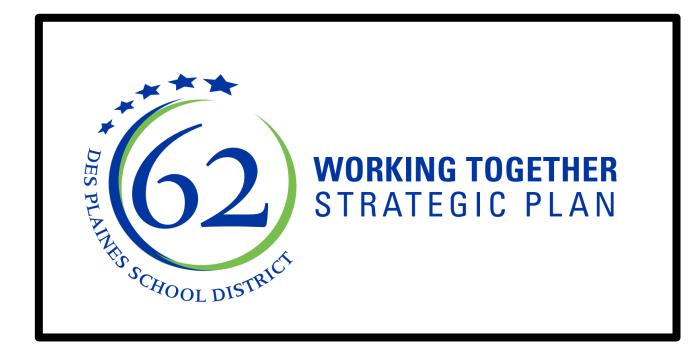




# STRATEGIC PLANNING OVERVIEW CCSD62 READINESS I

# WELCOME AND INTRODUCTIONS

- Who is in the room?
- What are we here to do?
- Why is this an important event?



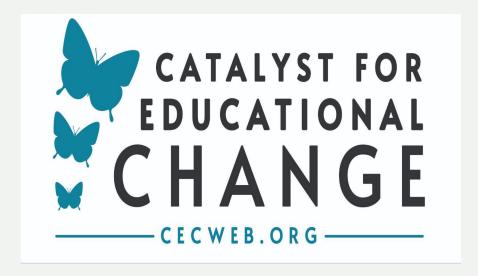


# Des Plaines Community Consolidated School District 62

### For District Core Team Leaders to:

- Have a shared understanding of CEC's Strategic Planning Process
- Know what distinguishes the process from others
- Clarify Roles and Responsibilities
- Be ready to SHARE with others







### **D62 STRATEGIC PLAN TIMELINE 2017-2022**

4/17/17 6/08/20-6/25/20 12/14/20 6/18/18 10/21/19 3/31/20 9/30/20 8/16/22 **Board of Education:** Contracts: **Board of Education: Board of Education:** Cabinet: Cabinet: Cabinet: **Board of Education:** CEC Contracted to Conduct The Board Approves CEC Remote ESY & Title I Launched Phased In On-Site BOE Meeting **BOE** Meeting Strategic Plan Approved Remote Learning Begins System Assessment (Back IN School COVID Response (IASB Equity Development Goals Equity Audit Summer School Learning Goals 1, 2, 3, 4 & 5) 1, 2, 3, 4 & 5) 5/15/17 8/12/19 3/13/20 4/20/20 8/17/20 11/16/20 1/19/21-8/8/22 9/19/22 **Board of Education: Board of Education:** COVID-19: **Board of Education: Board of Education: Board of Education:** Board of Education: Board of Education: First Virtual Board of Education CEC Equity Audit Presentation **BOE Meeting BOE Meetings** BOE Participates in Board Adopts Pandemic Begins -**BOE** Meeting (Back IN School, In This Together (Strategic Plan Update Goals 1 & 2) to the Board by Janice Ollarvia & (Adaptive Pause) CEC System Assessment Strategic Plan as Board Goals Last Day Students are in School Meeting (Goals 4 & 5) & Looking Forward Arlana Bedard Development Goals1, 2, 3, 4, & 5) **COLOR KEY On-Site Students & Staff** Milestones Disruptions Off-Site Students & Staff

GINER FOR OUR CHILDREN



#### **OUR MISSION**

WHY WE EXIST

Empowering confident, future ready learners and productive citizens

#### **OUR VALUES**

WHAT WE STAND FOR

Respect
Trust
Equity
Collaboration
Resilience
Accountability
Continuous Improvement

#### **OUR VISION**

#### WHERE WE ARE HEADED

Students, staff, families, and our community value District 62 as a high quality, continuously improving school district as evidenced by:

Competencies for College, Career, and Life Success	Students demonstrate developmentally appropriate competencies that align with college, career, and life readiness indicators. Student competencies focus on collaboration, communication, critical thinking, creative thinking, problem solving, character, and digital and global citizenship. Student competencies are learned in interdisciplinary, connected, and real world authentic ways There is high student pride and satisfaction with their education.
Safe,Engaged, and Respectful Learning Environment	Students actively take the lead in their own learning. They value respect, individual differences, diversity, and effort. They are not afraid to experiment and take risks, and they have opportunities for voice and choice. Students access a strong instructional support system to ensure their academic and social and emotional needs are being met. They are equipped to use a variety of tools, including technology, to extend learning beyond the classroom walls.
Impactful and Innovative Teaching Practices	Staff clearly articulate and share common beliefs about learning that exist in every classroom. Staff collaborate across teams and schools with opportunities for voice and input in making good decisions in the best interest of students. Staff are flexible and embrace innovative instructional practices. Staff report opportunities for effective and meaningful professional development and other support to ensure the consistent use of instructional best practices that have a high impact on student achievement. There is high staff morale and growing student performance results.
Engaged Families and a Connected Community	Families are positive role models and partner with the district to ensure student growth and achievement. The district, families, and the community share responsibility for decisions that impact student learning through strong communication and collaboration. Families support the clearly articulated and shared beliefs about learning that exist in every classroom. Communities seek ways to partner and support both learning and teaching.
Coherent, Resourceful School System	District 62 exemplifies a unified, coherent school system. Everyone makes efficient and effective use of equitable resources. Schools adhere to a set of common, consistent, quality principles, but are afforded opportunities to address their uniqueness and needs. There is effective transition from elementary to middle to high school. Everyone uses data to inform, reflect, analyze and improve learning, teaching, and performance.

WHAT WE	
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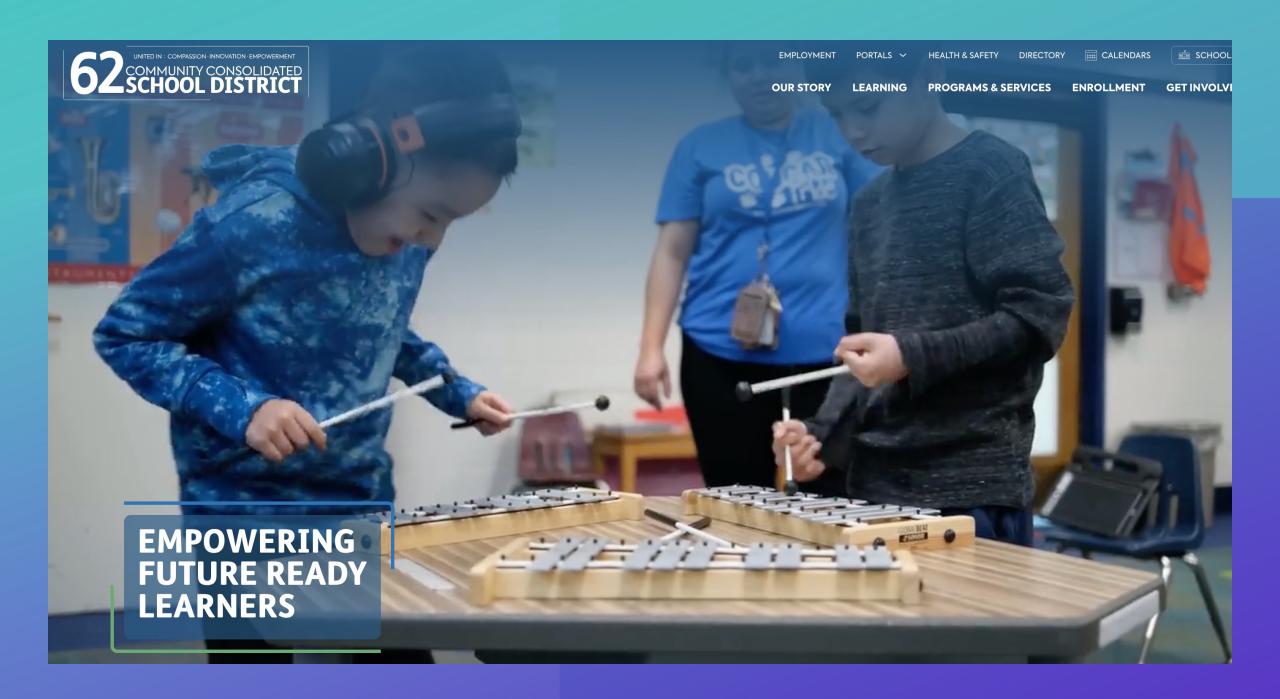
#### **OUR GOALS AND STRATEGIES**

# WHAT IS OUR PRIORITY WORK

Goal One	Goal Two	Goal Three	Goal Four	Goal Five
Student Growth and Achievement	Learning Environment	Work Environment	Family and Community Connections	Resources
Engage all students in learning that leads to academic growth, achievement, and readiness for high school, college, career, and life.	Provide personal support to each student to develop the skills and confidence to be selfsufficient learners.	Provide personal support to each staff member to develop the skills and confidence to be innovative, exemplary, and visionary leaders of the district and their profession.	Engage families and the community as partners to support student success.	Effectively, efficiently, and equitably manage the district's facilities and financial resources.

Key Performance Measures will be established for all goals and strategies to monitor and report progress.

High Priority	High Priority	High Priority	High Priority	High Priority
Strategies	Strategies	Strategies	Strategies	Strategies
Personalize learning by providing a system of instructional interventions and enrichments to ensure achievement gaps close and that each student demonstrates growth and improvement in their learning.  Expand PreK-2 early learning options to increase the number of students demonstrating readiness for kindergarten and to set expectations for students to be reading at grade level by the end of second grade.  Improve transition from elementary to middle to high school through the development of a personalized pathway/portfolio that can be monitored, reported, and adjusted annually to ensure progress toward college, career, and life readiness.	Increase opportunities for student voice, engagement, and responsibility in being an active participant in their learning.  Continuously enhance student social, emotional, and health needs.  Explore unique student and family choice options for delivery of services: PreK-8, year-round, dual language, multi-grade, STEM, and other.	Provide opportunities for staff voice, engagement, and input into critical decisions that lead to improved collaboration, articulation, professional development, and system coherence.  Build trust, confidence, support, and relationships within the work environment to impact staff health and well-being.  Assist staff identify, use, and reflect on key data sources to monitor and report progress and drive instructional decisions.	Improve communication and collaboration with families and the community through clear expectations, engagement, Input, and ownership.  Partner with community businesses, agencies, and other organizations to further student and staff learning and provide both career and workplace resources and experiences.	Equitably allocate resources to meet the needs of all students and ensure the district continuously improves.  Guarantee all facilities are safe, equitable, and optimal for 21st century teaching and learning.





UNITED IN : COMPASSION · INNOVATION · EMPOWERMENT

COMMUNITY CONSOLIDATED SCHOOL DISTRICT

WE ARE CELEBRATING THE WORK OF THE COMMITTEE AND THE SUPPORT OF OUR STAFF AND FAMILIES THAT HELPED MAKE THIS DOCUMENT INTO A REALITY FOR THE DISTRICT.





#### **MISSION**

Why we exist

Empowering confident, future ready learners and productive citizens



#### **VISION**

Where we are headed

Students, staff, families, and our community value District 62 as a high quality, continuously improving school district



#### **VALUES**

What we stand for

Respect, Trust, Equity, Collaboration.
Resilience, Accountability, Continuous
Improvement



**GET INVOLVED** 





#### **GOAL 1**

# STUDENT GROWTH AND ACHIEVEMENT

Engage all students in learning that leads to academic growth, achievement, and readiness for high school, college, career, and life.

#### **Progress Monitoring (FY20)**

**G1S1:** Personalize learning by providing a system of instructional interventions and enrichments to ensure achievement gaps close and that each student demonstrates growth and improvement in their learning.



#### GOAL 2

#### **LEARNING ENVIRONMENT**

Provide personal support to each student to develop the skills and confidence to be self-sufficient learners.

#### Progress Monitoring (FY20)

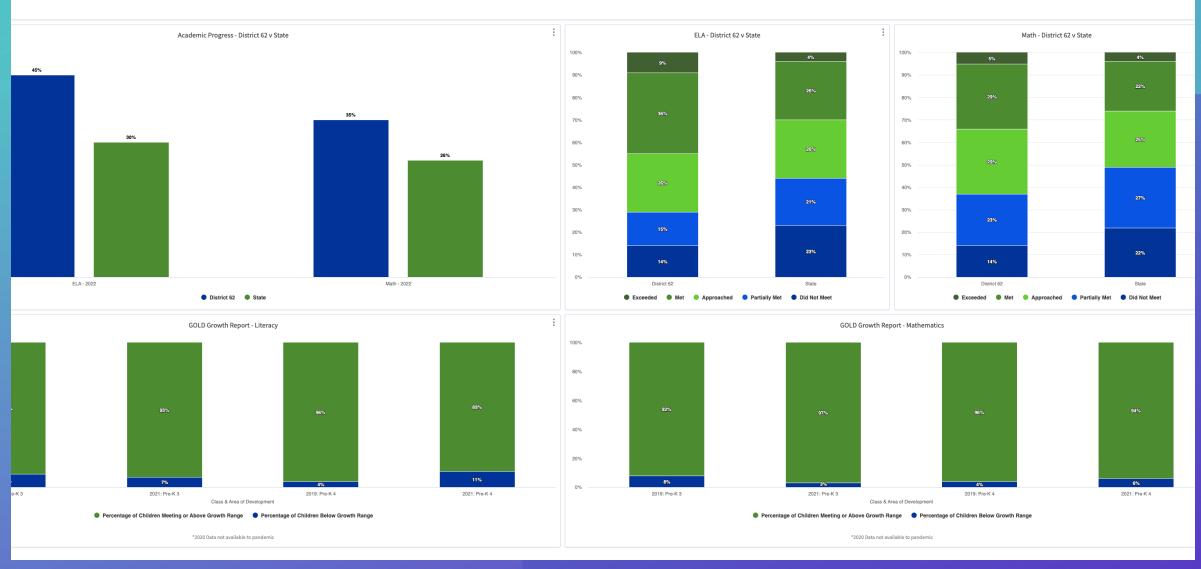
**G2S1**: Increase opportunities for student voice, engagement, and responsibility in being an active participant in their learning.

#### LEARN MORE

**G2S2:** Continuously enhance student social, emotional and health needs.

#### **Goal 1 Student Growth and Achievement**

Engage all students in learning that leads to academic growth, achievement, and readiness for high school, college, career, and life.



# Affirm the work from the current strategic plan that was identified this spring that will determine the Goal Action Plans for the coming school year.

Goal One: Full Day K, Personalized Learning for all students (MTSS-Academic and Social/Emotional),

**Goal Two: Student Voice and Engagement, Equity** 

**Goal Three: Staffing Recruitment, Retention, Satisfaction** 

**Goal Four: Website, Middle School-Maine Township Partnership** 

**Goal Five: Space** 

Student Voice and Engagement

Investigating, Developing, Implementing



As we reflect on strategic planning in the last five years, "What do we feel good about"?

What are our

**CELEBRATIONS?** 



As we reflect on strategic planning in the last five years, "What were our challenges and struggles"?

What were our

# OPPORTUNITIES FOR IMPROVEMENT?

THE KEY TO ROI IS KNOWING YOUR IMPACT.

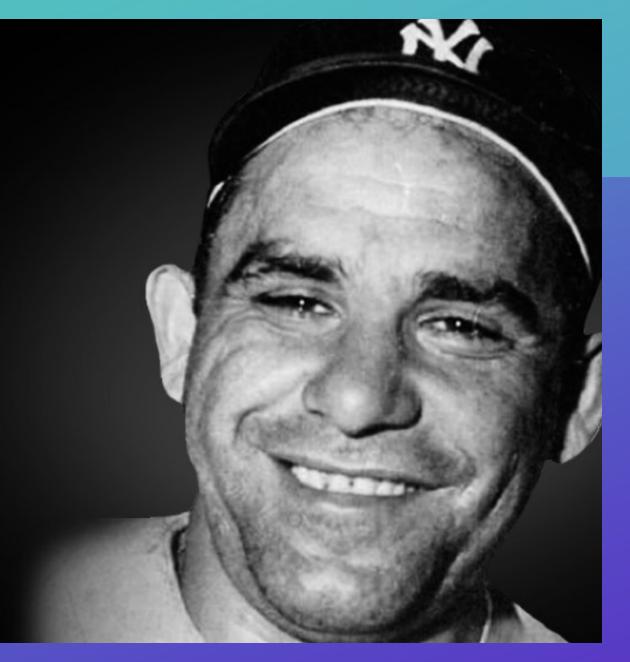
IS THE CHANGE WORTH THE INVESTMENT?

IS THERE
PERFORMANCE
IMPROVEMENT?



If you don't know where you are going, you might wind up someplace else.

– Yogi Berra

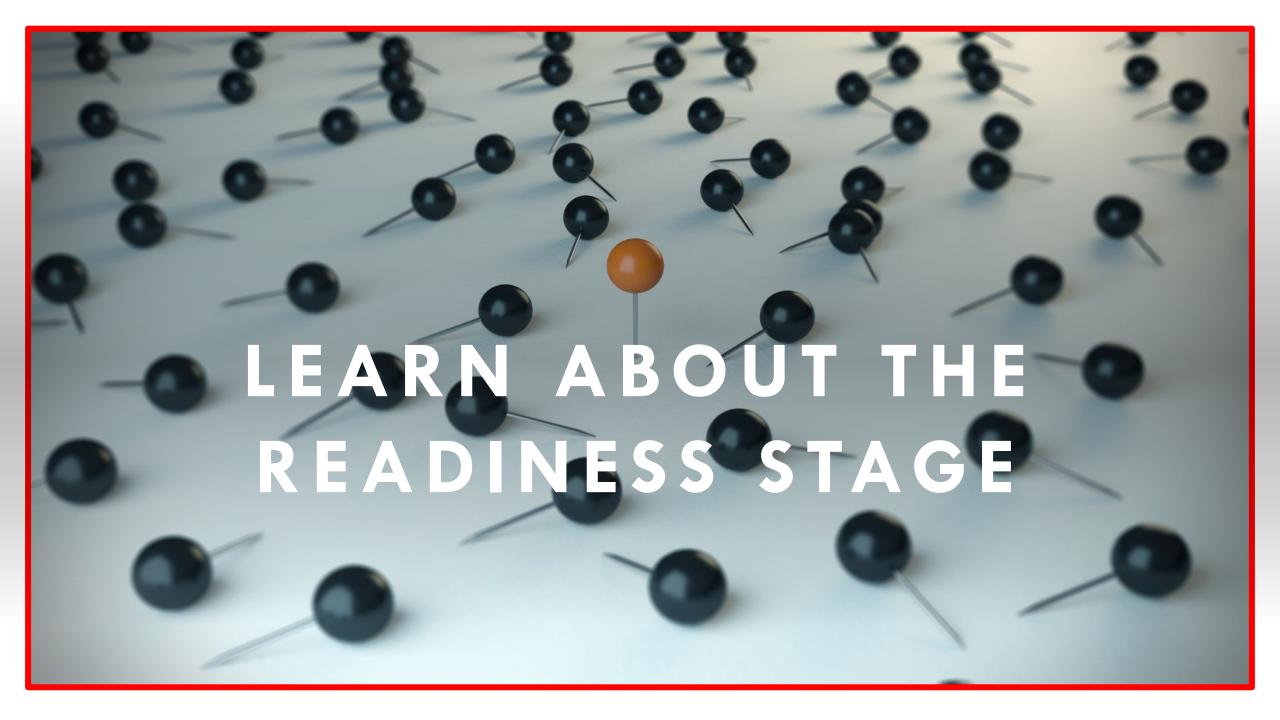


# WHAT MAKES THIS PROCESS UNIQUE?

- Systems approach to continuous improvement
- Growth Mindset
- Stakeholder driven
- Feedback and Reflection
- Research-based
- Indicators, Measures, Targets for Progress Monitoring and Reporting
- Results-Orientation









Stage 1 Steps 1 & 2

Stage 2
Steps 3 - 7

Stage 3
Step 8

## Readiness I & II

Understanding the Process
Setting Roles & Responsibilities
Forming the Plan Team
Conducting an Environmental Scan
Strategic Management Survey
Organizing the Data
Data Dashboards
District Data Report
Key Performance Indicators
Goals, Indicators, Measures, Targets

# Strategic Planning

Orientation
Data Retreat
Vision Retreat
Setting Direction Retreat
Recommendation

# Living the Plan

Annual Action Plans
Scorecard/Data Dashboard System
Aligning School Improvement
Aligning Budget & Other Resources
Aligning Performance Evaluation
Progress Monitoring & Reporting

Readiness I
Structures
Process
Roles

- Learn about the strategic planning process.
- Learn about the strategic planning schedule.
- Learn about the selection of the strategic planning team.
- Learn about the roles and responsibilities of the team
- Understand the importance of an environmental scan.
- Understand the importance of the strategic management system.
- Understand the importance of LIVING the plan

## My Drive → Des Plaines District 62 S... → 🛎

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5. Vis	ion Retreat	me me	Jul 12, 2023 me	_					:
6. Se	tting Direction Retreat	me	Jul 12, 2023 me	_					:
7. Fin	al Team Meeting	me	Jul 12, 2023 me	_					:
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# My Drive → Des Plaines District 62 ... → 1. Readiness I → 🕮



Name	<b>↑</b>	Owner	Last modified ▼
	Environmental Scan	me me	Jul 12, 2023 me
	Meeting Materials	me me	Jul 12, 2023 me
	Strategic Management System	me me	Jul 12, 2023 me
W	General Preparation Reminders (3) copy.docx	me	Jul 12, 2023 me

# Readiness II Data Environmental Scan

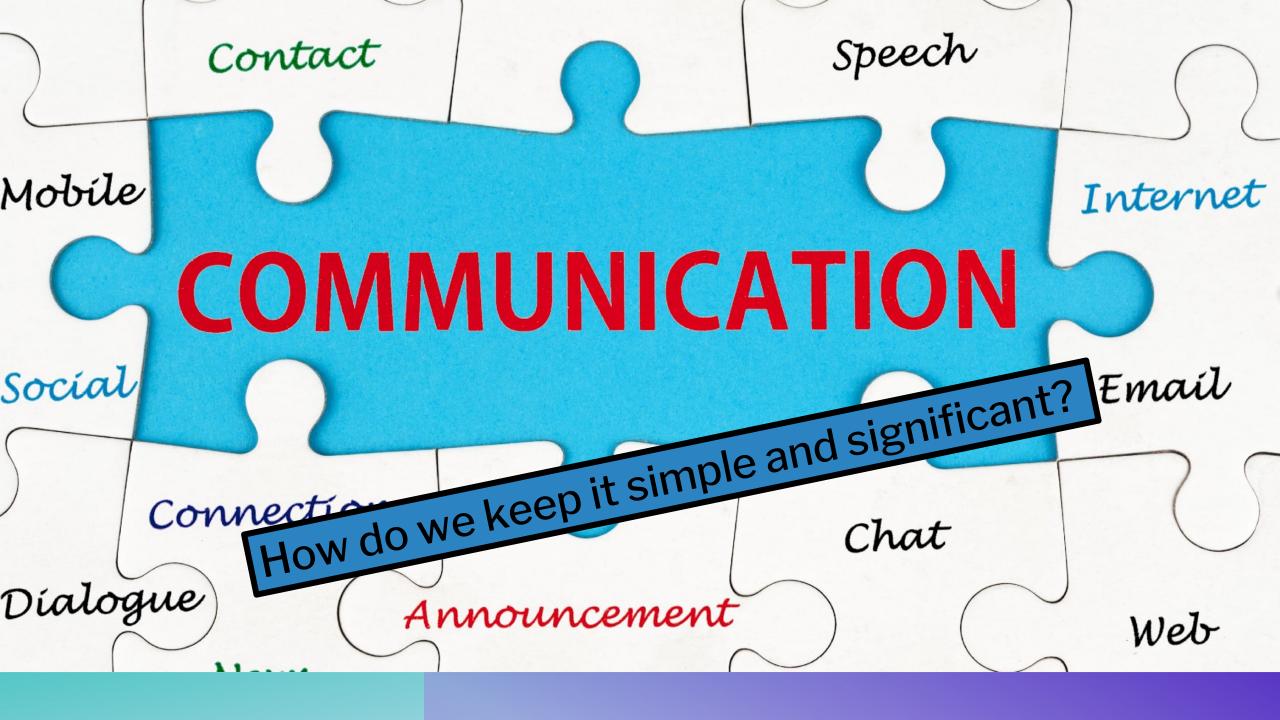
- Learn about the importance of an aligned data system.
- Review current data system.
- Review new state and federal requirements for progress monitoring and reporting.
- Review new state requirements for equity.
- Review new state requirements for readiness.
- Draft data indicators for three district presentations: student achievement, learning and working environments, and finance/facilities/technology in preparation for the data retreat.

# My Drive → Des Plaines District 62 ... → 2. Readiness II - 🛎



Name	<b>↑</b>	Owner	Last modified ▼
	Data Presentations	me me	Jul 12, 2023 me
	Illinois/ESSA requirements	me me	Jul 12, 2023 me
	KPI Information	me me	Jul 12, 2023 me
	Meeting Materials	me me	Jul 12, 2023 me







Eliminate chaos, confusion, misunderstanding, overwhelmed feelings, and lack of commitment and ownership.







# Stage 1 Steps 1 & 2

# Readiness I & II

Understanding the Process
Setting Roles & Responsibilities
Forming the Plan Team
Conducting an Environmental Scan
Strategic Management Survey
Organizing the Data
Data Dashboards
District Data Report
Key Performance Indicators
Goals, Indicators, Measures, Targets

Stage 2 Steps 3 - 7

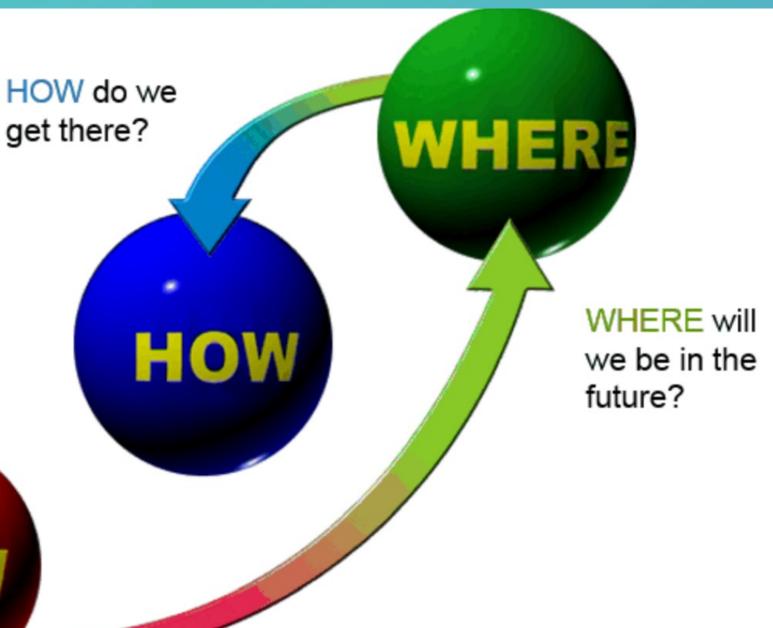
# Strategic Planning

Orientation
Data Retreat
Vision Retreat
Setting Direction Retreat
Recommendation

Stage 3
Step 8

# Living the Plan

Annual Action Plans
Scorecard/Data Dashboard System
Aligning School Improvement
Aligning Budget & Other Resources
Aligning Performance Evaluation
Progress Monitoring & Reporting



Where are you NOW?



-	Retreats	Essential Questions		
	Data Retreat	Where are we now? How would we describe our current performance compared to the past and to others? What are are strengths, weaknesses, opportunities, and threats?		
	Vision Retreat	Where do we want to be? How would we describe our preferred future- mission and vision? How would we describe our graduate, educator, and system portraits? What are our core values that guide our behaviors and actions?		
	Setting Direction Retreat	How will we get from where we are to where we want to be? What will be our SMART long-range goals, indicators, measures, and targets? What are the critical strategies that need our immediate attention to improve our performance and achieve our mission and vision.		



# FOUNDATION OF CONTINUOUS IMPROVEMENT

Pillars	Guiding Questions
MISSION	What is our fundamental purpose; why do we exist?
VISION	What must we become in order to accomplish our fundamental purpose?
VALUES	How must we behave to achieve our mission, vision and goals?
GOALS	How will we know if we are making a difference?
STRATEGIES	What will we do differently to grow and improve our results?

## **Stephen Covey reports:**

- 19% or fewer in most organizations cannot identify the mission, vision or goals.
- 15% cannot identify the top priorities
- Mission, vision, values and goals are vastly under communicated
- Leaders report they spend less than 50% of their time on the identified most urgent priorities
- The Front Line has little ownership or engagement



What are your mission, vision and values? What are your important long-range goals?



## PREFERRED FUTURE/CULTURE ORIENTATION

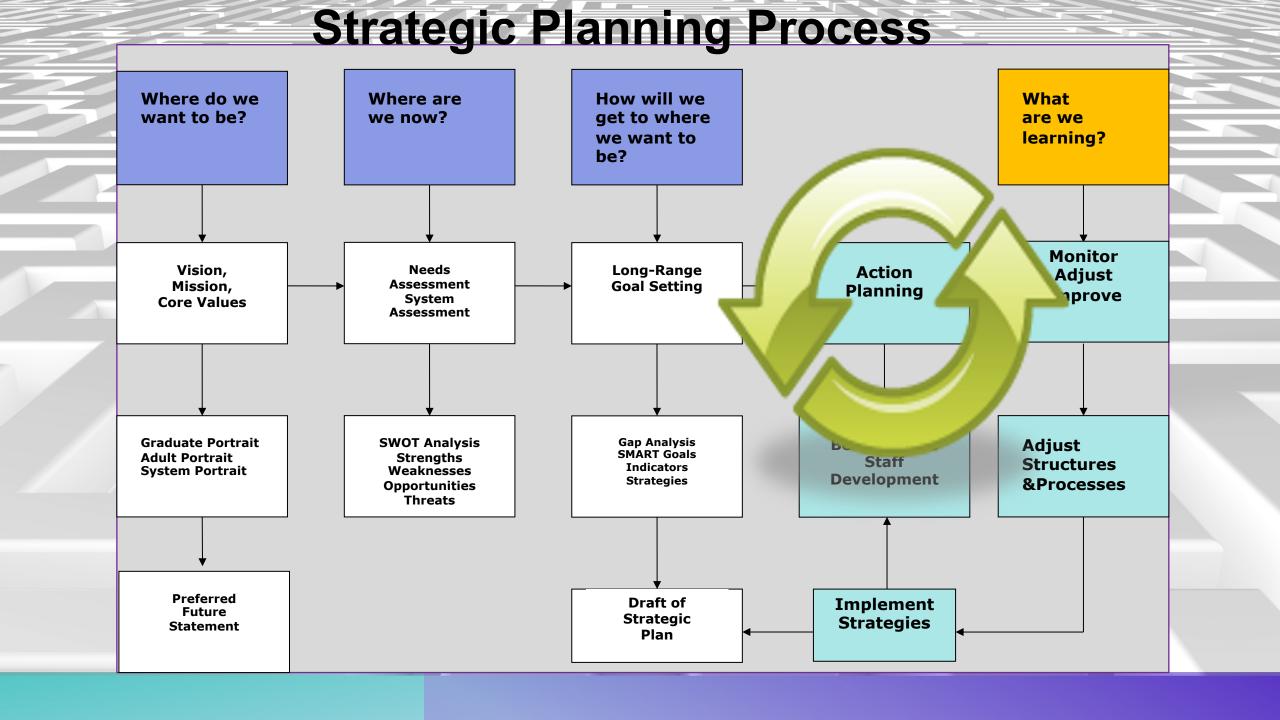
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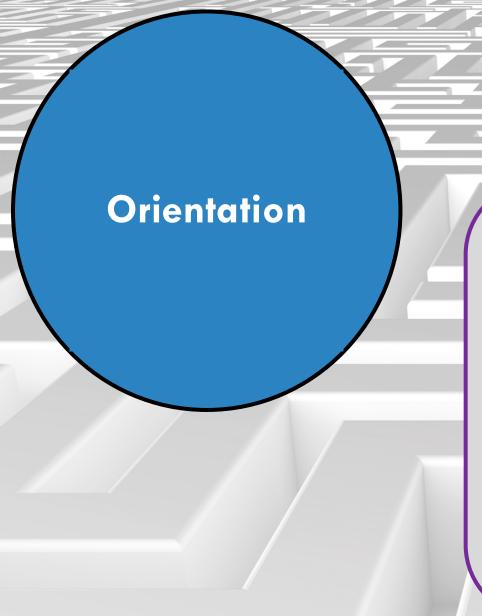


## DIRECTION/RESULTS ORIENTATION

Pillars	Guiding Questions		
GOALS	How will we know if we are making a difference?		

STRATEGIES What will we do differently to grow and improve our results?





- Learn who is on the strategic plan team.
- Learn about the strategic plan process.
- Learn about roles and responsibilities of the strategic plan team.
- Learn about roles and responsibilities of the core team.
- Learn about the strategic plan that has been in existence for the past several years.
- Preview another district's strategic plan.
- Learn about the strategic plan website

## TEAMWORK

UNDERSTANDING:

ROLES & RESPONSIBILITIES

PATHWAY TO STRATEGIC SUCCESS

FOCUS ON CONTINUOUS IMPROVEMENT

IMPORTANCE OF ENGAGEMENT

DEFINING IMPACT

TRANSPARENCY

- Team Roster
- Team Schedule
- Strategic PlanWebsite
- Kick off Video,
   Newsletters, etc. to
   communicate and
   clarify the strategic
   planning process



## **PRODUCTS**

- Team Roster
- Team Schedule
- Strategic Plan Website
- Kick off Video,
   Newsletters, etc. to
   communicate and
   clarify the strategic
   planning process





- Learn about the team's perceptions of the district.
- Learn about other stakeholder perceptions of the district.
- Develop a shared understanding of district growth and achievement data and information.
- Develop a shared understanding of district climate and culture data and information.
- Develop a shared understanding of district financial, facility and technology data.
- Conduct a SWOT Analysis.

#### **Des Plaines District 62 DRAFT SWOT ANALYSIS**

STRENGTHS: What are we most proud of? What do we consider to be our results of our best work? What advantages do we have? What do others say about us in positive ways?

- Student performance on state tests mostly above state averages
- Student performance on state tests increasing every year
- English Language Learners are scoring well on state ACCESS test
- Early Learning Center- providing early intervention
- K-8 Iroquois Community School offers a balanced calendar choice for residents
- Overall diversity in the community
- Student attendance is above state average
- Investment in technology- increased devices and infrastructure
- Highly qualified teachers/staff
- Retention rate of teachers
- Many staff have the English Language Endorsement
- Highest state financial rating for 12 years
- Debt has been reduced
- Stable student enrollment projections
- Budget surplus in revenues over expenditures for the last six years
- Board-driven facility upgrade initiative several years ago

**OPPORTUNITIES:** What opportunities for improvement do we know about, but have not addressed? Where with a little work could we change a weakness into a strength? What are we not doing currently that might be the opportunity for us to improve.

- Exploring Full-day Kindergarten
- Increasing support of student social and emotional needs
- Training, time, and support for teacher collaboration and data analysis
- Training and support for using technology to enhance teaching and learning
- Addressing middle school needs
- Collaboration with the high school to enhance college, career and life readiness
- Professional development for all staff based upon identified high priority needs and initiatives
- Using time and space effectively and efficiently

**WEAKNESSES:** What do we consider to be our weaknesses? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well?

- Student performance on state test is lower in middle schools than in elementary schools
- Student performance on state tests in math is below state averages
- Achievement gaps exist for the following student subgroups: Black, Hispanic, English Language Learners, Low Income, and Students with Disabilities
- Inequities exist across schools (staffing, space, financial, etc.)- There is a system of schools rather than a school system
- Meeting the needs of students who are struggling
- Meeting the needs of students who need more rigor and challenge
- Meaningful assessments
- Student behavior problems are increasing
- Student engagement is a challenge
- Using technology appropriately to enhance teaching and learning
- Internet access and equipment at home
- Using data to drive decision-making
- Communication between school and home is mostly one way.
- Some buildings are at capacity

**THREATS:** Who or what threatens us the most? What challenges are coming that we must respond to? What might block our progress? What do we have little control over that might impact our resources?

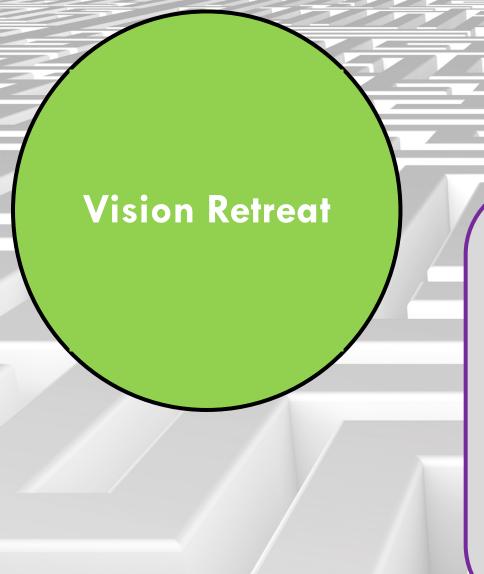
- Unfunded state mandates
- Possible state pension cost shift to local taxpayers
- Reduction in state and federal funding grants
- Possible Property Tax Freeze
- City housing development decisions that impact schools
- Future facility upgrade and maintenance needs costs



# WHERE ARE WE NOW?

### **Defining Performance:**

- Current compared to past
- Current compared to others
- Current compared to expectation/norm
- Team's perceptions
- Stakeholder's perceptions
- Student growth and achievement data
- Culture/climate learning and working environment data
- Finance, Facilities, Technology data



- Learn about stakeholder feedback and revise the SWOT Analysis.
- Understand the characteristics and what a Preferred Future Statement looks like.
- Identify team hopes, dreams, and aspirations for the future.
- Explore characteristics of a Graduate, Educator, and System Portrait for the future.
- Revisit district mission and vision.
- Revisit district core values.
- Draft a Preferred Future Statement.



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Mission		Motto		
Honor our tradition of excellence, foster innovation, and empower all students in their quest for a fulfilling life.	#InspireLT  WARDING THE FUTURE  WARDING THE FU	Vita Plena: The quest for a fulfilling life. Excellence, Innovation, Empowerment		
Vision  All students graduate prepared for life, career, and college success.				
Graduate Portrait	Adult Portrait	System Portrait		
<ul> <li>An LT Graduate is:</li> <li>Life, Career, &amp; College Ready</li> <li>Empowered, &amp; Self-Sufficient</li> <li>A Critical Thinker &amp; Problem-Solver</li> <li>An Effective Communicator &amp; Collaborator</li> </ul>	<ul> <li>An LT Employee is:</li> <li>Passionate about Teaching &amp; Learning</li> <li>Ethical &amp; Trustworthy</li> <li>Prepared &amp; Professional</li> <li>An Engaged Collaborator &amp; Effective Communicator</li> <li>Respectful of Students, Parents, and</li> </ul>	<ul> <li>LTHS 204 will:</li> <li>Put Students First</li> <li>Value &amp; Support Its Staff</li> <li>Ensure Clear Purpose &amp; Focus</li> <li>Value Collaboration, Shared Decisionmaking, &amp; Continuous Improvement</li> <li>Provide Clear Communication and Value</li> </ul>		

- Excellence through Continuous Improvement and Stewardship
- Safety and Well-Being
- Connected Families and a Collaborative Community

- Innovation, Relevancy, and Readiness for the future
- Healthy Relationships to ensure Trust, Respect, and Engagement
- Equity, Inclusion, and Cultural Competence
- Clear Communication and effective Collaboration



## WHERE DO WE WANT TO BE?

## **Defining Future:**

- Mission
- Motto
- Vision
- Graduate Portrait
- Educator Portrait
- System Portrait
- Core Values

# Setting Direction Retreat

- Learn about stakeholder feedback and revise the Preferred Future Statement.
- Understand the importance of SMART Goals.
- Revisit district long-range goals.
- Provide feedback on possible long-range goal indicators and measures.
- Identify goal strategies that need immediate attention.
- Draft the strategic plan.

WHAT WE	
<b>WILL ACHIE</b>	VE

## **OUR GOALS AND STRATEGIES**

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## **OUR GOALS AND STRATEGIES**

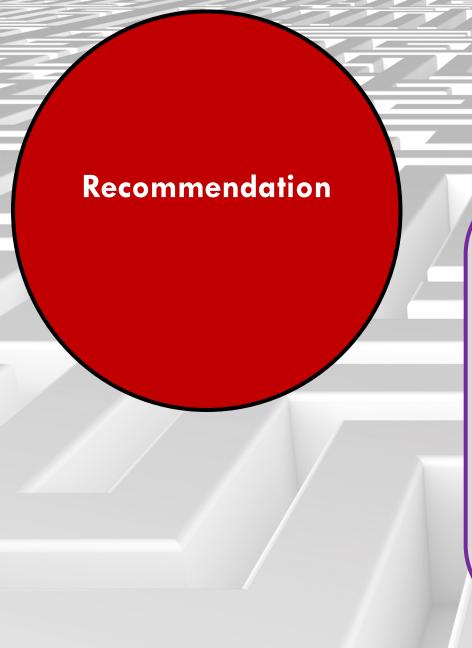
WHAT IS OUR PRIORITY WORK

Goal One: Student Growth & Achievement	Goal Two: Learning Environment & Supports	Goal Three: High-Quality, Diverse Staff	Goal Four: Family & Community Partnerships	Goal Five: Resource Effectiveness & Efficiencies
Provide a comprehensive, innovative education for every student to ensure all students grow and achieve.	Provide a safe, positive, inclusive, and engaging learning environment.	Invest in staff and culture to ensure innovation, collaboration, and accountability.	Partner with families and the community to support and expand learning opportunities for all students.	Allocate necessary resources to maximize educational success for all students.
<ul> <li>Deliver a guaranteed, viable, and rigorous curriculum for all students.</li> <li>Provide engaging and equitable instructional learning experiences for all students aligned to the district's vision.</li> <li>Bring consistencies to assessments and feedback processes supported by research and student/staff voice.</li> </ul>	<ul> <li>Build confidence, self-sufficiency, and wellness in students by enhancing student social and emotional needs.</li> <li>Improve intervention systems and other supports for academics and behaviors to close gaps.</li> <li>Explore opportunities to enhance the student day and year that results in increased participation in curricular electives, credit recovery, and extracurricular activities.</li> </ul>	<ul> <li>Enhance staff satisfaction, innovation, and campus unity through engagement, collaboration, voice, and professional development.</li> <li>Attract, recruit, hire, mentor and support strong employees who reflect the LT community and commit to our mission, vision, core values, and goals.</li> <li>Promote high school readiness by fostering communication, collaboration, and connection with the PK-8 associate districts.</li> </ul>	<ul> <li>Build confidence and engagement with families and the communities through improved communication, collaboration, and transparency.</li> <li>Partner with the community to offer learning opportunities to expose students to potential career pathways and community services</li> </ul>	<ul> <li>Improve technology expectations, infrastructure, and access for both students, staff, and families.</li> <li>Upgrade facilities to better met 21st century interests and needs of students and staff.</li> </ul>
Goal 1: Key Performance Indicators	Goal 2: Key Performance Indicators	Goal 3: Key Performance Indicators	Goal 4: Key Performance Indicators     Family Engagement     Family Satisfaction     Service-Learning/Internship     Opportunities     Use of Digital Reporting     Community Partnerships	Goal 5: Key Performance Indicators



# HOW DO WE GET FROM WHERE WE ARE TO WHERE WE WE WANT TO BE?

- Goals
- Key Performance Indicators
- Strategies
- Connection to Action Plans
- Future Focus/ Priorities
- Focus on the Bottom Line
- Engagement/ Voice



- Learn about stakeholder feedback and revise the draft of the strategic plan.
- Recommend mission, vision, and core values.
- Recommend long-range goals and aligned strategies.
- Recommend to the superintendent the final strategic plan to present to the Board of Education for approval.

# FINAL MEETING OF PLAN TEAM. (VIRTUAL)



## What we will recommend.

Review Draft, Review Stakeholder Feedback, Finalize Recommendation





## STRATEGIC PLAN

#### Mission

Empower and equip each learner to succeed in a rapidly changing world.

#### Vision \_\_\_\_\_

We envision a united, inclusive community where all learners foster their dreams, explore their interests, and build their futures.



### BPS Graduates are:

- · Creative and critical thinkers
- · Communicators and collaborators
- · Problem solvers
- Culturally proficient and equipped with life skills
- Empathetic and perseverant
- · Responsible and accountable
- · Self-aware and confident



#### BPS Employees are:

- Trusted and respected
- · Lifelong learners and leaders
- · Creative and critical thinkers
- Communicators and collaborators
- Culturally proficient and build relationships
- · Empathetic and perseverant
- Innovative and technological
- Innovative and technologically competent



## As a District, BPS Demonstrates:

- · A sense of community and belonging
- · Clear purpose and direction
- High standards and expectations
- · Communication and collaboration
- High levels of voice and
- engagement
- Cultural proficiency and relationship building
- · Innovation and real-world relevancy

#### Core Values

- Learning for all
- · Safety and well-being
- High standards and expectations
- Belonging and trusted relationships
- · High levels of voice, choice and engagement
- · Cultural proficiency and diversity
- Innovation and real-world relevance
- Communication and collaboration

## Dream Believe Achieve

### Goals \_\_\_\_\_



#### Future Ready Instruction

Align instruction to meet learner needs to prepare all students to be future ready.



#### Inclusive Environment

Provide an inclusive environment to meet the needs of all students.



#### **Equitable Resources**

Maximize uses of equitable resources through careful planning and financial stewardship.



#### **Family Partnerships**

Partner with families and the community to build trust, commitment, resources, unity and expand learning opportunities.



#### **Quality Workforce**

Recruit, hire, develop and retain a high-quality, diverse workforce to ensure each learner is surrounded with personalized support.











## STRATEGIC PLAN

The 2017-2018 strategic planning process called Forward 47 was driven by stakeholders - engaging parents, community

members, board members, staff, administrators, and former students in a collaborative effort. The new plan is intended to help

shape the District's focus moving forward, build on existing strengths, and provide opportunities for growth over the next five years. In January

2018, the District 47 Board of Education approved the new strategic plan. establishing a set of priorities based on guiding principles designed to improve learning for all students.

#### **OUR VISION** Where We Are Headed

Learners are empowered when they

- · Demonstrate academic growth by being independent and strategic
- Apply the life skills of collaboration, communication, citizenship, character, critical thinking, and creativity in real world situations.
- Set goals, monitor progress, and recognize improvement.
- · Learn in an environment that is safe, engaging, and collaborative.
- Are supported by high-quality educators committed to meeting individual needs through relevant and differentiated instruction.
- Are supported by collaborative partnerships that engage families and the community.

#### **OUR VALUES** What We Stand For

- · Collaborative and respectful relationships
- Equitable and timely resources
- Engaged and innovative instruction
- · Growth and continuous improvement
- Recognizing and accepting individual differences
- · Responsible and accountable stakeholders
- · Safe, secure environment
- · Social, emotional, and physical

#### **OUR MISSION** Why We Exist

**EMPOWERING ALL STUDENTS** 

## **OUR GOALS AND STRATEGIES**

What We Will Achieve What Is Our Priority Work

**Student Growth** and Achievement











For more information, visit www.d47.org/forward47. #D47pride

#### **EMPOWERING ALL STUDENTS**

Learners Today-Leaders Tomorrow



#### Student Growth and Achievement



#### Learning Environment

Cultivate a supportive learning environment that is safe inclusive, innovative, and engaging



#### Work Environment

#### Family and Community Partnerships Engage families and the community as vital partners in t

Investigate and utilize effective tools and strategies engage families, businesses, and the community as vital partners in the learning process



Align resources within a balanced budget to accomplish priorities and ensure equity within the District

- Ensure equity in allocating fiscal and program resources across the District to address variances in individual school needs in a optimal teaching and learning environment.



For more information, visit www.d47.org/forward47. #D47pride



**OUR GOALS** 

**AND STRATEGIES** 

What We Will Achieve

What Is Our Priority Work





### Glenview District 34 2019-2024 Strategic Plan

#### Mission

Empower all learners to:

Aspire to reach their highest potential

**Explore** their passions and interests

**Discover** their pathway 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. []

#### All learners will:

- Build skills as critical and creative thinkers and communicators
- · Show confidence, resilience and self-direction in pursuing their interests, tracking their progress, and sharing their learning and growth []
- Be citizens of character who contribute to their community and embrace diversity and individual differences

#### All staff will: [

- · Commit to student academic growth and social-emotional well-being
- Value learner voice and choice and provide consistent instruction in a welcoming. flexible, innovative, and motivational environment [
- Pursue professional learning, collaboration and collective inquiry as learners themselves

#### All families and the community will:

- · Collaborate with the District to foster student academic growth and social-emotional well-being [
- Partner with the District to provide authentic, extended learning experiences
- · Demonstrate pride in and understanding of the District's work, successes, opportunities, and needs []

#### **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

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

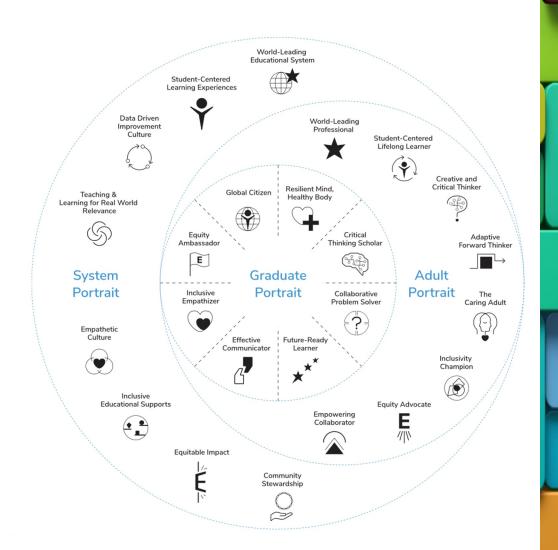
Stewardship: We are diligent stewards of our resources.

Goals	Strategies	Suggested Measures
Student Success & Well-Being: Provide a comprehensive education that supports deep learning and social-emotional growth.	Redefine student success to open doors for students to explore varied pathways     Ensure articulation and programming that facilitates smooth social, emotional, and academic transitions from school to school     Use data to provide differentiated instruction to meet the academic needs of each learner, improve overall growth and achievement, and narrow achievement gaps     Provide opportunities for the earliest learners to establish a strong academic and social-emotional foundation	Early learning readiness     Student growth and achievement in reading, math and social-emotional learning     Achievement gaps     Student satisfaction     Student attendance     Student engagement     Co-curricular participation
Educator Growth & Support: Attract, retain, and support quality, collaborative staff who demonstrate content expertise and provide consistent, impactful instruction.	Foster a positive climate, culture and competitive compensation to attract, support, and retain high-quality staff     Maximize the return on the investment of resources for staff collaboration, professional learning, and shared leadership     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	Staff performance Staff retention Staff satisfaction Staff compensation Certifications in identified areas of need Staff diversity
Parent & Community Partnerships: Build strong partnerships with families and the community to create a system of care, support, and extended learning opportunities for students.	Provide parents with tools, resources, and relevant, consistent information to connect with the school and support their child's progress Ensure clear and accurate communication so all community members can understand District programs, initiatives and performance Increase partnerships to provide students with authentic learning experiences, service-learning opportunities, and exposure to career pathways	Parent and community awareness of District initiatives, successes, opportunities and needs     Parent satisfaction     Parent engagement     Community satisfaction     Community and volunteer partnerships
Resource Stewardship: Demonstrate effective and responsible use of resources.	Address aging facilities and deferred maintenance to provide safe, clean, and well-maintained facilities Equitably and responsibly allocate resources of time, space and scheduling to enhance programming and best instructional practices and meet the needs of all learners	ISBE annual recognition status Annual audit Annual budget Condition of facilities Long-range facility plan

## VISION RETREAT

Team will draft a Preferred Future Statement:

- Mission & Motto
- Vision
- Core Values
- Portrait of a Graduate
- Portrait of an Educator
- Portrait of a System





MANY SCHOOLS AND DISTRICTS HAVE A MISSION AND VISION, BUT FEW CAN ARTICULATE WHAT IT IS AND ARE USING IT TO DRIVE THE FUTURE.

#### We will DRAFT Mission and Vision.

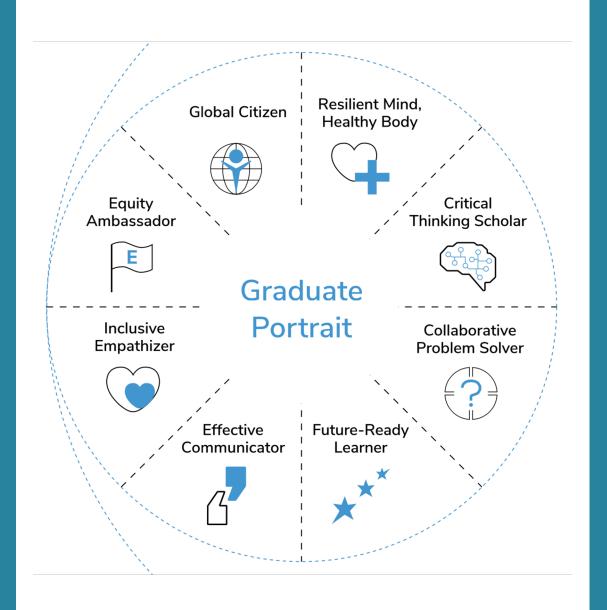
- Create a Portrait of a Graduate
- Create a Portrait of an Employee
- Create a Portrait of the System

We will DRAFT Core Values.

"Some men see things as they are and say, "Why?"

I dream of things that never were and say, "Why
not?"

George Bernard Shaw



The knowledge, skills, dispositions, and mindsets that our students need to thrive in life and career.

Guide adult actions and decisions, aligning leadership, management, teaching and learning, and resource allocations for student success.



# **KEY QUESTIONS for a Learner Portrait**

 What 21st century skills, character traits, and/or social-emotional competencies do all students need to succeed in college, career, and life?

• How has the world changed, and how will it continue to change? What skills and mindsets will be necessary in a rapidly changing and complex world?



BRADLEY-BOURBONNAIS COMMUNITY HIGH SCHOOL

## PORTRAIT OF A GRADUATE

EMPOWERING STUDENTS ON THEIR PATHWAY TO SUCCESS

This profile describes the expectations our district believes are required of successful leaders who graduate from BBCHS. A BBCHS graduate embodies...

> CHARACTER Learning to learn

Grit, tenacity, perserverance, and resilience

Self regulation, responsibility, and integrity





- · Making connections and identifying patterns
- Problem solving
- · Constructing meaningful knowledge
- · Experimenting, reflecting, and taking action on ideas in the real world



CREATIVITY

<del>-</del>(9)-









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CITIZENSHIP

Thinking like global citizens

Considering global issues

based on a deep understanding of diverse

values and worldviews

and complex real world

human and environmen

problems that impact

Compassion, empathy, and concern for others

sustainability

· Genuine interest and ability to solve ambigu



- Having an "enterpreneurial eye" for economic and social opportunities
- · Asking the right inquiry
- Considering and pursuing novel ideas and solutions
- · Leadership to turn ideas into action

#### COMMUNICATION

COMMUNICATION

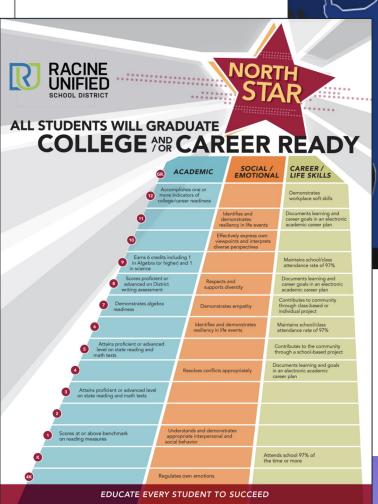
- Communicating effectively with a variety of styles, modes, and tools including digital
- · Communication designed for different audiences
- Reflection on and use of the process of learning to improve communication

Copyright © 2014 by New Pedagogies for Deep Learning™ (NPDL)

#### COLLABORATION

- Working independently and synergistically in teams
- Interpersonal and team-relate
- · Social, emotional, and intercultural skills
- · Managing team dynamics an challenges
- Learning from and contributir to the learning of others









## DISTRICT 207 LEARNING TOGETHER

## THE LEARNER IS:







## THE LEARNING IS:







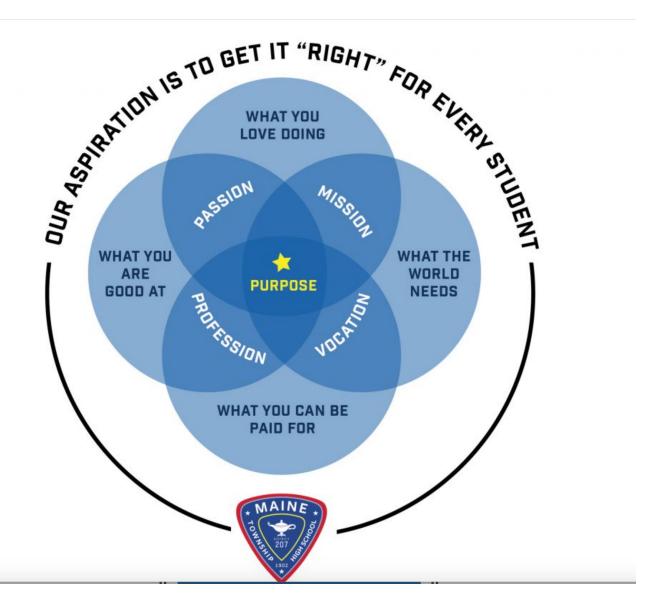
## THE LEARNING ENVIRONMENT IS:

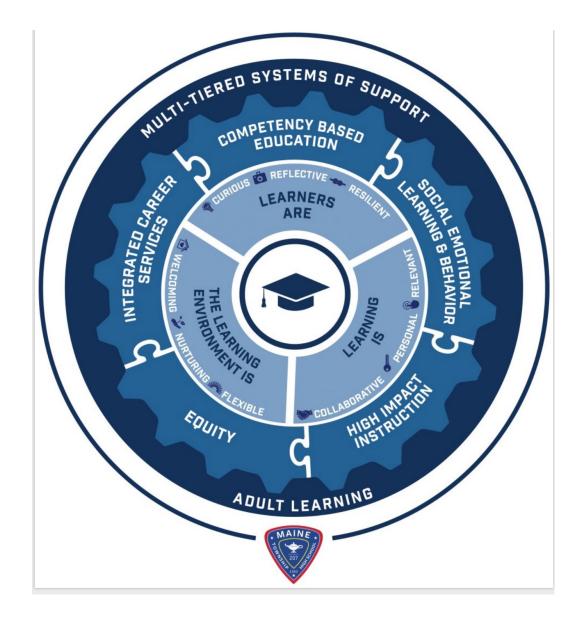






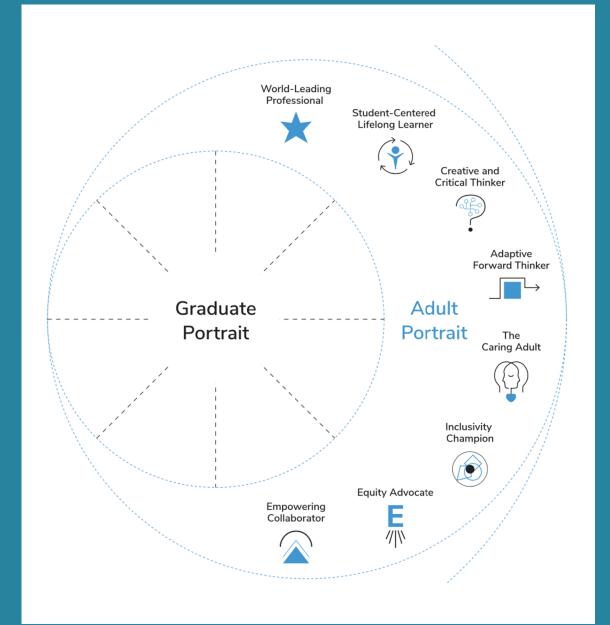






Applies to all educators working in the school district, not just teachers, because every adult's work supports student success; therefore, the language here is broad.

Widespread successful achievement of the Learner Portrait is only possible if a supportive and intentional community of adults work together.





# **KEY QUESTIONS for an Educator Portrait**

- What are the critical 21st
   Century characteristics of an effective team member?
- What 21<sup>st</sup> Century
   characteristics contribute to
   a successful and efficient
   culture or climate?







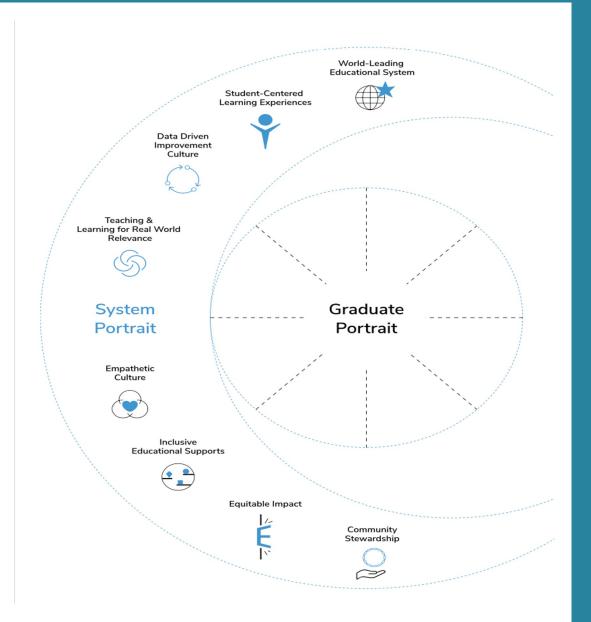


## TEAM

The portrait of an ADULT describes the expectations our District believes are required of adults who ensure all students are successful.







The conditions that will be created, promoted, and practiced by educational leaders to deliver on the promise to the beneficiaries of the district.

A system is made up of an interconnected set of elements that includes an organization's structures, supports, standards, agreements, incentives, and cultures.



# **KEY QUESTIONS for a SYSTEM Portrait**

- What 21st Century District System Characteristics define an effective 21st century school system?
- What 21<sup>st</sup> Century District System Characteristics do we want to guarantee every student, every family, every staff member to ensure high productivity and satisfaction?

EQUITY JOURNEY CONTINUUM

WHAT

The Equity Journey Continuum is an informational tool to help districts view their data through the lens of equity. It identifies gaps in student achievement, opportunities, and supports by analyzing data that districts already collect and report to ISBE. The tool makes the data more useful for districts to improve outcomes for students. ISBE developed the tool using national research and examples from other states.

# YOUR EQUITY JOURNEY CONTINUUM

- An Equity Journey Continuum will be developed for the field and the agency to pilot by the end of the 2020-21 school year
- Districts will pilot and provide feedback with the continuum being finalized at the end of the 2021-22 school year.
- The Equity Journey Continuum will be published on each school district's 2022
   Report Card

**Equity**: Having high expectations for every learner and providing supports and resources so each learner can meet those expectations.

Collaboration:

Engaging meaningfully with practitioners, students, families, advocates, and policymakers and ensuring diverse voices have seats at the table.



**Quality**: Holding ourselves to a high standard of excellence and service to support the high-quality work happening in Illinois schools.

#### **Community**:

Recognizing each school and district's unique context and ensuring policies, practices, resources, and programs meet students' unique needs.

#### DATA ELEMENTS



#### **Student Learning**

- KIDS Readiness
- Assessment: IAR, SAT, and DLM
- English Learner Progress to Proficiency and Former EL Performance in English Language Arts Coursework
- Eighth-Graders Passing Algebra I
- Adjusted Cohort 4-Year Graduation Rates
- Advanced Academic Programs
- Eighth-Graders Enrolled in Algebra I



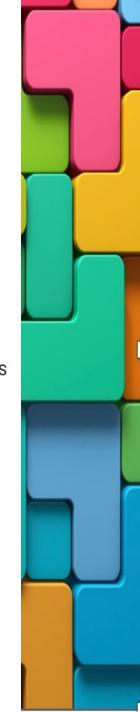
#### **Learning Conditions**

- Expulsion Rates
- Out-of-School Suspension Rates
- In-School Suspension Rates
- Site-Based Expenditure Reporting
- Climate Survey: Supportive Environment Ratings
- Climate Survey: Teacher Response Rates
- Student Attendance
- Climate Survey: Student Response Rates
- Climate Survey: Parent Response Rates
- Climate Survey: Parent Involvement Ratings
- Climate Survey: Involved Families Ratings
- Climate Survey: Influence on Decision Ratings
- Climate Survey: Teacher-Parent Trust Ratings



#### **Elevating Educators**

- Educator and Student Demographics
- Administrator and Student Demographics
- Teacher Experience/Education and Student Demographics
- Teacher Evaluation and Student Demographics
- Teacher Out-of-Field and Student Demographics

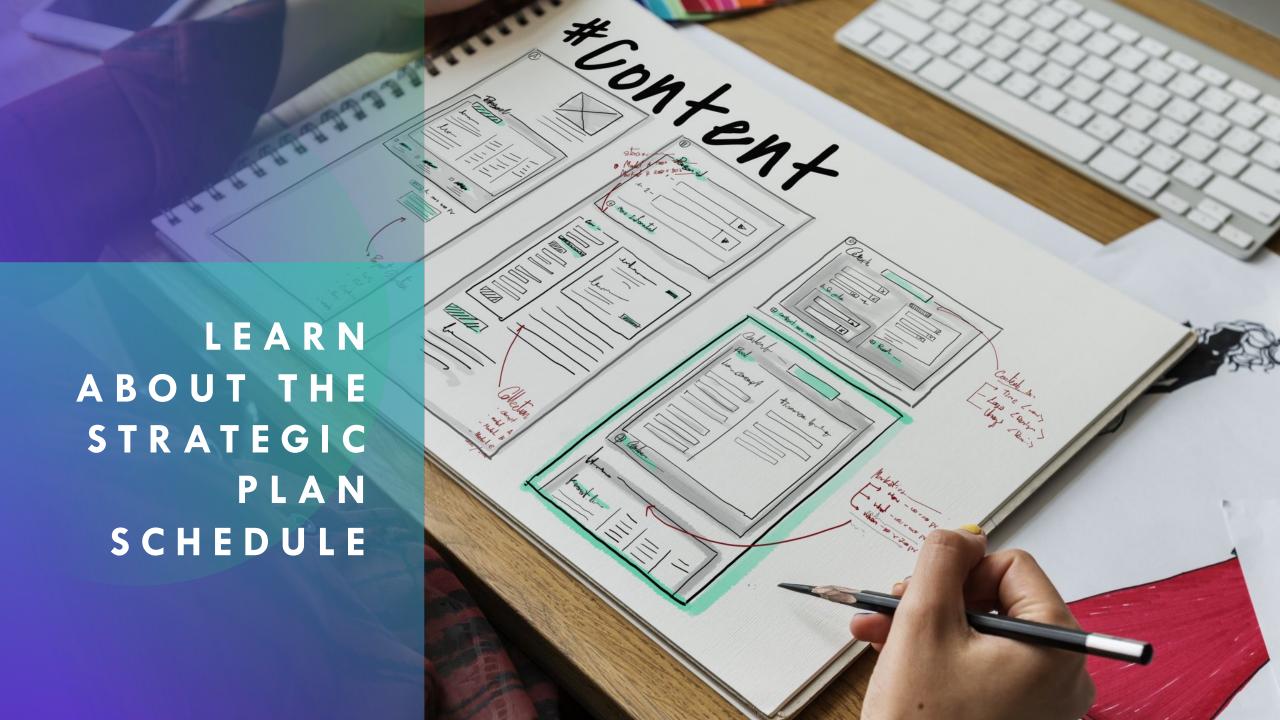


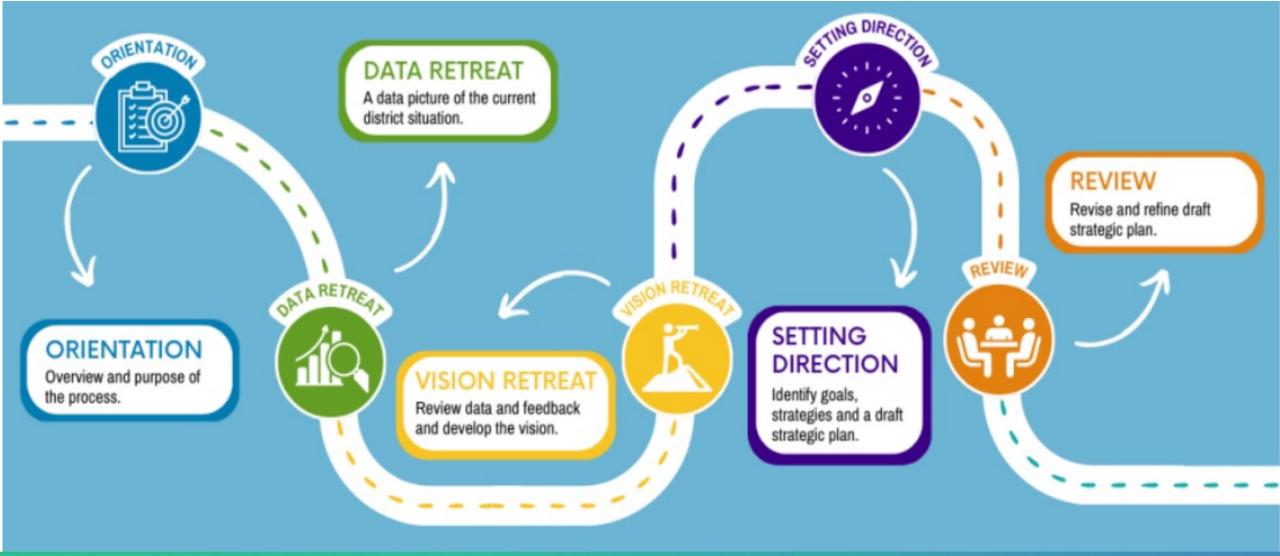
The steps along the continuum represent the measurement of equity in students' access to opportunities, practices, policies, and programming, as represented by the district-level data.

State Goals	Step 1. Large gaps	Step 2. Moderate gaps	Step 3. Small gaps	Step 4. Minimal gaps
STUDENT LEARNING				
LEARNING CONDITIONS				
ELEVATING EDUCATORS				









## STRATEGIC PLAN TEAM SCHEDULE

## Strategic Plan Team Schedule

Virtual

Meeting	Purpose/Essential Questions	Date	Time
Orientation	Who are we and what are we charged to do?	September 20 4-6	2 hours Virtual
Data Retreat	Where are we? What is working well and what is not working well?	October 1 <i>7</i> 8:30-3:30	Face-to Face
Vision Retreat	Where do we want to be? How do we want to be different?	November 17 8:30-3:30	Face-to Face
Setting Direction Retreat	How will we get from where we are to where we want to be?	December 19 8:30-3:39	Face-to Face
Recommendation	What will we recommend to the Board of	January 11 4-6	2 hours

Education to set future direction?

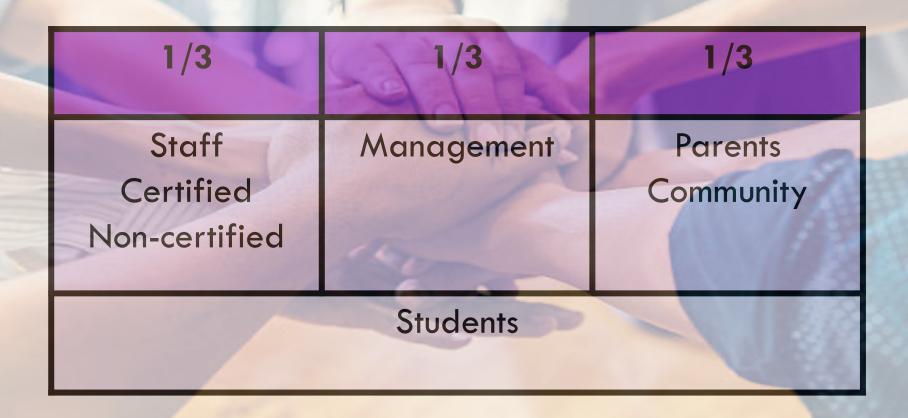
HOW DO WE FINALIZE
THIS
SCHEDULE?
BY WHEN?







### TEAM MEMBERSHIP SELECTION



## TEAM EXAMPLE: N = 48

Stakeholder Group	Number
Students  • High School  • Middle School	12
Staff	12
Certified	8
Non-Certified	4
Management	12
• Administration	8
Board of Education	2
Union Leaders	2
Families & Community	12
• Families	6
Community	6

### TEAM MEMBERSHIP SELECTION

Stakeholder	Selected By:
Staff	School Leadership Teams, Grade Levels, Departments Categories, Job Types, Divisions
Management	Superintendent, Board, Union
Parents/Community	Parent Organizations, Community Liaisons, Board
Students	High School (Former 62 Students) — Juniors or Seniors Middle School (8 <sup>th</sup> Grade Students)

## STRATEGIC PLAN TEAM. N=48

Students	Families Community	Staff	Management

## CORE TEAM

Core Team Member	Stakeholder	Email Address
Michael <u>Amadei</u>	Superintendent	amadeim@d62.org
Gene Haring	Board Member	haringg1445@d62.org
Jennifer <u>Bova</u>	Community Relations	bovaj@d62.org
Kelly Colgan	Human Resources	kellycolgank@d62.org
Pam <u>Kroschel</u>	Parent Leader	mertzp@sbcglobal.net
Dave Lynch	DPEA Certified Union Leader	lynchd@d62.org
Becky Mazurek	DPESPA Classified Union Leader	mazurekr@d62.org
Amy <u>Cengel</u>	Building Leader	cengela@d62.org
Dan <u>Chianelli</u>	Digital Media, Technology	chianellid@d62.org
Kelly Morrissey	Maine 207 Director of MTSS	kmorrissey@main207.org
Nora <u>Feyerer</u>	Maine 207 MTSS Coordinator	nfeyerer@maine207.org







#### STRATEGIC PLAN TEAM

Attend all meetings of the planning team.

Learn of roles and responsibilities at an Orientation Meeting.

Prepare for each meeting by reading materials aligned to each agenda.

Conduct a data analysis of the district at a Data Retreat by reviewing key data indicators and measures to determine the district's strengths and opportunities for improvement.

Explore research-based, effective practices of high performing districts at a Vision Retreat. Review and revise the district's shared mission, vision, values/commitments and goals at a Vision Retreat.

Set long-range goals and identify high leverage strategies that define what priorities need attention to move the district to a higher level of performance.

Present a draft of the plan for stakeholder review and input.

Revise and finalize the draft of the plan based on stakeholder review and input.

Recommend the strategic plan to the superintendent.

## CORE/EDIT TEAM

Be members of the strategic planning team and assume all responsibilities expected of team members.

Review the Data Retreat Findings Report drafted by the facilitator and provide feedback individually and virtually following the Data Retreat

Review the Vision Retreat Findings Report drafted by the facilitator and provide feedback individually and virtually following the Vision Retreat

Review the Setting Direction Retreat Findings Report drafted by the facilitator and provide feedback individually and virtually following the Setting Direction Retreat.

Review the initial draft of the strategic plan drafted by the facilitator and provide feedback individually and virtually following the final meeting of the plan team.

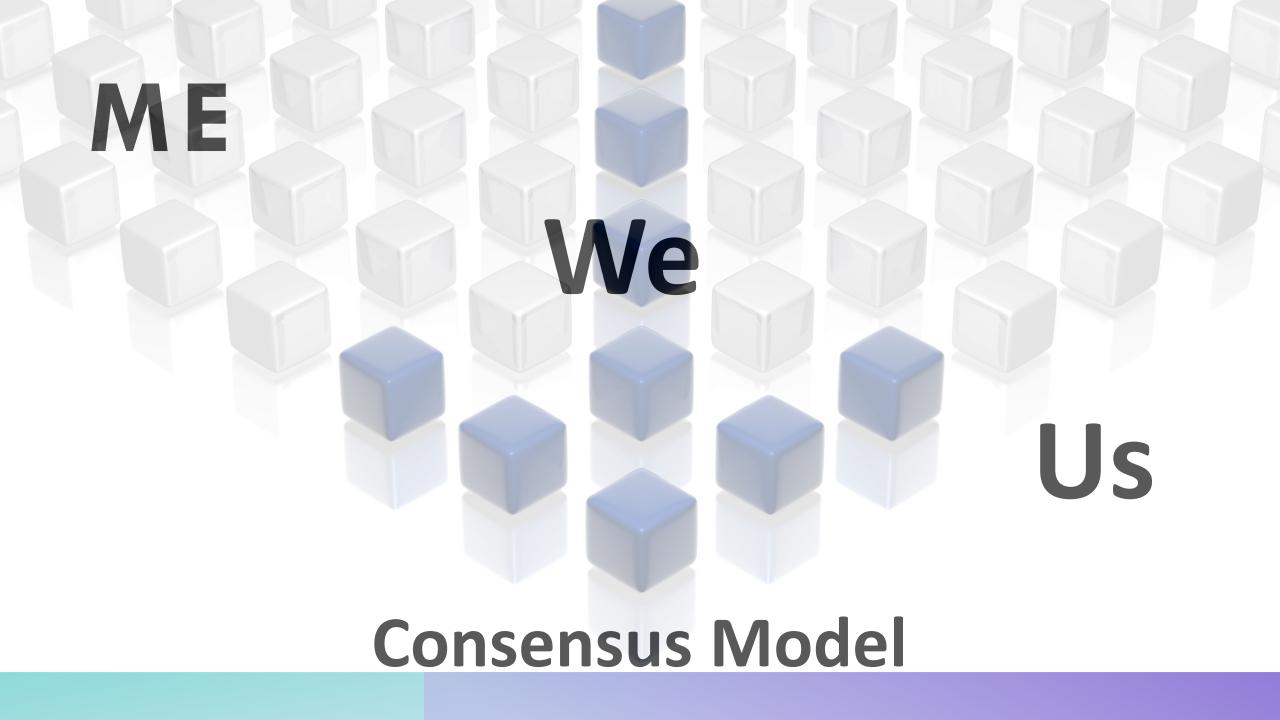


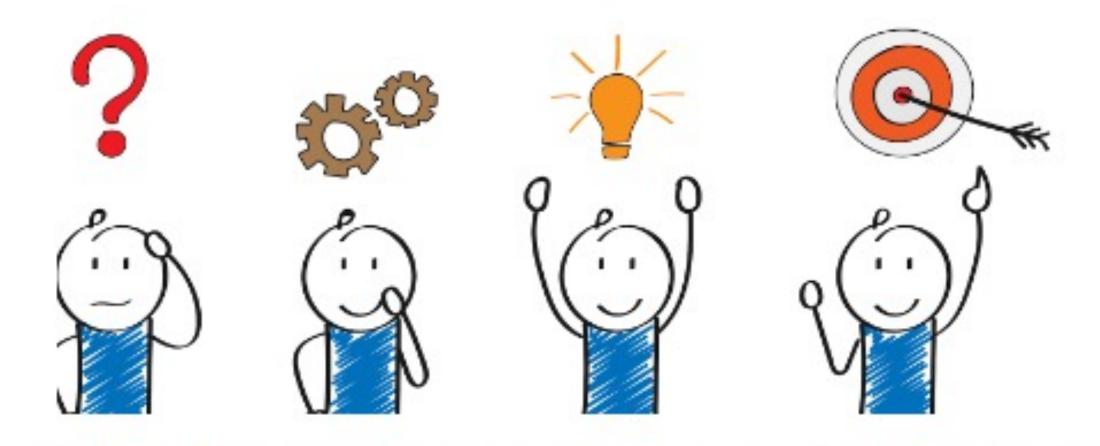
#### Bloomington Public Schools Table Assignments/ Article Assignments Orientation and Data Retreat

TABLE 1	Article	TABLE 2	Article
Eric Melbye	A	Jenna Mitchler	A
Betsy Hawes	В	Hiedi Hecker	В
Roberto Cantu	С	Hugh Roberts	С
Andy Thul	A	Derek Zobel	A
Katie Schmidt	В	Patricia Riley	В
Bill Schwandt	С	Kathy Pyne	С
Melissa Galarneault	A	Alex Loosbrock	A
Ashley Hanson-Oni	В	Kim Pawek	В
Janie Anderson	C	Alma Castellanos	С
TABLE 3	Article	TABLE 4	Article
Andy Kubas	A	John Weisser	A
Sarah Moline	В	Kate Martin	В
Tim Ciavarri	C	Dani Indovino Cawley	C
Babitha Asif	A	Yoko Chavero Hernandez	A
Crystal Svoboda	В	Jamie Verbrugge	В
Wendy Marczak	С	Scott Murphy	С
Jody Gray	A	Janelle Berry-Blasingame	A
Sophorn Phang	В	Tali Squires	В
Dhruvika Uppal	С	Ella Wald	С
TABLE 5	Article	TABLE 6	Article
Mary Burroughs	A	Julio Caeser	A
Carmen Meyer	В	Ruth Marray	В
Leone Snyder	С	Danielle Roberston	С
Lisa Johnson	A	Christos Polyzois	A
Todd Barduson	В	Jaysen Anderson	В
Gary Bergeson	С	Michele Martin	С
Lynn Morales	A	Katie Juul	A
Letcia Alvarez	В	Matthew Norris	В
Christopher	C	Weemon Yeakehson	C
Alvarado-Salazar			
TA DI E Z	A 41.7	TARKE 0	1.41.1
TABLE 7	Article	TABLE 8	Article
Ashley Modrow	A	Beth Flottmeier	A
Debbie Belfry	B C	Kim Agate	В
Briana Eicheldinger	-	Zenab Ali Hagi	C
Anne Holzman	A	Darringer Funches	A
Katrina Mezera	В	Kellie McGowan	В

# TABLE ASSIGNMENTS 10 TABLES 8-10 AT A TABLE

- Various Stakeholders
- Find your Table. 1-10
- Find your Article Assignment. A, B or C
- You will be with the same team for the Data Retreat
- Teams will change for each of the three face-to-face meetings





Continuous Improvement Rocks!







Satisfaction Data or Best Hopes for the Future Data from students, families, staff, or communities.

Social, Emotional, Political, Demographical, Technological, or Educational Data emerging or impacting the future.

PK-12 System **Data and Information guiding College, Career or Workplace success.** 

ENVIRONMENTAL SCAN: WHAT CAN WE LEARN FROM THOSE WE REPRESENT OR FROM LEADING FORECASTERS OR PRACTICES THAT MIGHT ENSURE OUR MINDSET FOR CHANGE AS WE BEGIN TO PLAN TOGETHER?

Importance of how stakeholders feel, societal and global happenings, future impacts on our work.

# PREPARING TODAY TO SHAPE TOMORROW

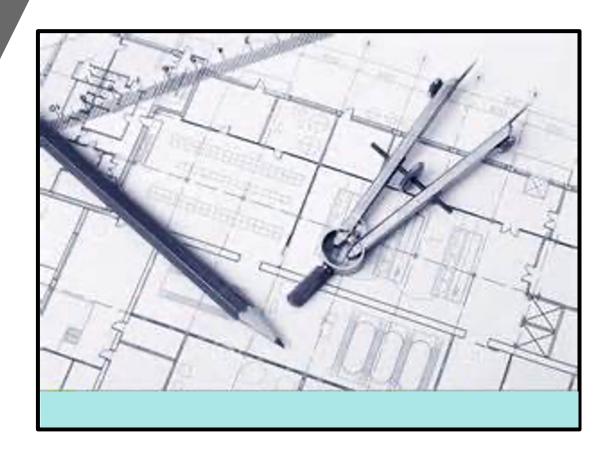


- Educational Best Practice Research
- Educational Future Needs and Expectations
- Workplace Needs and Expectations
- Social and Emotional Needs and Expectations
- College, Career and Life Readiness

## ENVIRONMENTAL SCAN

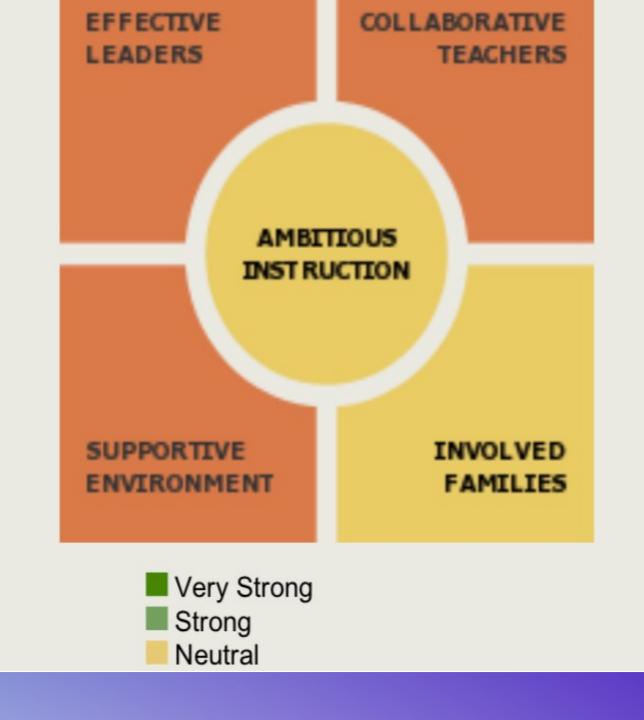
What data and information do we give the planning team to begin their awareness of where we are and where we want to be?

- Satisfaction Data (students, staff, families and the community)
- Plan Stakeholder Survey
- Forums
- Needs Assessment
- Self-Assessments



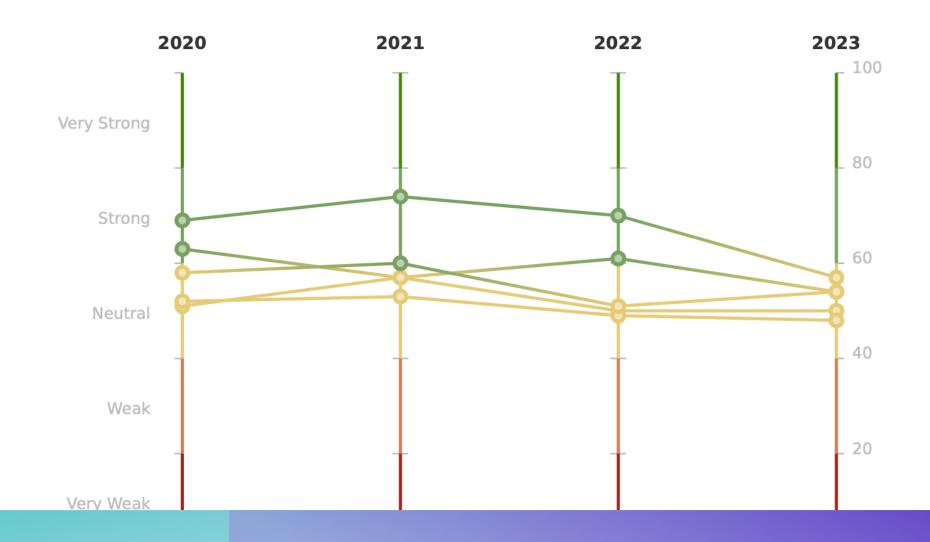
## 5 ESSENTIALS SURVEY

- Student, Staff, Parent
- Reported by School
- Format
- Top 5 or for each of the Essentials
- Comparison over time



#### The 5Essentials

How is CCSD 62 performing on each of the 5Essentials in 2023?



#### All 5Essentials Measures

How is CCSD 62 performing on all 5Essentials measures in 2023?

Page	Measure	Change	Performance	Essential	Respondent
4	Math Instruction	- 8	74 Strong	Ambitious Instruction	Student
5	Peer Support for Academic Work	- 16	66 Strong	Supportive Environment	Student
6	English Instruction	- 4	62 Strong	Ambitious Instruction	Student
7	Academic Personalism	- 3	61 Strong	Supportive Environment	Student
8	Parent Influence on Decision Making in Schools	+ 5	61 Strong	Involved Families	Teacher
9	Instructional Leadership	+ 8	59 Neutral	Effective Leaders	Teacher
10	Quality Professional Development	+ 2	58 Neutral	Collaborative Teachers	Teacher
11	Student-Teacher Trust	- 19	55 Neutral	Supportive Environment	Student
12	Collaborative Practices	+ 3	54 Neutral	Collaborative Teachers	Teacher
13	Parent Involvement in School	+ 7	53 Neutral	Involved Families	Teacher
14	Program Coherence	- 3	51 Neutral	Effective Leaders	Teacher
15	Teacher-Parent Trust	- 2	50 Neutral	Involved Families	Teacher
16	Teacher-Teacher Trust	- 2	49 Neutral	Collaborative Teachers	Teacher
17	Teacher-Principal Trust	- 6	47 Neutral	Effective Leaders	Teacher
19	Safety	- 13	45 Neutral	Supportive Environment	Student
20	Teacher Influence	+ 2	44 Neutral	Effective Leaders	Teacher
21	Academic Press	- 7	42 Neutral	Ambitious Instruction	Student
23	Quality of Student Discussion	- 7	40 Neutral	Ambitious Instruction	Teacher
24	School Commitment	- 4	40 Neutral	Collaborative Teachers	Teacher
25	Collective Responsibility	- 4	39 Weak	Collaborative Teachers	Teacher

#### Collective Responsibility

Collective Responsibility
Teachers share a strong sense of responsibility for student development, school improvement, and professional growth.

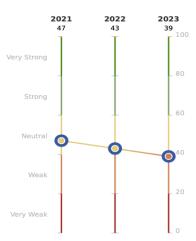
#### Essential



#### Respondent

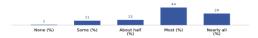
Teacher

#### Performance

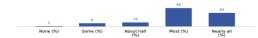


#### Teachers report that other teachers in the school:

Help maintain discipline in the entire school, not just their classroom?



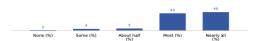
Take responsibility for improving the school.



Feel responsible to help each other do their best.



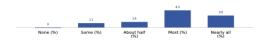
Feel responsible that all students learn.

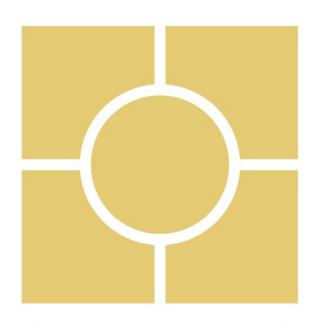


Feel responsible for helping students develop self-control.



Feel responsible when students in this school fail.





## CCSD 62 2023 5Essentials Report

The 5Essentials School Reports for the State of Illinois are derived from 20 years of research on improving schools. The raw data for these reports are based on a comprehensive core of more than 80 student and 150 teacher questions compiled into 22 measures of school climate and practice and formed into five essentials. As measured by the Illinois 5Essentials Survey, those five essentials are leading indicators of school improvement. The power of 5Essentials comes from their prediction of school success, the intuitiveness of the overall framework components (Instruction, Environment, Leaders, Teachers, and Families), and the reliability of the survey measures.

As detailed in the seminal book, *Organizing Schools for Improvement: Lessons from Chicago*, UEI researchers determined that there are five essential supports for school success. These "5Essentials" detail the perspectives and processes central to the delivery and support of student learning.

The 5Essentials framework as measured by our survey instruments is a leading indicator of school performance now and predictive of the future. Data from over 650 schools (elementary and high schools) have found our survey measures to predict many aspects of student and school success, before and after controlling for school type, demographic composition, test scores, and socio-economic status. Our principal indication of the power of the 5Essentials is that University of Chicago analysis of two natural experiments spanning a total of 15 years each found that they mattered considerably: Schools strong in 3-5 Essentials were 10 times more likely to improve student learning substantially compared to schools weak in 3-5 Essentials. This evidence came from over 400 elementary schools representing the best and worst in Illinois. Following those natural experiments, we have found our survey measures reliably predict school success on a variety of

#### All 5Essentials Measures

How is CCSD 62 performing on all 5Essentials measures in 2023?

Page	Measure	Change	Performance	Essential	Respondent
4	Math Instruction	- 8	74 Strong	Ambitious Instruction	Student
5	Peer Support for Academic Work	- 16	66 Strong	Supportive Environment	Student
6	English Instruction	- 4	62 Strong	Ambitious Instruction	Student
7	Academic Personalism	- 3	61 Strong	Supportive Environment	Student
8	Parent Influence on Decision Making in Schools	+ 5	61 Strong	Involved Families	Teacher

#### All Supplemental Measures

How is CCSD 62 performing on all supplemental measures in 2023?

Page	Measure	Change	Performance	Essential	Respondent
27	Socialization of New Teachers	- 1	90 <b>Very Strong</b>	Supplemental Measures	Teacher
28	Academic Engagement	- 9	64 Strong	Supplemental Measures	Student
29	Inquiry-Based Science Instruction	+ 14	62 Strong	Supplemental Measures	Student
30	Classroom Rigor	- 3	60 Strong	Supplemental Measures	Student
31	Rigorous Study Habits	- 5	60 Strong	Supplemental Measures	Student

#### All 5Essentials Measures

How is CCSD 62 performing on all 5Essentials measures in 2023?

23	Quality of Student Discussion	- 7	40 Neutral	Ambitious Instruction	Teacher
24	School Commitment	- 4	40 Neutral	Collaborative Teachers	Teacher
25	Collective Responsibility	- 4	39 Weak	Collaborative Teachers	Teacher

#### All Supplemental Measures

How is CCSD 62 performing on all supplemental measures in 2023?

37	Teacher Safety	- 12	35 Weak	Supplemental Measures	Teacher
39	Student Responsibility	- 8	34 Weak	Supplemental Measures	Teacher
40	Parent Supportiveness	+ 1	23 Weak	Supplemental Measures	Student
41	Course Clarity	- 10	22 Weak	Supplemental Measures	Student

## MEASURES WHERE SCORES WENT DOWN EACH YEAR FOR LAST THREE YEARS

- Teacher-Parent Trust (T)
- Teacher-Teacher Trust (T)
- Teacher-Principal Trust (T)
- Academic Press (T)
- Program Coherence (T)
- Quality of Student Discussion
   (T)

- School Commitment (T))
- Collective Responsibility (T)
- Innovation (T)
- Teacher Safety (T)
- Human and Social Resources in the community (T)

- Academic Engagement (S)
- Classroom Rigor (S)
- Rigorous Study Habits (S)
- Peer Support for Academic Work (S)
- Academic Personalism (S)
- Student-Teacher Trust (S)
- Course Clarity (S)
- Student-Peer Relationships (S)

#### STRATEGIC PLAN SURVEY

## Questions (stems)

- 1. Excellent schools are...
- 2. I am most proud of our schools for...
- 3. Our schools would be better if...
- 4. Something(s) which should stay the same about our schools is/are...
- 5. Over the next five years, my hopes for the district are...
- 6. Other

		Excellent Sch	nools are						
Certified	Non Certified	Administrator	Parent	Community	Student				
safe	students first	students first	safe	community	school name				
students first	safe	focused	communication	communication	fun				
meet needs	organized	collaborative	students first	preparing	teaching				
collaborative	supportive	community	challenging	caring	supportive				
supportive	good teachers	safe	caring	cutting edge	safe				
		I am most proud of	our schools for						
Certified Staff	Non-Certified	<u>Administrator</u>	<u>Parent</u>	Community	Student				
committed staff	pos. environment	positive environment	committed staff	committed staff	student opps				
contimprovement	committed staff	student opportunities	student opps	pos. environment	positive environment				
student opps	collaboration	technology use	Pos. environment	buildings/grounds	committed staff				
technologyuse	student opps	committed staff	contimprovement	student opps	student success				
collaboration	buildings/grounds	contimporvement	communication	student success	buildings/grounds				
		Our Schools Wou	ıld Re Retter If						
Certified Staff	Non-Certified Staff	Administrator	Parent	Community	Student				
support services	equity	student centered	student centered	student centered	extra- curricular				
collaboration	discipline	sharedvision	communication	community	discipline				
student centered	student centered	collaboration	schedule	communication	schedule				
slowdown	communication	innovation	equity	stability	food				
equity	respect		support services		motivated students				
	Something	g(s) which should stay the	same about our schoo	ol(s) is/are					
Certified	Non-Certified	Administrator	<u>Parent</u>	Community	Student				
retaining staff	retaining staff	collaboration	retaining staff	community pride	retaining staff				
admin staff	activitiesoffered	curriculum	curri cul um	retaining staff	pride				
curri cul um	pride	school individuality	community involved		dresscode				
student focused	communication	retaining staff	activitiesoffered		technology				
communication	school hours	contimprovement	consistency		extra- curri cular				
slowdown communication innovation equity stability food motivated students  Something(s) which should stay the same about our school(s) is/are  Certified Non-Certified Administrator Parent Community retaining staff retaining staff curriculum curriculum retaining staff pride curriculum pride school individuality community involved students  student focused communication retaining staff activities offered communication retaining staff activities offered technology									
<u>Certified</u>	Non-Certified	<u>Administrator</u>	<u>Parent</u>	Community	Student				

Certified Non-Certified
district pride achievement
achievement communication
technology growth

Administrato vision communication consistency Parent achievement district pride budget Community achievement communication district pride Student district improvement extra- curricular growth















## Eight Dimensions of a Strategic Management System

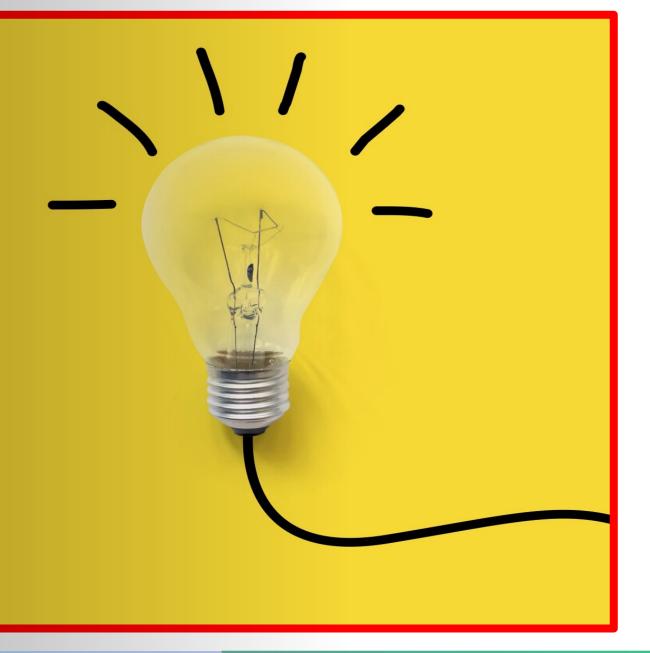
**Performance Process** Leadership **Management Improvement Culture and Performance Sustainability Values** Measurement **Strategic** Thinking and **Alignment Planning** 

### Assessment: Strategic Management Maturity Model n=

	/ 13503.	on aregie n	Management Maio	iny model ii	
Dimension:	Level 1: Ad hoc	Level 2:	Level 3: Structured &	Level 4: Managed and	Level 5: Continuous
	and Static	Reactive	Proactive	Focused	Improvement
Leadership	Leaders dictate/command & control; otherwise disengaged	Leaders dictate but gather feedback sporadically	Leaders model desired behaviors and values but engage with direct reports only	Leaders empower many employees through ongoing engagement	Leaders & employees fully engage in a continuous dialog based on a teambased culture
Culture & Values	Vision and values undefined or not shared	Vision & Values published, but not lived	Vision & Values communicated and understood	Vision & Values collaboratively developed & reviewed	Vision & Values are fully integrated into the organization's culture
Strategic Thinking & Planning	No strategic planning occurs within the organization; no goals defined	Strategic planning is the responsibility of a small team and dictated to the organization	A structured and open planning process involves people throughout the organization	Plans are developed and revised regularly by trained, cross-functional planning teams	Strategy drives critical organizational decisions and a continuous improvement planning process is maintained
Alignment	Work is narrowly focused based on organization structure, with little customer input	Customer needs and feedback start to influence more aligned decision-making	Employees know their students, families, and community, and align strategy to those needs	Vision, customer needs, strategy and employee reward and recognition systems are cascaded and aligned	All structures and systems are aligned with strategy, and organizational alignment is continuously improved
Performance Measurement	No data, or only ad hoc performance measures are collected	Performance data collected routinely, but are mostly operationally focused	Strategic performance measures are collected, covering most strategic goals and action plans	Strategic measures are broadly used to improve focus & performance and inform budget decisions	Measurements are comprehensively used and routinely revised based on continuous improvement
Performance Management	No emphasis on using performance as a criterion to manage the organization	Performance reviews required but not taken seriously; little accountability	Measures are assigned owners and performance is managed at the organization & employee levels	Measurement owners are held accountable, and performance is managed at all levels	Organizational culture is measurement and accountability focused; decisions are evidence-based
Process Improvement	Processes are undocumented and ad hoc with evident duplication and delays	A few key processes documented, and process improvement models/frameworks introduced	All key processes are identified, and documents and strategy guides successful process improvement	All key processes are tracked and improved on a continuous basis and new process improvement ideas are accepted	Employees are empowered and trained, and formal process exists for improving process management
Sustainability	Lack of structure and champions lead to short-term focus on tasks	Strategy "champions" identified	Formal organization structure in place to maintain focus on strategy	Organization has an "Office of Strategy Management" or equivalent	Strategic thinking and management are embedded in the culture of the organization



# UNDERSTAND THE IMPORTANCE OF LIVING THE PLAN



## Stage 1 Steps 1 & 2

### Readiness I & II

Understanding the Process
Setting Roles & Responsibilities
Forming the Plan Team
Conducting an Environmental Scan
Strategic Management Survey
Organizing the Data
Data Dashboards
District Data Report
Key Performance Indicators
Goals, Indicators, Measures, Targets

Stage 2
Steps 3 - 7

## Strategic Planning

Orientation
Data Retreat
Vision Retreat
Setting Direction Retreat
Recommendation

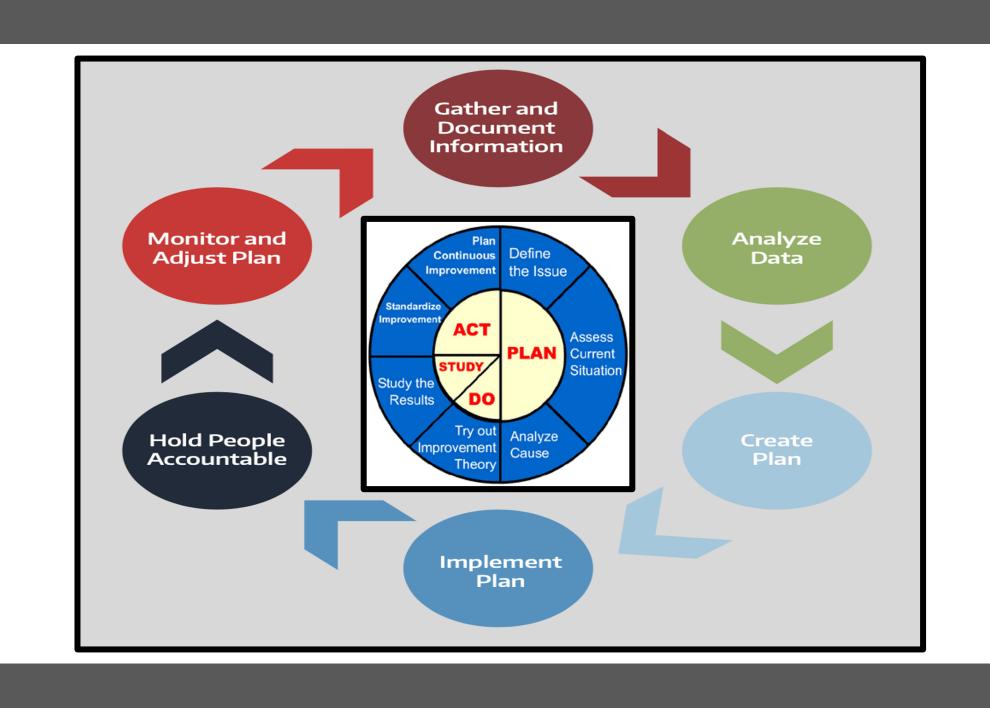
Stage 3 Step 8

## Living the Plan

Annual Action Plans
Scorecard/Data Dashboard System
Aligning School Improvement
Aligning Budget & Other Resources
Aligning Performance Evaluation
Progress Monitoring & Reporting



- Learn the importance of six critical actions to live the plan.
- Learn about SMART Action planning.
- Learn about the data dashboard and scorecard systems.
- Learn about progress monitoring and reporting.
- Learn about alignment to school improvement and meeting agenda.
- Learn about alignment to resources.



## What?

**How**\$

Mission

Vision

Portraits

Core Values

Goals

Strategies

Tasks

Improvement Theory

**Progress** 

Monitoring

Reporting

**Key Performance Indicators** 

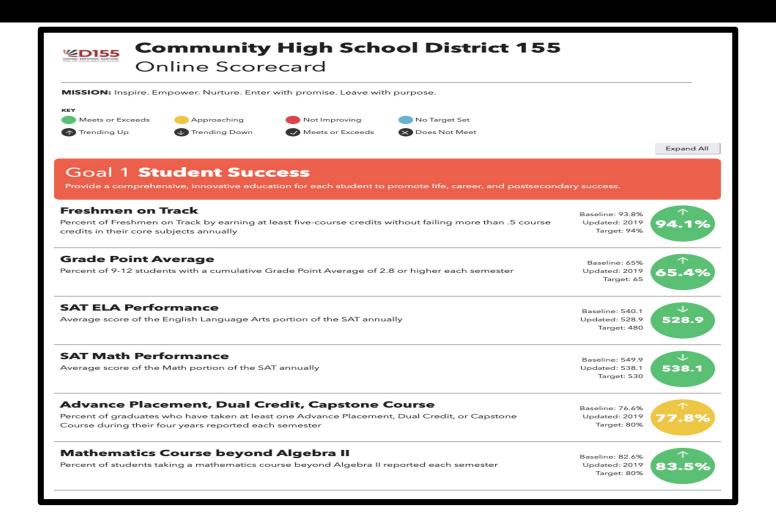
## GOAL DASHBOARD

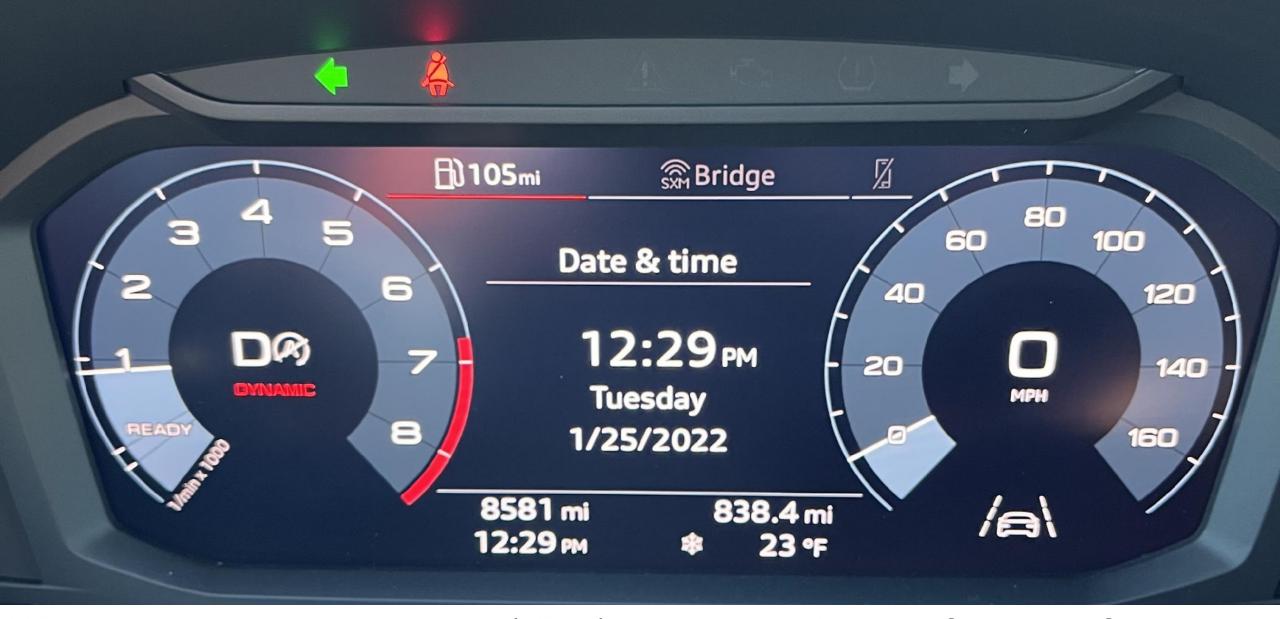
### Financial KPI Dashboard Current Working Capital Cash Conversion Cycle in Days - Last 3 Years Current Quick Stats Quick Ratio \$129,000 59.0 46.8 **Current Assets** DSO CCC Cash \$34,000 Accounts Receivable \$59.000 Current Ratio \$31.000 Inventory Pre-Paid Expenses \$5,000 Net Profit Margin \$68,000 **Current Liabilities** 18% Accounts Payable \$25,000 Impact at a glance Credit Card Debt \$2,000 Bank Operating Credit \$27.000 Current Budget Variance Accrued Expenses \$9,000 Projects Variance Actual Budget Taxes Payable \$5,000 \$2,998 Front Fairway \$39,770 \$36,772 \$64,323 \$72,399 \$-8,076 **Proactive Company** \$41,568 \$30,290 \$11,278 \$61,000 Working Capital \$60,723 \$42,148 \$200,184 \$248,532 \$48,348 1.90 Vendor Payment Error Rate Average Vendor Payment Error Rate

## ILLUSTRATION

## Aligned to Goal 1:

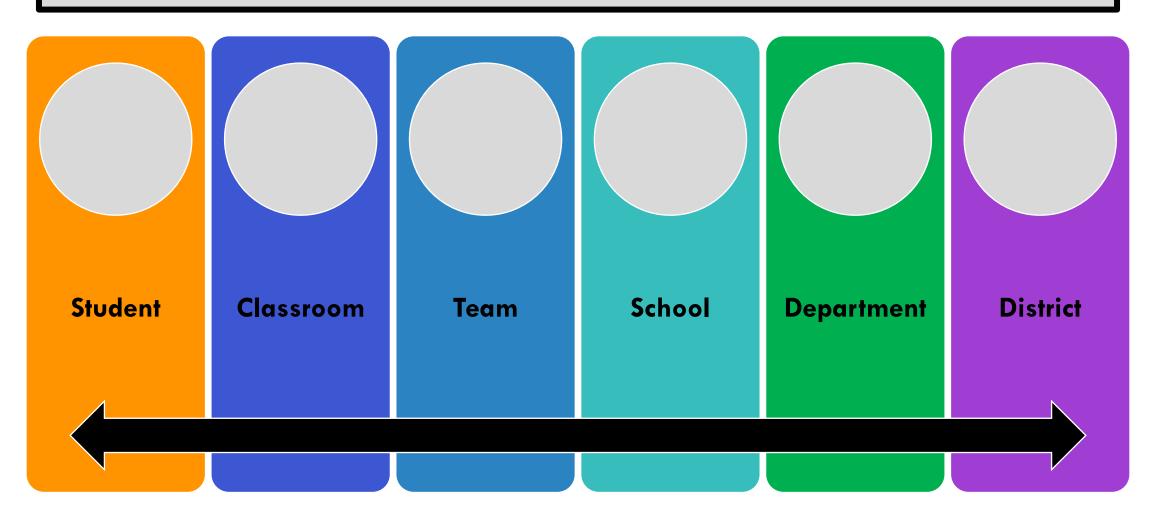
- 6 KPIs
- Description
- Baseline
- Last Update
- Target
- Color
- Number/%
- Key





What are the key instruments (KPIs) on the dashboard of your car?

## POWERFUL KPIS EXTEND FROM THE STUDENT TO THE DISTRICT



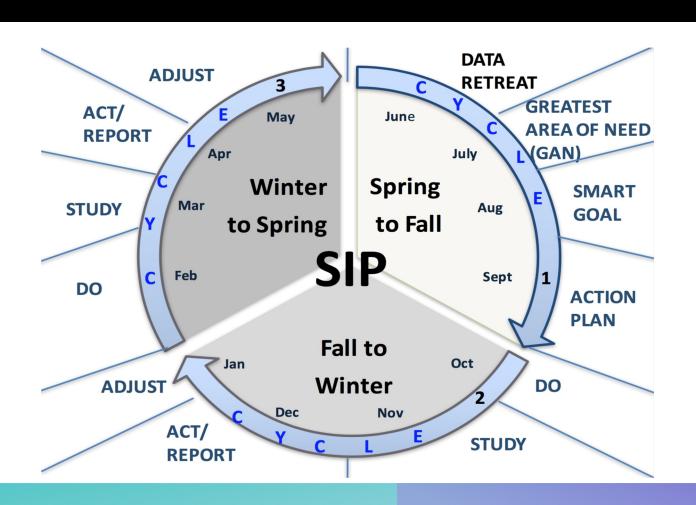
# PROGRESS MONITORING AND REPORTING 3 CYCLES: FALL, WINTER, SPRING





	Ten Tips for Progress Monitoring and Reporting
1	The key to progress monitoring and reporting is to know where you were before you implemented new action.  What was your baseline data?
2	A second key to progress monitoring and reporting is to have an assessment that matches the outcome(s) of your S.M.A.R.T. goal.
3	Distinguish formative and summative assessments you will use for progress monitoring and reporting.
4	Determine when and how often you will assess formatively.
5	Act on formative assessment data and information.
6	Have students reflect on formative data and information to determine mastery of outcomes related to the goal
7	Determine when you will assess summatively.
8	Act on summative data and information.
9	Have student reflect on summative data and information to determine mastery of outcomes related to the goal
10	Recognize the importance of celebrating and encouraging short-term gains.

## WHAT GETS MEASURED GETS DONE!



Cycle 1 Spring to Fall PLAN

Cycle 2 Fall to Winter DO-STUDY

Cycle 3 Winter to Spring

**DO-STUDY-ACT** 

## Ten Tips for Setting Good Targets ov the users to be important and meaningful.

- 1 It is believed by the users to be important and meaningful.
- 2 It is under the influence and control of the users and aligned to the work being done.
- 3 It is one that prompts decisions, not additional questions.
  - It should trickle down from district goals to school goals to team goals to classroom goals to student goals.
- It will cascade from strategic to tactical to operational dashboards.
- 6 Make sure you are setting targets for the students you currently have enrolled.
  - Make certain that when you set a target, it is based on the same assessment from which the baseline data was collected.
  - Translate your percent into numbers. Know how many students it would take to increase your results 1%, 3%, 5% etc. Match names and faces to numbers.
- 9 Examine your current data to see how many students just missed the previous target?
- 10 Be certain it is a stretch but is believed to be achievable.

8



Readiness I
Structures
Process
Roles

- Learn about the strategic planning process.
- Learn about the strategic planning schedule.
- Learn about the selection of the strategic planning team.
- Learn about the roles and responsibilities of the facilitator, the team, and the district.
- Understand the importance of an environmental scan.
- Understand the importance of the strategic management system.
- Learn about how to communicate this process to others.

## GETTING READY

Step One: Prepare the strategic plan UKL and IINK to the district's homepage. Use the following icons:

- Introduction
- Orientation
- Data Retreat
- Vision Retreat
- Setting Direction Retreat
- Final Plan Team Meeting
- Strategic Plan Recommendation
- Living the Plan

Step Two: Documents will be posted throughout the process to the icons.

Step Three: Finalize the following:

- Core/Edit Team Roster (name, stakeholder group, email address)
- Strategic Plan Team Roster (name, stakeholder group, email address)
- Strategic Planning Team Schedule of Meeting Dates and Times

<u>Step Four</u>: Prepare information to share with the strategic plan team about your current strategic plan (mission, vision, values, goals, priorities) to include status of accomplishments.

<u>Step Five</u>: Prepare the information you will use for the environmental scan. This is information you have collected from stakeholders to let the team know what stakeholders feel is working well and what needs attention. It can be previously collected satisfaction data or a survey designed just for this purpose.

<u>Step Six</u>: Prepare strategic plan team folders. Have tabs for Orientation, Data Retreat, Vision Retreat, Setting Direction, Final Products, Living the Plan

<u>Step Seven</u>: Consider selecting a brand, theme, motto for your strategic planning process (example: Vision 2020)

Step Eight: Schedule the Strategic Management Survey: select participants

Step Nine: Begin work on the Data Reports for the Data Retreat

<u>Step Ten</u>: Communicate with all stakeholders and share information about the process and timeline.

