

D62 Goal ONE: Strategies 1-3

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

STRATEGY 1

Provide a competency-based educational program to ensure student performance in English language arts, mathematics, and science is above state averages, compares well with benchmark districts, and is higher than pre-pandemic times.

- Develop an understanding among all stakeholders of the **past five years of data for student growth and achievement**
- Compare D62 **achievement with benchmark districts and state averages**
- Research nationally the **impact of the pandemic** on student achievement. Research nationally best practices for returning student growth and achievement to pre-pandemic levels.
- **Visit districts** using effectively competency-based instruction.
- **Define competency-based performance.**
- Distinguish the **difference between competency-based performance and current D62 systems.**
- Align curriculum and assessment **to Learner Profile and Units of Instruction**
- Provide **professional develop** to ensure effective implementation of competency-based instruction.

Readiness (K, 3, 6, 9, College/Career/Life) S
Achievement Gaps S
Benchmark Student Achievement Comparisons/ State Averages S
Pre-Pandemic Achievement Scores S
Grade Level Curricular Competencies Aligned to Learner Profile F
No. of teachers trained in Competency-based instruction F
Competency-based Learning Training Evaluations F
No. of Grade Level Meetings to Enhance new Curriculum & Assessment Implementation F
Student and Family Feedback on Competency-based Instruction F

STRATEGY 2

Expand and enrich student learning choices and opportunities among early learning (preschool and Kindergarten) and middle school programs and services (6-8).

- Provide rationale for the need **for student learning choices and opportunities** among early learning.
- Identify areas of the current **early learning programs in need of expansion.**
- Design carefully the **Full Day Kindergarten** program and begin implementation.
- Collaborate with other preschool and early learning programs in the community **to promote Kindergarten Readiness.**
- Communicate **Kindergarten readiness expectations to families and the community.**
- Provide rationale for the need for student **learning choices and opportunities at the middle school.**
- Collaborate with the high school, students, families and the community to **design new choices.**
- **Explore what other communities have done** to enhance middle school curriculum.
- **Prepare students and families for selecting new choices.**

Readiness (K, 6, 9, College/Career/Life) S
Achievement Gaps S
Early Learning Program Enrollments/ Waiting Lists F
No. of Community Preschool and other early learning Programs as part of collaboration network. F
K and Grade 6 Readiness Expectations S
No. of new choice learning opportunities explored. F
New Learning Choices Exploration Brochures and other Communication materials. F
Student and Family Feedback on new choices. F

STRATEGY 3

Provide meaningful professional learning opportunities to staff to increase student ownership, engagement, curiosity, innovation, and project-based competency-based instructional experiences.

- Define **student engagement and student ownership.**
- Provide rationale for the **connection of engagement and ownership to student success.**
- **Research best practices** for student engagement and ownership.
- **Visit schools** successful in increasing student engagement and student ownership.
- Define **project-based or problem-based learning.**
- Provide rationale for the **connection of problem-based learning to student success.**
- **Research best practices** for project-based instruction.
- **Visit school** successful in implementing project-based instruction.
- **Interview training options** for project-based learning.
- **Seek volunteers to be trained and willing to train others.**
- **Begin professional learning in grades 4-8.**
- **Celebrate efforts** to address student curiosity and innovation.

Student Engagement Survey Results S
Student Ownership Survey Results S
No. of schools explored. F
No. of teachers at each grade level to be trained. F
Project-based Learning Training Evaluation F
No of Grade Level Meetings to Enhance use of Project-based learning Implementation F
Student and Family Feedback on student engagement, ownership, and project-based instruction F

D62 Goal TWO: Strategies 4-6

Establish a safe, inclusive, and engaging culture of learning that promotes the academic, social, emotional, and physical growth of each student.

STRATEGY 4

Provide a student Multi-Tiered Systems of Support (MTSS) ensuring a continuum of programs and services for academics and social emotional behaviors to close achievement gaps and assist each student grow and achieve.

Continue current work with the MTSS. Address the four critical components of an MTSS framework

- **Screening:** This involves assessments that are given to all students to identify those who may need additional support.
- **Progress Monitoring:** This involves regular monitoring to assess students' academic and behavioral performance and their response to interventions and instructions.
- **Multi-Level Prevention System:** This involves providing evidence-based intervention plans of varying intensity based on student needs.
- **Data-Based Decision Making:** This involves using data to drive decisions about instruction, movements within the multi-level prevention system, and disability identification (in accordance with state law).

Provide **escalating levels of support** tailored to meet the diverse needs of students. Tier I, Tier II, Tier III.

Establish entrance and exit criteria. Report success of interventions.

Sub-Group Student Achievement Data S
Description of Programs and Services Tiers I, II, III S
Student Enrollments in Interventions S
Programs and Intervention Success/Exit. F
Celebrations of Growth and Exiting. F

STRATEGY 5

Continue to ensure the learning and teaching environments are safe, secure, nurturing, equitable and inclusive.

- Define, implement, and monitor success of a **safety and security plan**. Build on current work.
- Continue **DEI training, structures, student leaders**.
- Further **IBSE's equity continuum**: Equity, Student Learning, Learning Conditions, and Elevating Educators
- Ensure that **all practices, policies and programs affirm the strengths that each child brings within their diverse backgrounds and life experiences**.
- Support **cultural competencies** that enhance relationships and understanding of individual differences.
- Support **newcomers** to the district.
- Plan and Implement a **Uniform Intake Process for Newcomers**
- Create a **Welcoming and Safe Environment for Students and Families** that Fosters a Sense of Belonging
- Build Systems and Structures That **Allow for Robust English Learner Programming**
- Examine and respond to **newcomer needs**.

Student Attendance F
Chronic Absenteeism F
Supportive Environment S
Student Behavior F
Violence Documentation F
State Equity Continuum F

STRATEGY 6

Increase opportunities for student voice, choice, interests, and leadership opportunities in responding to student satisfaction and other needs/concerns.

- Analyze on an annual basis **student satisfaction and climate data**.
- Determine **actions to address identified satisfaction needs**.
- **Celebrate and communicate results**.
- Research **instructional approaches and techniques** that are based on student choices, interests, passions, and ambitions.
- Research and implement **structures and procedures that ensure student voice**.
- Research and implement **structures and procedures that ensure student choice**.
- Consider ways for students to be **co-constructors of their learning**.
- **Define and communicate student leadership** opportunities.
- Celebrate leadership through a **Leader Honor Roll**.
- **Define and communicate Co-Curricular Activity** opportunities.
- Celebrate **Co-Curricular Activity** through a **certification process**.

Student Participation in Co-Curricular Activities F
Support Environment 5E Satisfaction S
Celebrations of Student Voice. F
Other Student Satisfaction Data F

D62 Goal THREE: Strategies 7-9

Invest in our workforce to ensure innovation, collaboration, communication, passion, responsibility, and accountability.

STRATEGY 7

Foster a happier, healthier and more engaged and productive workforce by developing a culture of support for the implementation of the strategic plan.

- Establish communication structures and procedures to ensure all stakeholders embrace and understand the new plan
- Select 1st year living the plan options for:
 - Leadership
 - Culture and Values
 - Strategic Thinking and Planning
 - Alignment
 - Performance Management
 - Performance Measurement
- Research elements of what makes a good school and district culture
- Work with Union Leadership to establish structures for ensuring a culture of support
- Align school improvement process to the data system and goals of the district strategic plan.
- Draft School dashboards aligned to the district scorecard.
- Align school improvement teams with the district improvement team.
- Align DEI teams.

Staff Satisfaction S
Strategic Management Survey S
Living the Plan Actions F
Research Findings F
School Dashboards F
District Scorecard

STRATEGY 8

In recruitment and hiring decisions, prepare for staffing shortages, state certification barriers, and staff demographics.

- Continue to use new strategies to ensure the district staff demographics mirror the student demographics.
- Celebrate and communicate efforts to diversify the D62 staff.
- Celebrate and communicate efforts to achieve multi-certification among instructional staff.
- Identify hard to hire certification areas. Set targets to reach those areas.
- Identify creative ways to resolve substitute issues for both certified and support staff.
- Work with colleges and universities to explore ways to move from traditional student teaching to internship student teaching through Professional Development Schools.
- Explore create ways other districts are addressing these personnel issues.
- Celebrate and communicate the number of former D62 students become D62 employees.

Staff Demographics S
Staff Attendance F
Staff Retention S
Salaries & Benefits S

STRATEGY 9

Provide a Systems of Support for staff ensuring a continuum of programs and services for differentiated instruction, team collaboration, and student ownership of their learning.

- Identify current team effectiveness strengths and weaknesses.
 - Explore research about ensuring team effectiveness.
 - Table Group- The Lencioni Model
 - Tuckman's team development model
 - The T7 Model
 - The Katzenbach and Smith Model
- Connect team effectiveness with PLCs
- Research and communicate the importance of team effectiveness to student success.
- Connect team effectiveness with Strategies 3 and 6 student ownership through professional development and coaching.
- Connect team effectiveness with Strategies 3 and 6 project-based and innovative learning opportunities through professional development and coaching.
- Provide opportunities for instructional staff to visit one another to encourage co-teaching opportunities and interdisciplinary instructional units.
- Provide opportunities for instructional staff to collaborate to ensure differentiated instruction to deliver Strategy 4

Team Effectiveness F
Staff Education S

D62 Goal FOUR: Strategies 10–12

Cultivate partnerships with families and the community to support and expand learning opportunities for each student.

STRATEGY 10	STRATEGY 11	STRATEGY 12
<p><i>Provide new tools and strategies for family belonging, communication, collaboration, satisfaction, and education.</i></p>	<p><i>Ensure a healthy partnership between District 62 and District 207</i></p>	<p><i>Ensure a healthy partnership between District 62 and the community to further student and staff learning and provide both career and workplace resources and experiences.</i></p>
<ul style="list-style-type: none"> • Research family belonging and its importance to student success. • Research new tools and strategies for communicating and collaborating with families to ensure student success. • Explore new tools and strategies other districts are using to be more successful in helping families become partners in ensuring student success. • Connect with the National Center on Safe Support Learning Environments • Explore National PTA standards and National Department of Education Family–School Partnerships. • Work with parent organizations to identify current strengths and opportunities using selected family engagement standards and expectations. • Increase participation among family engagement with satisfaction surveys. • Identify year one critical actions and engage schools in developing strategies for implementation. 	<ul style="list-style-type: none"> • Visit other high schools who have a healthy partnership with their feeder elementary districts. • Identify a 6–12 team charged with the responsibility of better preparing middle school students for high school. • Identify three opportunities during year one of the plan to make a better transition from middle to high school and start action. • Include student voice in the design and implementation of this transition. • Seek ways to provide feedback from D62 into the design and development of a new strategic plan for the D207. • Seek ways to merge the Learner Portrait with a high School Graduate Portrait. • Identify a structure and a process to include students into the design and accomplishments of a Vision 2030 team to better prepare students for college, careers and life. • Be certain the Vision 2030 team has input into the development of Strategies 2, 3, and 6. 	<ul style="list-style-type: none"> • Define a healthy partnership between D62 and community agencies and organizations. • Identify, communicate, and celebrate current healthy partnerships. • Continue efforts to make those partnerships grow and improve. • Identify for year one three additional organizations for developing a healthy partnership. Develop plans for those three partnerships. • Research ways community organizations and partnerships might enhance career and workplace awareness for students. • Visit D214 and examine their resources for both career awareness and partnership experiences. • Explore Community Education and Pathways to Careers on the D214 website. • Explore AASA website • Research College, Career and Life Indicators • Assess middle school experiences and Strategy 2 to against college, career and life indicators.
<p>Family Satisfaction S Percent of Families responding to 5E survey S Participation in parent conferences S Hits to Community District website F Teachers with webpages F Research Findings F</p>	<p>No. of High Schools visited F Roster of 6–12 team F Year one three opportunities S D207 strategic plan engagement F Graduate Portrait S Vision 2030 S Vision 2030 Team roster F</p>	<p>No. of Internships/work experiences/Service-learning opportunities S Community Satisfaction S Partnership characteristics F Three new partners F Research Findings F</p>

Goal FIVE: Strategies 13–15

Make effective and efficient use of resources to maximize educational success for each student, every school, and the district.

STRATEGY 13	STRATEGY 14	STRATEGY 15
<p><i>Address space and class size inconsistencies across the district, while ensuring facilities are safe, clean, well-maintained, and optimal for effective teaching and learning</i></p>	<p><i>Equitably allocate resources to meet the needs of all students, families, and staff while maintaining a strong history of financial management.</i></p>	<p><i>Enhance the use of technology as a tool to enhance teaching and learning.</i></p>
<ul style="list-style-type: none"> • Provide data from a space utilization study. • Identify space issues. • Prioritize space issues. • Design a monthly building cleanliness 10-point survey. • Implement the new cleanliness instrument. • Report findings of current Life Safety Survey Requirements. • Report status of implementation/addressing of requirements. • Update the long-range facility plan. • Report capital improvement projects scheduled for next three years. • Identify space needs for implementation of project-based competency driven instruction. • Report any scheduled capital improvement project that is not on schedule. 	<ul style="list-style-type: none"> • Align budget to annual strategic plan actions. • In preparing for next budget review with department leaders what can be eliminated from the budget to make room for what will be allocated for new actions. • Continue 5-year budget projections and review at a public BOE meeting. • Continue to receive state highest financial profile rating. • Forecast the debt expected to be eliminated in 2025. • Be proactive in identified financial future concerns: Property tax freeze, pension cost shifts, unfunded mandates, Corporate Personal Property Tax Replacement Fund, and Reduction in federal funding. • Plan for financial resources necessary to implement Full Day Kindergarten by 2027 and middle school experiences 	<ul style="list-style-type: none"> • Assess disparities across socioeconomic and demographic groups to achieve equal access to educational resources, information and communication channels. • Research greater efficiencies in use of technology to improve administrative processes. • Research greater efficiencies in use of technology to improve classroom processes. • Ensure network stability and security. • Prioritize and automate manual IT tasks. • Protect student data and cyberattacks. • Work with students and teachers to define technology curriculum for students 5-8 and their corresponding instructional staff. • Update district technology plan. • Align district budget to ensure replacement costs. • Publish technology response data to ensure efficiencies and effectiveness in support services.
<p>Life Safety S Cleanliness and Maintenance F Space Utilization F</p>	<p>State financial profile rating S Per Pupil Costs S Audit Findings S Short- and long- term debt S</p>	<p>Device to student tech ratio S Robustness of infrastructure S Technology support F</p>