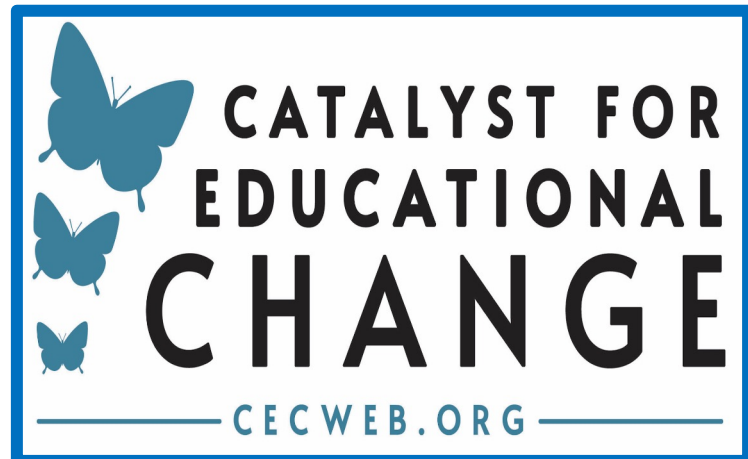




# Strategic Planning Orientation September 20, 2023





# Welcome and Introductions

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



**Dr. Michael Amadei, Superintendent**



# Strategic Plan Team - Core Team\*

| Student<br>Representatives  | Staff<br>Representatives  | Parent/Community<br>Representatives   | Leadership<br>Representatives  |
|---|---|---|--|
| Precious Akinsanya<br>Giselle Alvarez<br>Yardin Amir<br>Mia Cardoso<br>Ryan Cooper<br>Olivia Hernandez<br>Evlin Mathew<br>Anda Pop<br>Julia Radzik<br>Kailyn Ritti<br>Lianna Ritti<br>Ava Roback<br>Deangelo Rodriguez<br>Arya Thomas<br>Yahaira Tinajero<br>Danalyn Valdez | Maureen Cervantes<br>Dan Chianelli*<br>Maria Djurdjevic<br>Anne Duggan<br>Amanda Geiger<br>Stephanie Hernandez<br>Taylor Ivan<br>Lauren Kistler<br>Maggie Rahlfs<br>Andrea Winget | Karina Alcantar<br>Nora Feyerer *<br>Margarita Guadarrama<br>Pamela Kroschel<br>Kelly Morrissey*<br>Joene Murphy<br>Nilu Patel<br>Erika Walton Sitzberger<br>Sky Wozniak<br>Equawn Elerby | Michael Amadei*<br>Colin Baer<br>Jennifer Bova*<br>Amy Cengel*<br>Kathleen Kelly Colgan*<br>Tina Garrett<br>Judy Hackett<br>Gene Haring*<br>Elizabeth Juskiewicz<br>Dave Lynch*<br>Elizabeth Massa<br>Becky Mazurek*<br>Laura Sangroula<br>Juliana Vissering |



# Participant Handout

Notes Template

Vocabulary

Essential Information

Agenda

Activity Guide



## Des Plaines District 62 Public Schools Orientation Participant Handout

The Orientation session is to answer the question, “Who are we and what are we being asked to do?” The Orientation session paints the “Big Picture” of the strategic planning process so that all strategic planning team members have a shared understanding of the process and their roles and responsibilities in helping the district set clear direction for the future.

At the Orientation, team members will meet one another and learn the stakeholder group that each member of the team represents. Stakeholder groups include community members, families, students, certified staff, non-certified staff, management, board, and union.

The Orientation session will include opportunities to learn about the current plan and the status of plan execution and results.

### Common Vocabulary

|                                 |  |
|---------------------------------|--|
| <b>Change management</b>        | A structured approach to transitioning individuals, teams, and organizations from a current state to a desired future state.   |
| <b>Organizational alignment</b> | The existence of a consistently clear understanding of the district’s mission, vision, and strategy throughout the entire organization. An aligned organization is one where everyone understands what they do contributes to the aspirations of the organization and it is clear how department teams and employees interact to create value for the organization’s customers and connect to the organization’s vision. |



- The foundation of **CONTINUOUS IMPROVEMENT** rests upon the pillars of **Mission, Vision, and Goals**
- Each of these pillars asks a different question of stakeholders within the system.
- The pillars rest on **Portraits** and the **Core Values**







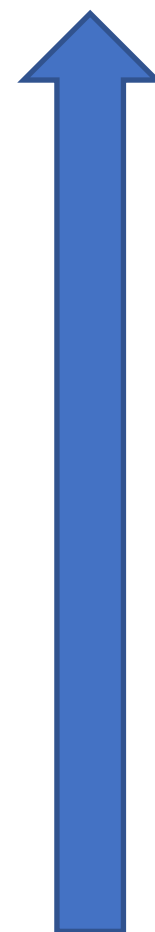
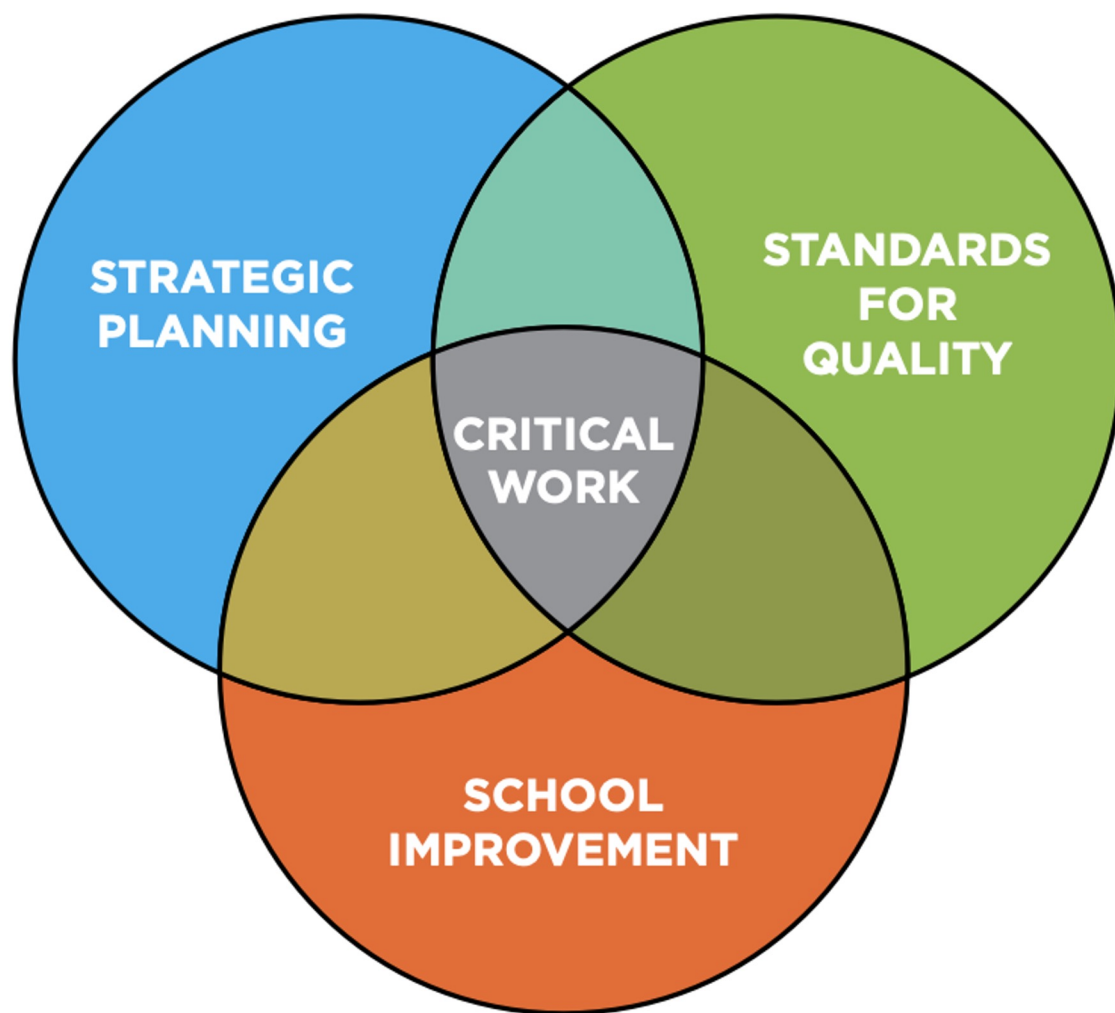
# FOUNDATION OF CONTINUOUS IMPROVEMENT

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





While it's true that improving student outcomes is ultimately a function of what happens in the classroom, ***sustainable* improvements can only occur when superintendents, along with their boards of education, establish and maintain the systemic conditions necessary to improve student performance and leverage the collective wisdom and expertise of all stakeholders in their districts.**



# Alignment

District Goal

School Goal

Department Goal

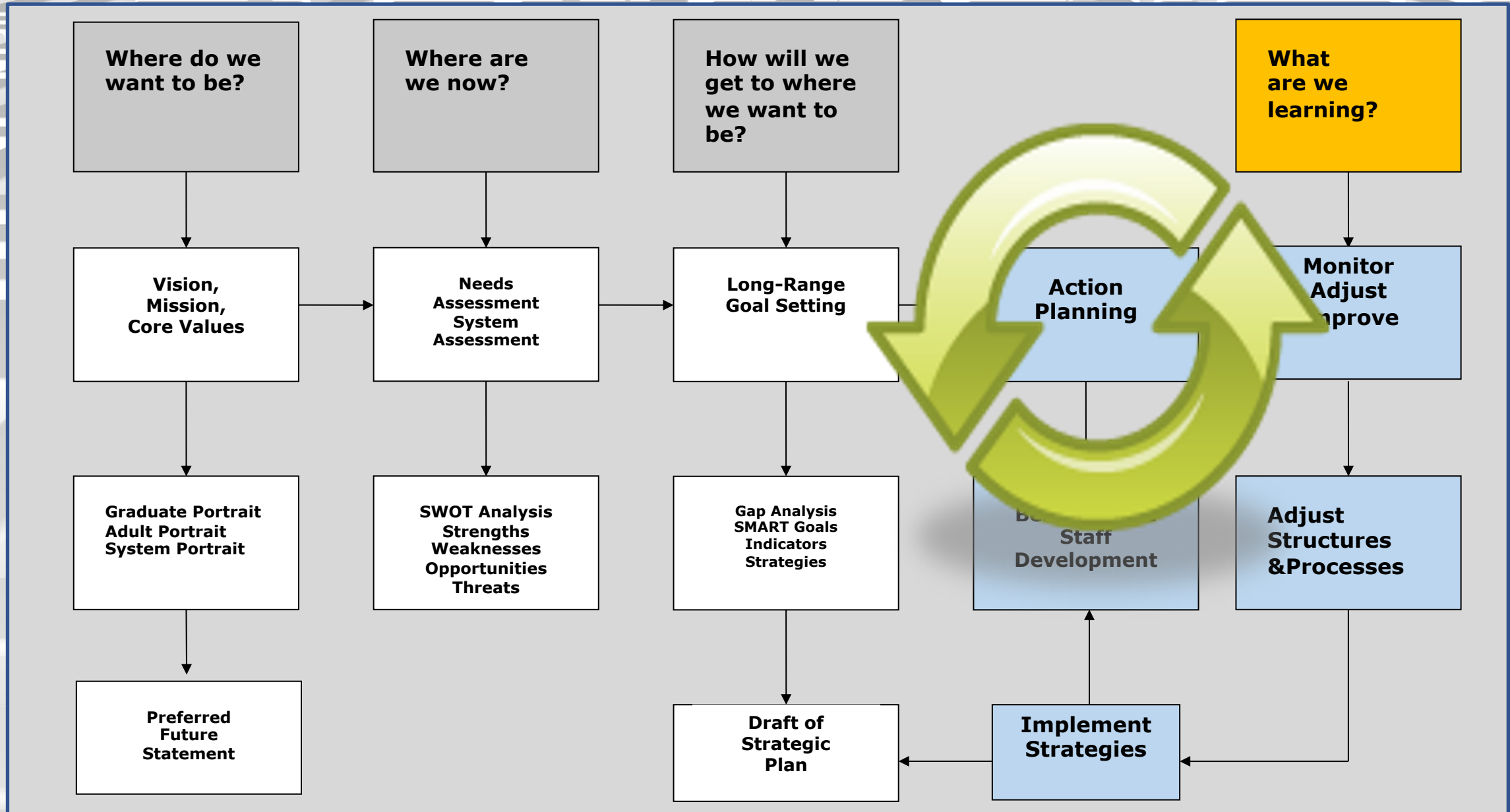
Program Goal

Team Goal

My Goal



# Strategic Planning Process





WHERE DO WE WANT  
TO BE?

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

**CONTINUOUS IMPROVEMENT**

It is good to have  
an end to journey  
toward;

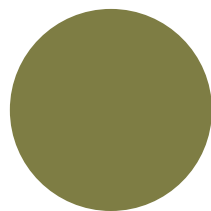
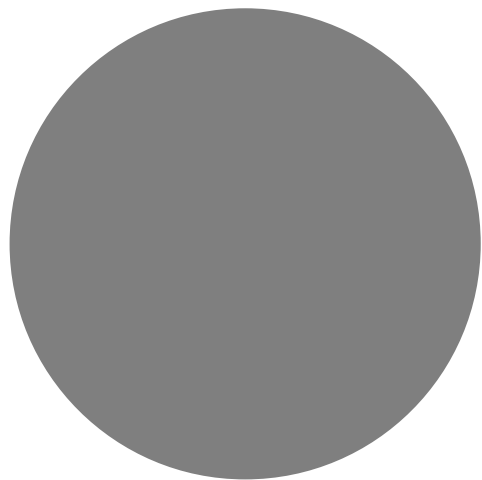
but it is the  
journey that  
matters in the  
end.

Ursula K. LeGuin 1999



***“The size and the prettiness of the plan is inversely related to the quality of action and the impact on student learning.”*** - Doug Reeves






“See it **big** and keep it **simple**.”

~Wilfred Peterson





Keep it alive-  
not sitting on the shelf  
collecting dust



*Examine the Top Ten reasons why plans fail.*

*Pick 2-3 that might be something you want to keep in mind to make the new plan successful.*



# TOP TEN Reasons Strategic Plans FAIL

|           |   |
|-----------|---|
| <b>1.</b> | Partial commitment/ little ownership or buy-in  |
| <b>2.</b> | Writing the plan and putting it on the shelf  |
| <b>3.</b> | Focused on insufficient data and information  |
| <b>4.</b> | Too many goals and strategies/overly complex  |
| <b>5.</b> | No accountability or follow through/ lack of measures                                 |
| <b>6.</b> | Lack of resources or alignment with budget  |
| <b>7.</b> | Lack of stakeholder input and feedback  |
| <b>8.</b> | A non-representative planning group   |
| <b>9.</b> | Activities with no progress monitoring and reporting                                  |
| <b>10</b> | Ignoring marketplace reality, facts and assumptions/out of sync with trends and needs |



**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**

# Strategic Plan Team Schedule

| Meeting                      | Purpose/Essential Questions   | Date                         | Time                       |
|------------------------------|---|------------------------------|----------------------------|
| Orientation                  | Who are we and what are we charged to do?                                 | September 20<br>4:00-6:00 pm | 2 hours<br>Virtual         |
| Data Retreat                 | Where are we? What is working well and what is not working well?          | October 17<br>8:30-3:30 pm   | 6 hours<br>Face-to<br>Face |
| Vision Retreat               | Where do we want to be? How do we want to be different?                   | November 14<br>8:30-3:30 pm  | 6 hours<br>Face-to<br>Face |
| Setting Direction<br>Retreat | How will we get from where we are to where we want to be?                 | December 19<br>8:30-3:30 pm  | 6 hours<br>Face-to<br>Face |
| Recommendation               | What will we recommend to the Board of Education to set future direction? | January 11<br>4:00-6:00 pm   | 2 hours<br>Virtual         |

# 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.





# Table Assignments

## 6 tables 8-9 at a table

- Various Stakeholders
- Find your Table: 1-6
- You will be with the same team for the Data Retreat
- Teams will change for each of the three face-to-face meetings

| TABLE 1                 | Article | Stakeholder | TABLE 2                  | Article | Stakeholder |
|-------------------------|---------|-------------|--------------------------|---------|-------------|
| Ryan Cooper (D62)       | 1       | STUDENT     | Lianna Ritti (D62)       | 1       | STUDENT     |
| Ava Roback (D207)       | 2       | STUDENT     | Yahaira Tinajero (D207)  | 2       | STUDENT     |
| Maggie Rahlfs           | 3       | STAFF       | Stephanie Hernandez      | 3       | STAFF       |
|                         | 4       | STAFF       |                          | 4       | STAFF       |
| Jennifer Bova           | 1       | LEADER      | Kathleen Kelly Colgan    | 1       | LEADER      |
| Colin Baer              | 2       | LEADER      | Gene Haring              | 2       | LEADER      |
| Dr. Kelly Morrissey     | 3       | PARENT      | Joene Murphy             | 3       | PARENT      |
| Nilu Patel              | 4       | COMMUNITY   | Margarita Guadarrama     | 3       | PARENT      |
| Mia Cardoso (D207)      | 1       | STUDENT     | Nora Feyerer (D207)      | 4       | COMMUNITY   |
| TABLE 3                 | Article | Stakeholder | TABLE 4                  | Article | Stakeholder |
| Danalyn Valdez (D62)    | 1       | STUDENT     | Deangelo Rodriguez (D62) | 1       | STUDENT     |
| Evlin Mathew (D207)     | 2       | STUDENT     | Kailyn Ritti (D207)      | 2       | STUDENT     |
| Dan Chianelli           | 3       | STAFF       | Anne Duggan              | 3       | STAFF       |
| Taylor Ivan             | 4       | STAFF       | Lauren Kistler           | 4       | STAFF       |
| Dr. Laura Sangroula     | 1       | LEADER      | David Lynch              | 1       | LEADER      |
| Elizabeth Massa         | 2       | LEADER      | Amy Cengel               | 2       | LEADER      |
| Pamela Kroschel         | 3       | PARENT      | Equawn Elerby            | 3       | PARENT      |
| Erika Walton Sitzberger | 4       | COMMUNITY   | Julia Radzik (D207)      | 4       | STUDENT     |
| Mia Cardoso (D207)      | 1       | STUDENT     | Dr. Michael Amadei       | 1       | LEADER      |



| <b>TABLE 2</b>          | <b>Article</b> | <b>Stakeholder</b> |
|-------------------------|----------------|--------------------|
| Lianna Ritti (D62)      | 1              | STUDENT            |
| Yahaira Tinajero (D207) | 2              | STUDENT            |
| Stephanie Hernandez     | 3              | STAFF              |
|                         | 4              | STAFF              |
| Kathleen Kelly Colgan   | 1              | LEADER             |
| Gene Haring             | 2              | LEADER             |
| Joene Murphy            | 3              | PARENT             |
| Margarita Guadarrama    | 3              | PARENT             |
| Nora Feyerer (D207)     | 4              | COMMUNITY          |

**When assigned to a room look for the Table assignment.**

**Select 1, 2, 3, 4, 5, or 6**

**Example: If I am Pam I would select 2 for Table 2.**

**If I am Nora I would select 2 for Table 2**

**If you get in the wrong room, click out of the room to return to the main screen. We will put you in the right room.**

# Homework Key Concepts

- All four Articles
- Readers Digest Executive Summary
- Part A: Be with all others who read the article
- Discuss Key Points
- Timekeeper: 15 minutes
- Take notes (last box following the article key concepts)
- Prepare yourself to share your article with others on your team who did not read the article

## Des Plaines District 62 Strategic Plan Orientation Homework

*Read your assigned article. Record below 5 key points to share with others who will not have read the article. Record ideas of things to keep in mind as we begin the strategic planning process to set future direction for the district.*

### *Article 1: Strategic Planning With Students, For Students.* - *Education Elements*

|             |   |
|-------------|---|
| Key Point 1 | <b>Plan With Students For Students:</b> Most adults overestimate their ability to understand and emphasize with their students' experiences at school. Nearly every school district strives to write a student-centered strategic plan, but how student-centered can your plan be without actively including student voice throughout the planning process?   |
| Key Point 2 | <b>Amplifying Student Voice in the Process:</b> Understanding what student data tells us leads to strategic plan than better addresses student needs. It is critical to have student voice on the strategic planning team. It is also critical to engage students not on the team to provide feedback to team thoughts and ideas. Student satisfaction data tells important stories.  |
| Key Point 3 | <b>Generating Student-Centered Solutions:</b> Students indicated their favorite part of the process was brainstorming possible actions and strategies in response to "How Might We" questions. During table team discussion it was critical to have small group discussions to listen and understand different perspectives. Often parents felt differently than community members. Students felt differently than teachers or other staff. Different perspectives led to generating better solutions. Together each accomplishes more. |



By: Lauren Schulten on July 25th, 2023

# Strategic Planning With Students, For Students

EDUCATION ELEMENTS | STRATEGIC PLANNING

I support school teams nationwide through the process of unpacking survey and focus group data from their communities. One consistent trend across school districts is that *most adults overestimate their ability to understand and empathize with their students' experiences at school*. Even teachers who regularly work directly with students and have the best intentions tend to misrepresent students' feelings and beliefs about their academic and social experiences at school.

This trend is particularly problematic when a district's strategic plan, the framework that guides decisions impacting students most, is written solely by adults. Nearly every school district strives to write a student-centered strategic plan, but how student-centered can your plan be without actively including student voice throughout the planning process?

## Article 1







By: **Collin Thompson** on July 3rd, 2023

<https://www.edelements.com/blog/author/collin-thompson>

# Addressing Teacher Burnout, Post-Pandemic Learning Environments, and Public Mistrust through Strategic Planning

[EDUCATION ELEMENTS](#) | [STRATEGIC PLANNING](#) | [DISTRICT LEADERSHIP](#) | [SCHOOL LEADERSHIP](#)

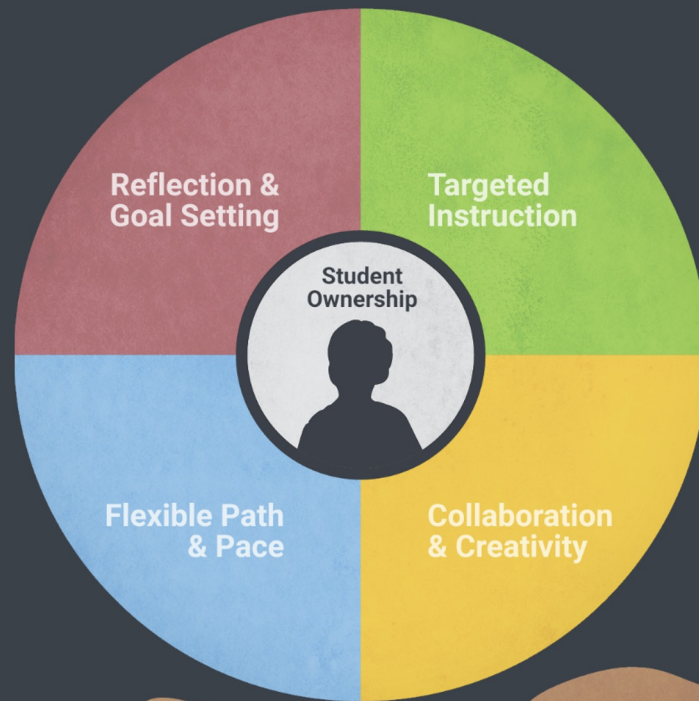
Last year, I relocated to my home state of Tennessee from New York City, and I had to secure a car for the first time in many years. As luck would have it, my first winter back in Tennessee was one of the state's coldest on record. Just enough snow fell in late December to make driving, especially up my steep driveway, a daunting experience. As I slowly crept up the hill toward my house, my tires spun in place. Decisions needed to be made. Would it make sense to keep spinning my tires in place hoping to gain enough traction to move forward, or would it be better to stop, reflect, and rethink my approach? It was clear that what I was doing wasn't working. I took my foot off of the accelerator, stopped the car, reversed slightly, and attempted a different path on the grass adjacent to the driveway. In a few moments, I was safely parked in my house's garage. Sometimes we need to pause and create new strategies when the ones we have in place are not working. This applies to school districts today who are facing very challenging

## Article 2



# The Core Four

## OF PERSONALIZING LEARNING



Nurturing Learning  
Environments

## Article 3





# Do You Want to See Systemic Change in America's Schools?

The Future Ready Schools® Network Helps District Leaders Shift Their Practices to Deliver the Quality Education Each Student Deserves

---

## Article 4





*What did we learn? **What are the key concepts to share with those who did not read the article?***

Share why these Key Points *might be important for us to remember as we do our work together to invent a new, exciting future for this school district.*

*Part A: in Article Groups* **15 minutes**



| <b>TABLE 1</b>      | <b>Article</b> | <b>Stakeholder</b> |
|---------------------|----------------|--------------------|
| Ryan Cooper (D62)   | 1              | STUDENT            |
| Ava Roback (D207)   | 2              | STUDENT            |
| Maggie Rahlfs       | 3              | STAFF              |
|                     | 4              | STAFF              |
| Jennifer Bova       | 1              | LEADER             |
| Colin Baer          | 2              | LEADER             |
| Dr. Kelly Morrissey | 3              | PARENT             |
| Nilu Patel          | 4              | COMMUNITY          |
| Mia Cardoso (D207)  | 1              | STUDENT            |

**When assigned to a room look at the Article assignment.**

**Select 1 for Article 1, 2 for Article 2, 3 for Article 3, 4 for Article 4**


**Example: If I am Colin from Table 1, I would select 2 for Article 2.**

**If I were Mia from Table 1, I would select 1 for Article 1**

**If you get in the wrong room, click out of the room to return to the main screen. We will put you in the right room**







*As a strategic plan team member, what were **key concepts found in all four of the homework articles** that we all need to keep in mind as we do our work together.*

***Listen to key concepts from each article.  
Take notes.***

***Be able to share key concepts about all four articles.***

## Activity Three:

# Steps in the Process







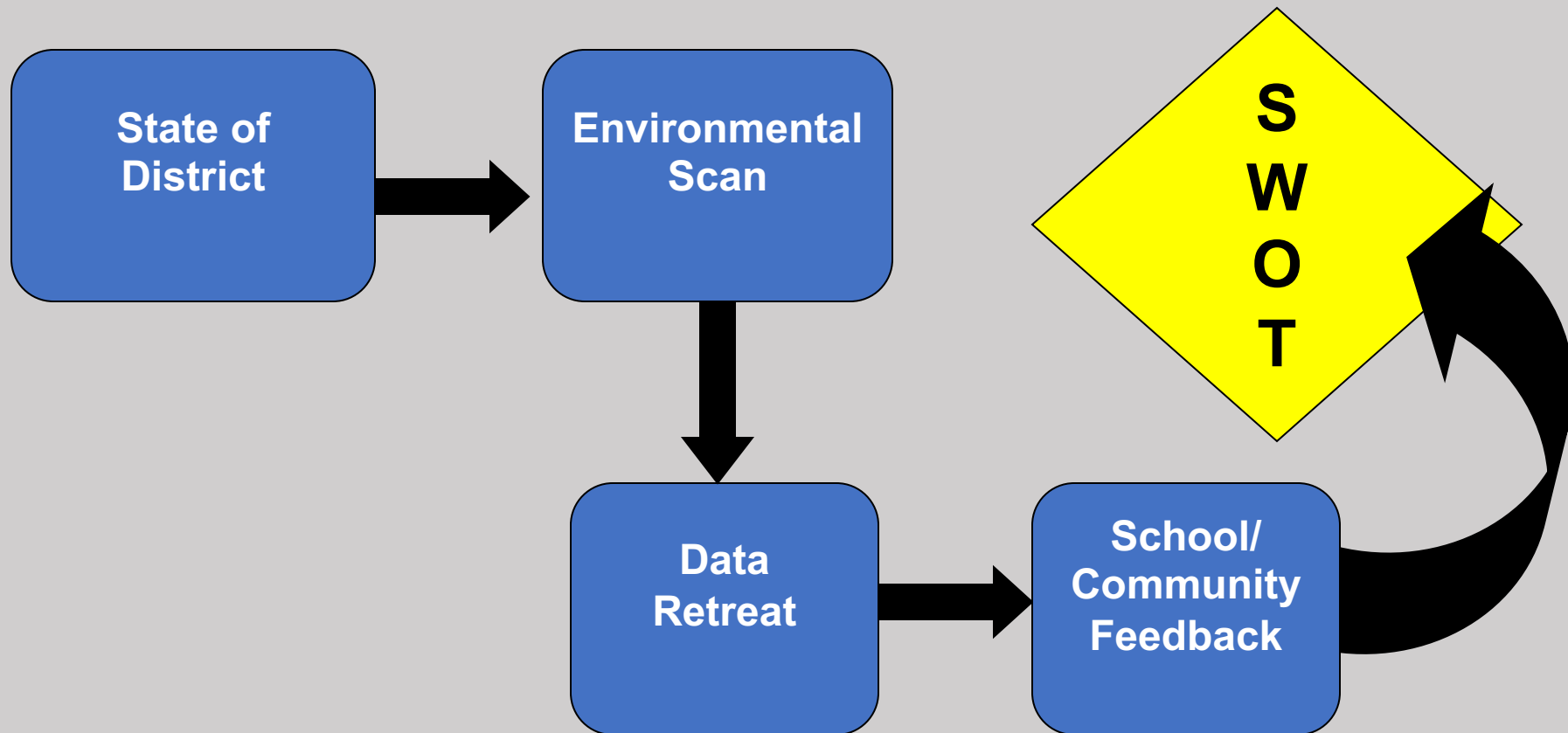




**Data Retreat: Where are we now?  
To paint a data picture that allows  
us to identify our current strengths,  
weaknesses, opportunities, and  
threats.  
In person 6-hour session**

# PART ONE: Determine the current state of the district

- **Where are we now?**









# SWOT ANALYSIS

- Strengths
- Weaknesses
- Opportunities
- Threats



- What do we consider to be our strengths?
- What advantages do we have?
- What do others say our strengths are?

- 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?

**STRENGTHS**

**WEAKNESSES**

**OPPORTUNITIES**

**THREATS**

- 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?

- Who or what threatens us the most?
- What challenges are coming that we must respond to?
- What might block our progress?

# **Vision Retreat: Where do we want to be?**

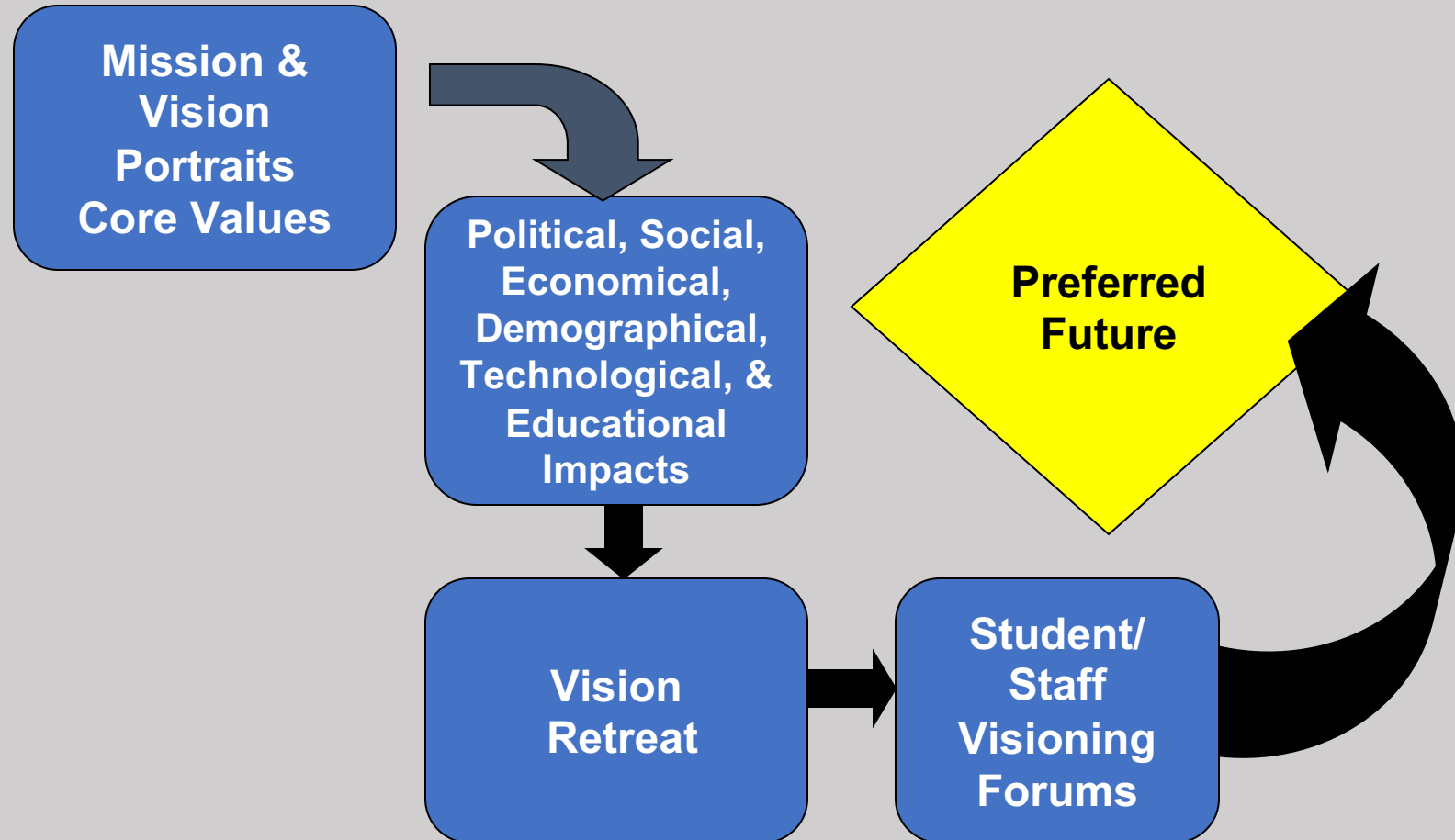
**To envision a future that moves individuals, the school, and the district to a higher level of satisfaction and performance.**

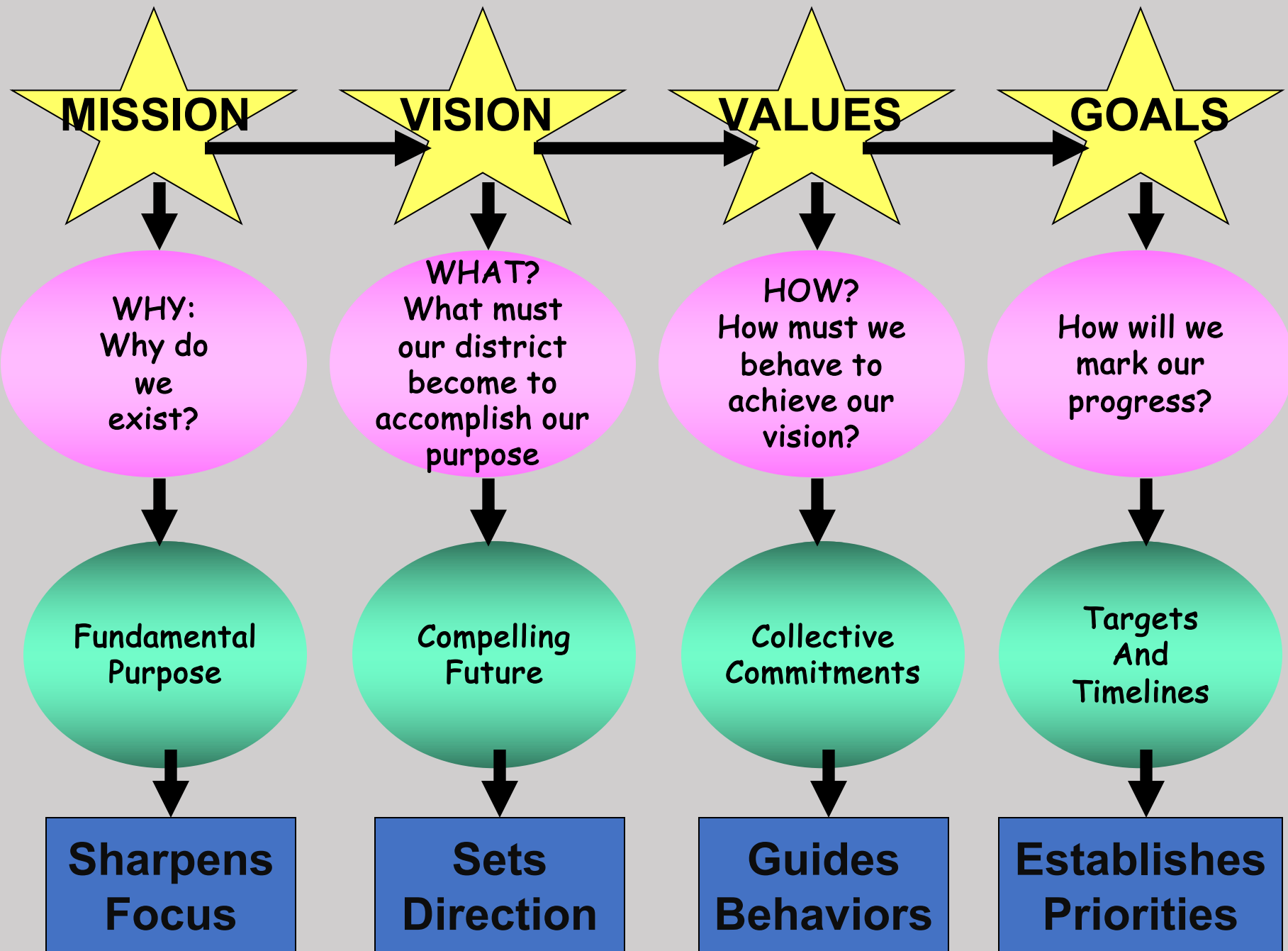
**In person 6-hour session**





## PART TWO: Determine the “PREFERRED FUTURE” - **Where do we want to be?**







*How do we want to be different  
in 2030 than we are today?*





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

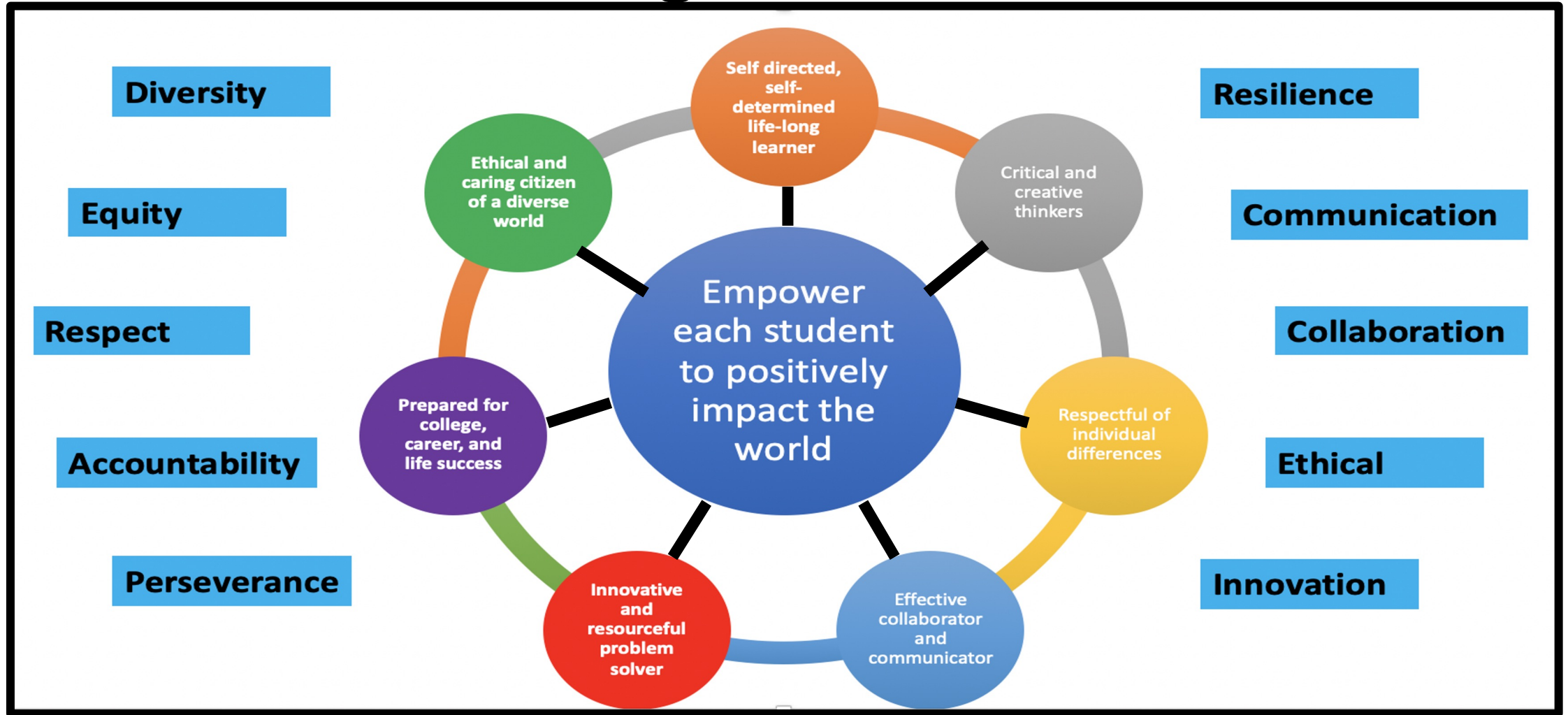
**We will DRAFT Core Values.**

***“Some men see things as they are and say, “Why?”***

***I dream of things that never were and say, “Why not?”***

**George Bernard Shaw**

# District Strategic Plan 2019-2024







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...



### CRITICAL THINKING

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



### CHARACTER

- Learning to learn
- Grit, tenacity, perseverance, and resilience
- Self regulation, responsibility, and integrity



### CITIZENSHIP

- Thinking like global citizens
- Considering global issues based on a deep understanding of diverse values and worldviews
- Genuine interest and ability to solve ambiguous and complex real world problems that impact human and environmental sustainability
- Compassion, empathy, and concern for others



### CREATIVITY

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



### CRITICAL THINKING



### CREATIVITY



### CHARACTER



### CITIZENSHIP



### CHARACTER



### CITIZENSHIP



### COLLABORATION



### 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



### COLLABORATION

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



### COMMUNICATION

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

BRADLEY-BOURBONNAIS COMMUNITY HIGH SCHOOL  
**VISION 307**  
BUILD ON TRADITION... PREPARE FOR THE FUTURE



# PORTRAIT OF A GRADUATE

**COURAGEOUS  
LEADER**



**SOCIAL  
WELL-BEING**

**EMOTIONAL  
WELL-BEING**

**FUTURE-FOCUSED:  
SKILLS & INTERESTS**

**FUTURE-FOCUSED:  
POST-SECONDARY  
& FUTURE PLANS**

**LEADERSHIP SKILLS  
& OPPORTUNITIES**

**FORT THOMAS**  
INDEPENDENT SCHOOLS

**EMPATHETIC  
COLLABORATOR**



**RECEIVING**

**SHARING**

**DESIGNING**

**GLOBAL  
COMMUNICATOR**



**LISTEN**

**WRITE**

**CONVERSE**

**PRESENT**

**GLOBAL  
SIGNIFICANCE**

**CREATIVE  
PROBLEM  
SOLVER**



**DISCOVER**

**DREAM & DESIGN**

**DIVE IN**

**DELIVER**

**DEBRIEF**

**CURIOUS  
CRITICAL  
THINKER**



**WONDER**

**DISCOVERY**

**REASONING**

**PERSPECTIVE**

**REFLECTION**

Rich in **Tradition** Focused on the **Future**

# INNOVATIVE ELEMENTS

## Learning Culture

Values and priorities that support a growth mindset and allow us to build knowledge together as a community



## Informative Assessment

Ongoing strategies and practices that continuously inform learning and teaching



## Access to Technology

Reliable and equitable access to information, resources and other digital technologies



## 21st Century Competencies

Knowledge, skills and attitudes needed to learn and be successful in a modern world



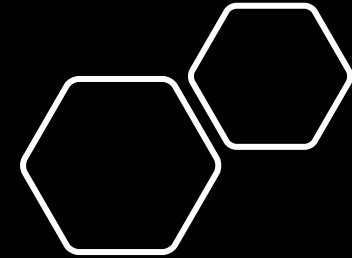
## Learning Environments

Dynamic physical, virtual and inclusive spaces designed to support learning and well-being



## Models of Learning

Instructional approaches that empower modern learners



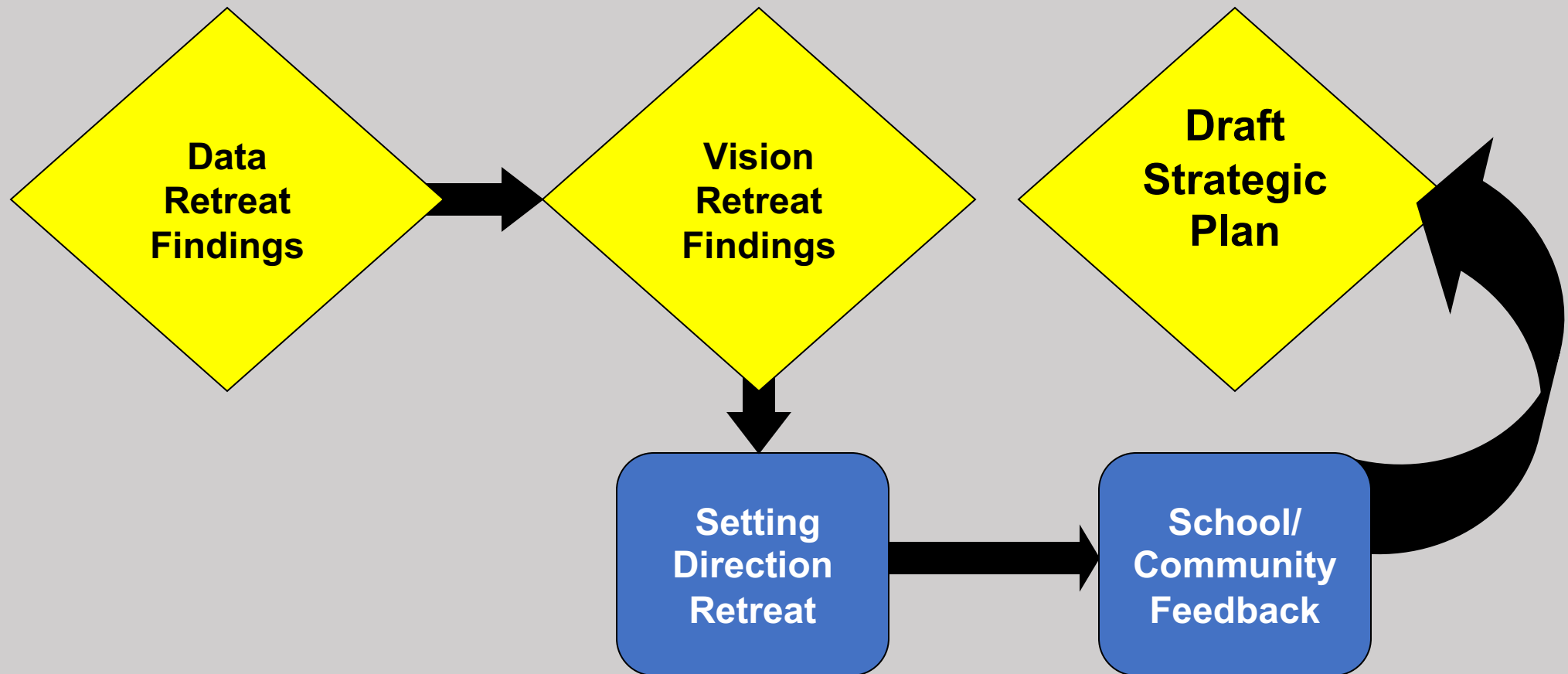




**Setting Direction Retreat: How do we get from where we are now to where we want to be?  
To determine high priority strategies to accomplish long-range goals  
In person 6-hour session**



# PART THREE: Draft the Plan - **How do you get from where you are to where you want to be?**

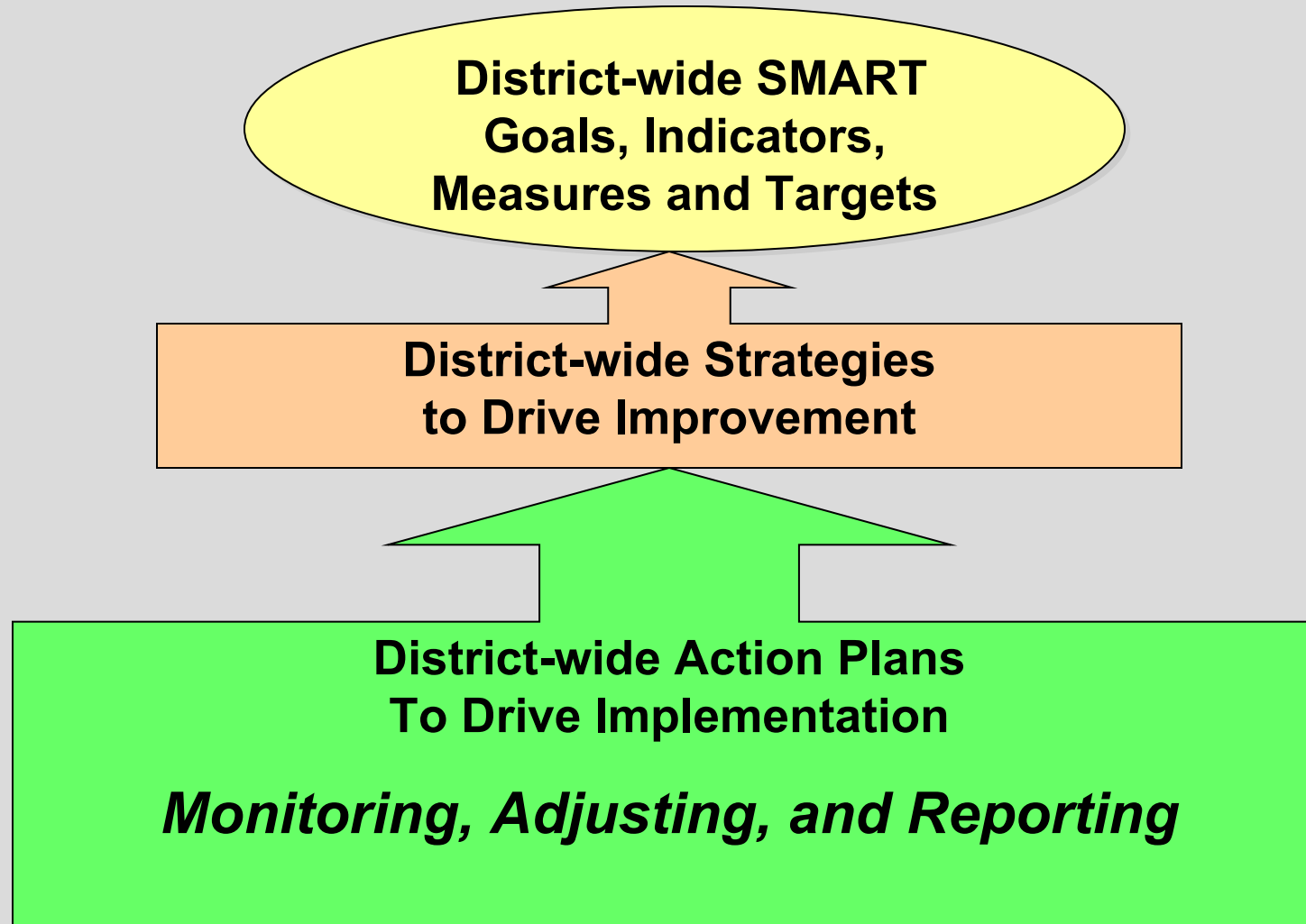


**“One is hard pressed to think of any organization that has sustained some measure of greatness in the absence of goals, values and missions that become deeply shared throughout the organization.”**

~ Peter Senge  
The Fifth Discipline



**SMART goals require aligned strategies and well-designed action steps in order to provide stakeholders with a map of what's important and a plan for how to get there.**







*PLAN*

*DO*

High-Yield Strategies  
Intended to Positively  
Impact SMART Goals  
and TARGETS

*STUDY*

*ACT*

What do we  
need to do to  
**close the gaps**  
and **get closer**  
**to realizing our**  
**mission, vision,**  
**values and**  
**goals?**





# Final Meeting of Plan Team. Virtual

*“What we will recommend.”*

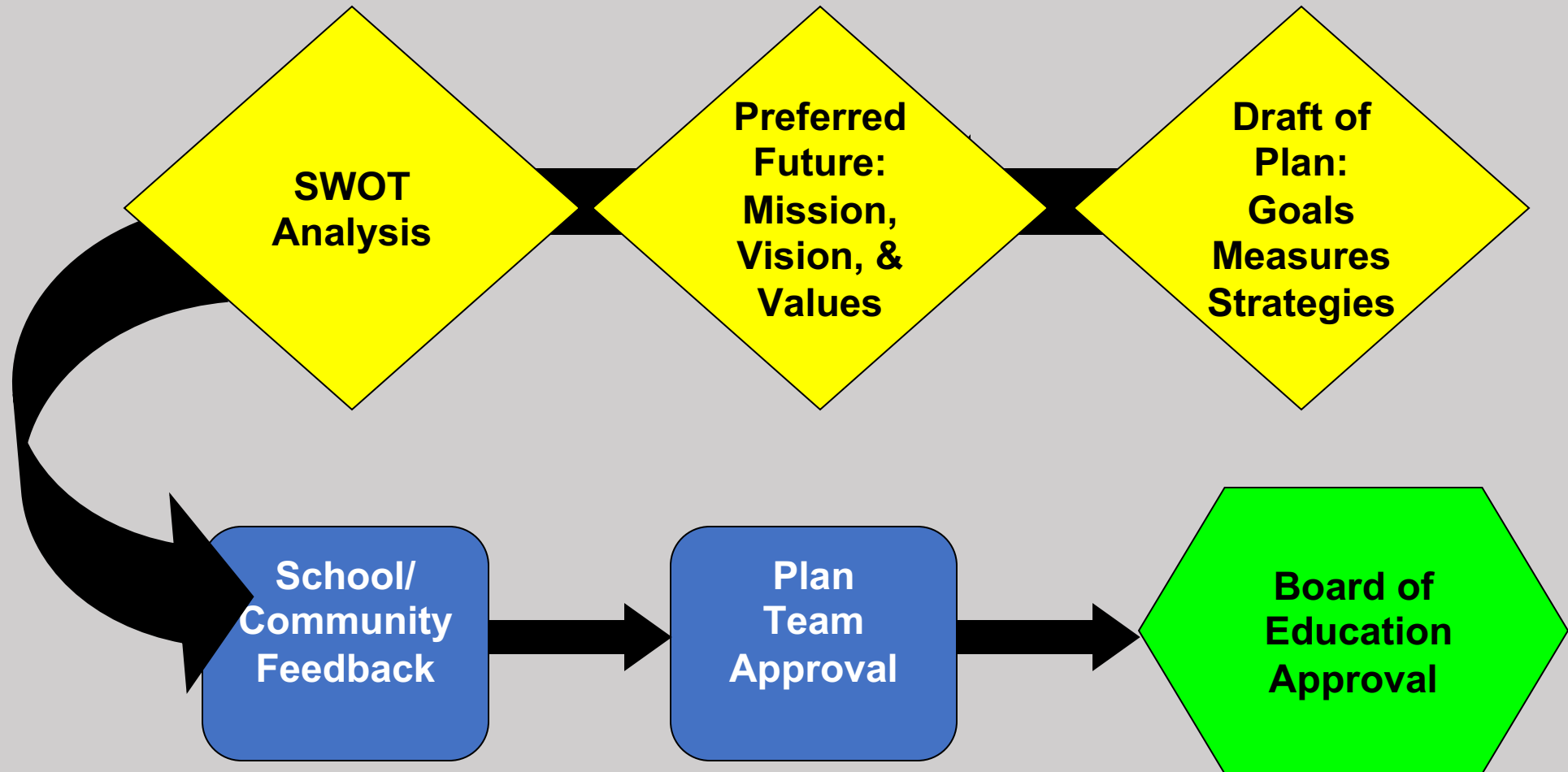
Review Edit Team Draft

Review Stakeholder  
Feedback

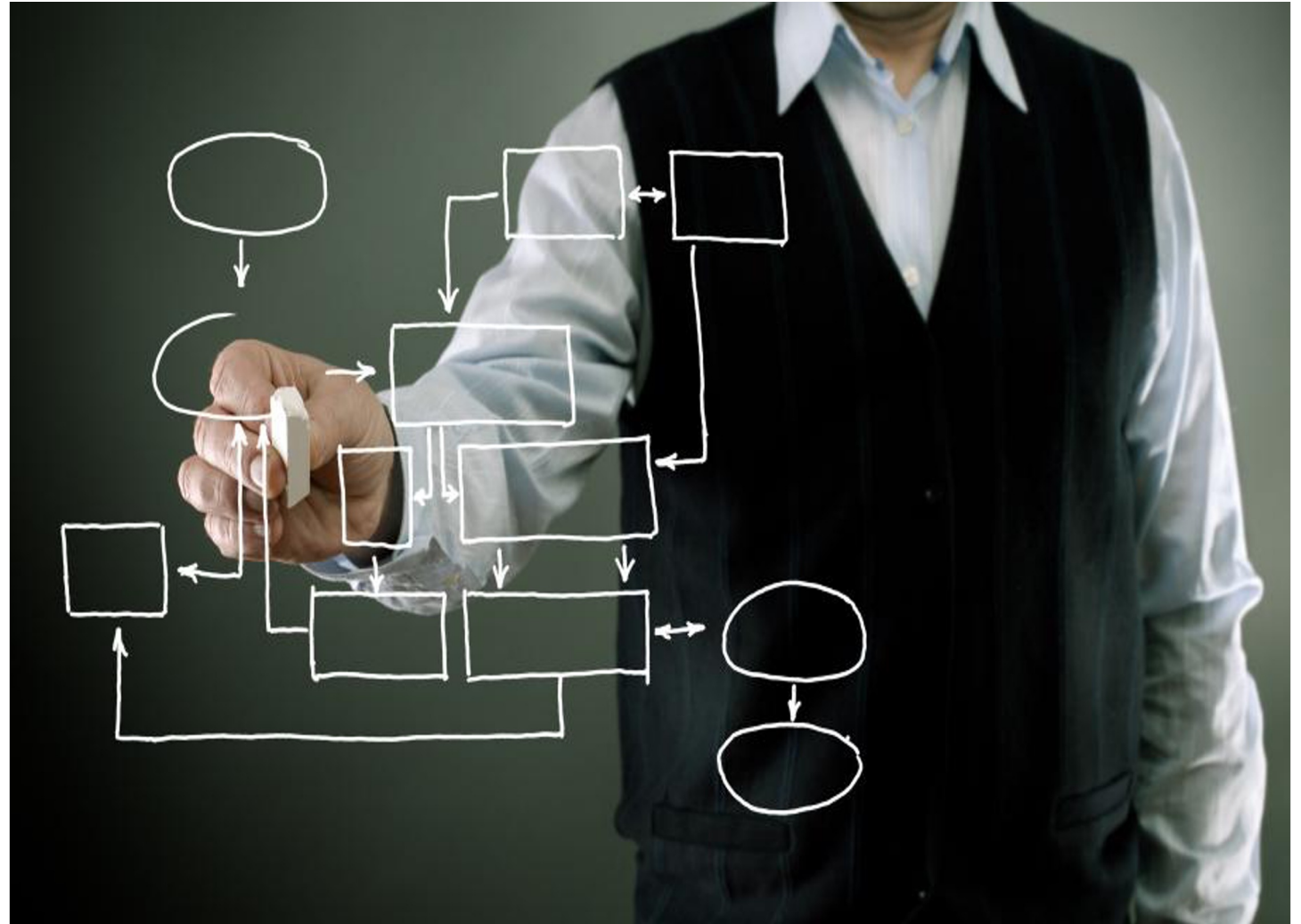
Finalize Recommendation



## PART FOUR: Finalizing the Plan



# PLAN DRAFT



# Deliverables

- One Page Strategic Plan-  
Vision, Mission,  
Values/Beliefs, Goals,  
Strategies
- Support Document  
containing details related  
to the One-Page Plan





# FEEDBACK AND REFINEMENT



# Review of Current Plan

## Activity Four:

- Hear about the Current Plan
- It is a living plan?
- Are there parts of it on which we can build a new plan?





## WORKING TOGETHER STRATEGIC PLAN

### 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 WILL ACHIEVE

## OUR GOALS AND STRATEGIES

## WHAT IS OUR PRIORITY WORK

| Goal One  | Goal Two  | Goal Three  | Goal Four   | Goal Five   |
|---|---|---|---|---|
| <b>Student Growth and Achievement</b>   | <b>Learning Environment</b>   | <b>Work Environment</b>   | <b>Family and Community Connections</b>   | <b>Resources</b>  |
| 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 self-sufficient 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.   |
| <b>Key Performance Measures will be established for all goals and strategies to monitor and report progress.</b>  |   |   |   |   |
| High Priority Strategies  | High Priority Strategies  | High Priority Strategies  | High Priority Strategies  | High Priority Strategies  |
| <p>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.</p> <p>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.</p> <p>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.</p> | <p>Increase opportunities for student voice, engagement, and responsibility in being an active participant in their learning.</p> <p>Continuously enhance student social, emotional, and health needs.</p> <p>Explore unique student and family choice options for delivery of services: PreK-8, year-round, dual language, multi-grade, STEM, and other.</p> | <p>Provide opportunities for staff voice, engagement, and input into critical decisions that lead to improved collaboration, articulation, professional development, and system coherence.</p> <p>Build trust, confidence, support, and relationships within the work environment to impact staff health and well-being.</p> <p>Assist staff identify, use, and reflect on key data sources to monitor and report progress and drive instructional decisions.</p> | <p>Improve communication and collaboration with families and the community through clear expectations, engagement, input, and ownership.</p> <p>Partner with community businesses, agencies, and other organizations to further student and staff learning and provide both career and workplace resources and experiences.</p> | <p>Equitably allocate resources to meet the needs of all students and ensure the district continuously improves.</p> <p>Guarantee all facilities are safe, equitable, and optimal for 21st century teaching and learning.</p> |

# 2023-2024 Actions

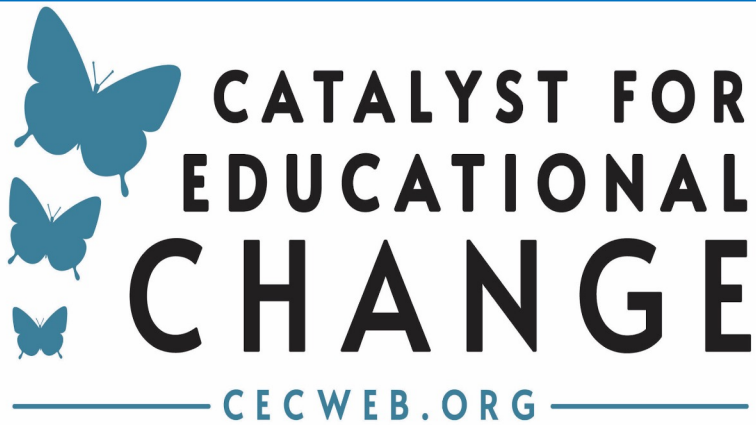
- **Full Day Kindergarten**
- **Multi Tier System of Support- Academic**
- **Multi Tier System of Support- Behavior/ PBIS**
- **Student Voice and Engagement**
- **Convene and train district and school Diversity, Equity, Inclusion and Belonging Committees**
- **Implement a new data-based management system**
- **Approve a new strategic plan**
- **Complete a facilities improvement and space utilization study**





## Activity Five:

***Examine the Strategic Plan of another district.  
What makes this a SMART Plan?***







# 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 learners.
- 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 well-being

## OUR MISSION

Why We Exist

**EMPOWERING ALL STUDENTS**  
*Learners Today-Leaders Tomorrow*

## OUR GOALS AND STRATEGIES

What We Will Achieve  
What Is Our Priority Work



For more information, visit [www.d47.org/forward47](http://www.d47.org/forward47). #D47pride



## EMPOWERING ALL STUDENTS

*Learners Today-Leaders Tomorrow*



For more information, visit [www.d47.org/forward47](http://www.d47.org/forward47). #D47pride



We are committed to our **MISSION** in order to achieve our **VISION**.

# MISSION

Through the will of one and strength of many, we do whatever it takes to help our students soar.



# VISION

Thriving students who are optimistic about their future.

We live out our MISSION and VISION through our **VALUES**.

# VALUES



Opportunity



Success



Community



Support



Integrity

Our **STRATEGIC GOALS** reflect our commitment to be student-centered in all we do.

Therefore, we commit to creating a school experience where:

## STRATEGIC GOALS

1

Students have opportunities through quality teaching and learning.

2

Students thrive in a supportive community.

3

Students experience success through ongoing growth.



### Strategic Goal 1

Students have opportunities through quality teaching and learning.

*We will...*

- 1A** Challenge and enrich all students
- 1B** Amplify student voice in learning
- 1C** Prepare students for life after graduation

### IMPACT

When students are provided relevant and authentic learning experiences, they are more likely to engage and succeed within and beyond school.



## Strategic Goal 2

Students thrive in a supportive community.

*We will...*

- 2A** **Teach** prosocial behaviors
- 2B** **Promote** holistic growth and development
- 2C** **Prioritize** supportive and healthy relationships

### IMPACT

When students develop self and social awareness through relationships that prioritize the well-being of all, they are more likely to participate in and strengthen society.



## Strategic Goal 3

Students experience success through ongoing growth.

*We will...*

- 3A** **Ensure** feedback is recursive and actionable
- 3B** **Systematically teach** executive functioning skills

### IMPACT

When students, families and staff are aware of progress, and have the



This plan was developed based on the input, values, and priorities of our community.

**1727** Community Survey Responses

**235** Focus Group, Empathy Interview, and Community Forum Participants

**25** Steering Team Members

**23** Hours spent in working sessions to develop the plan

**22** Focus Groups

**11** Empathy Interviews







# **BLOOMINGTON** Public Schools **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 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.

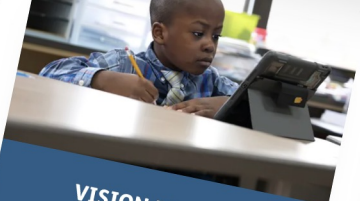


# District 62 Strategic Plan Website

- Public resource of information
  - Archive of information
- [Developing Our Next Strategic Plan](#)







## VISION RETREAT

Where are we headed?

The Vision Retreat provides an opportunity for the strategic plan team to develop a shared understanding of the current mission, vision, core values and strategic themes and build upon those ideas to move the district forward.

COMING SOON



## SETTING DIRECTION

How will we get there?

The Setting Direction Retreat provides an opportunity for the Strategic Plan Team to make a decision related to the goals and high-leverage strategies.

COMING SOON



## FINAL MEETING

What's the final developed plan?

The Final Meeting is an opportunity to make revisions to the plan based on data and evidence before it is formally presented to the Board of Education for review.

COMING SOON



HEALTH & SAFETY DIRECTORY CALENDARS SCHOOLS  
PROGRAMS & SERVICES ENROLLMENT GET INVOLVED

Board of Education Calendars Community Flyers  
Equity, Equity, Inclusivity & Belonging Facilities Media News  
Superintendent



Podcast Series

HOME > OUR STORY > DEVELOPING OUR NEXT STRATEGIC PLAN

# DEVELOPING OUR NEXT STRATEGIC PLAN

Community Consolidated School District 62 will begin the process of developing a new multi-year strategic plan with support from students, staff, parents and stakeholders.



FAMILY SURVEY - FEEDBACK SOUGHT THROUGH SEPTEMBER 21ST

Schedule & process

A review of the upcoming strategic plan process and our roles and responsibilities.

LEARN MORE

Who is in the room?

The Orientation is an opportunity for the strategic plan team to learn of their roles and responsibilities.

LEARN MORE

## DATA RETREAT

Where are we now?

The Data Retreat provides an opportunity for the Strategic Plan Team to review the data sources.

COMING SOON



a shared vision and





## 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](#)



## LIVING THE PLAN

*A strategic plan helps to ensure the district is a **school system** rather than a **system of schools***

**Align goals and strategies to a data system**

- Identify key indicators, measures, and targets for all goals and strategies

**Align the data system to a progress monitoring and reporting system for all stakeholders.**

- Progress monitor and report growth and achievement while making adjustments to ensure improved results

**Align the Plan to individual and team performance and program evaluation**

- Align individual, team, school, and program goals and feedback to the data system

**Align the Plan to the work structures and shared decision-making processes**

- Align the plan to school, team, department and program structures and processes to ensure ownership, responsibility and accountability

***Align the Plan strategies to PDSA action plans***

- Make sure strategy actions plans follow a consistent SMART process *to develop a two-way collaborative communication system*

***Align the Plan to resources of time and money***

- Align budget and meeting agendas to the Plan *to ensure focus and priority.*



# Action Planning Process



## For every goal and each strategy:

- Indicators
- Measures
- Targets

## Aligned data system

- District
- Departments
- School
- Grade/Courses
- Classroom
- Student

### Goal 1 **Student Success**

Provide a comprehensive, innovative education for each student to promote life, career, and postsecondary success.

#### **Freshmen on Track**

Percent of Freshmen on Track by earning at least five-course credits without failing more than .5 course credits in their core subjects annually

Baseline: 93.8%

Updated: 2019

Target: 94%

↑  
**94.1%**

#### **Grade Point Average**

Percent of 9-12 students with a cumulative Grade Point Average of 2.8 or higher each semester

Baseline: 65%

Updated: 2019

Target: 65

↑  
**65.4%**

#### **SAT ELA Performance**

Average score of the English Language Arts portion of the SAT annually

Baseline: 540.1

Updated: 528.9

Target: 480

↓  
**528.9**

#### **SAT Math Performance**

Average score of the Math portion of the SAT annually

Baseline: 549.9

Updated: 538.1

Target: 530

↓  
**538.1**

#### **Advance Placement, Dual Credit, Capstone Course**

Percent of graduates who have taken at least one Advance Placement, Dual Credit, or Capstone Course during their four years reported each semester

Baseline: 76.6%

Updated: 2019

Target: 80%

↑  
**77.8%**

# Goal Dashboard

## Financial KPI Dashboard

### Current Working Capital

**Current Assets** **\$129,000**

|                     |          |
|---------------------|----------|
| Cash                | \$34,000 |
| Accounts Receivable | \$59,000 |
| Inventory           | \$31,000 |
| Pre-Paid Expenses   | \$5,000  |

**Current Liabilities** **\$68,000**

|                       |          |
|-----------------------|----------|
| Accounts Payable      | \$25,000 |
| Credit Card Debt      | \$2,000  |
| Bank Operating Credit | \$27,000 |
| Accrued Expenses      | \$9,000  |
| Taxes Payable         | \$5,000  |

**Working Capital** **\$61,000**

**Current Ratio** **1.90**

### Cash Conversion Cycle in Days - Last 3 Years



### Vendor Payment Error Rate - Last 12 Months



### Current Quick Stats



### Current Budget Variance

| Projects           | Actual    | Budget    | Variance |
|--------------------|-----------|-----------|----------|
| Front Fairway      | \$39,770  | \$36,772  | \$2,998  |
| Lakeside Apartment | \$64,323  | \$72,399  | \$-8,076 |
| Proactive Company  | \$41,568  | \$30,290  | \$11,278 |
| Result Consulting  | \$102,871 | \$60,723  | \$42,148 |
| Total              | \$248,532 | \$200,184 | \$48,348 |



# Preview Data Retreat

Answers the question: **Where are we now?**

***Paint a data picture to identify what is trending in a positive direction and what is trending in a negative direction***

- **Know our strengths and celebrations**
- **Know our weaknesses and opportunities**
- **Prepare a SWOT analysis**



# ***Thanks to the Strategic Plan Team***

