Carbondale Community High School District 165 Strategic Plan
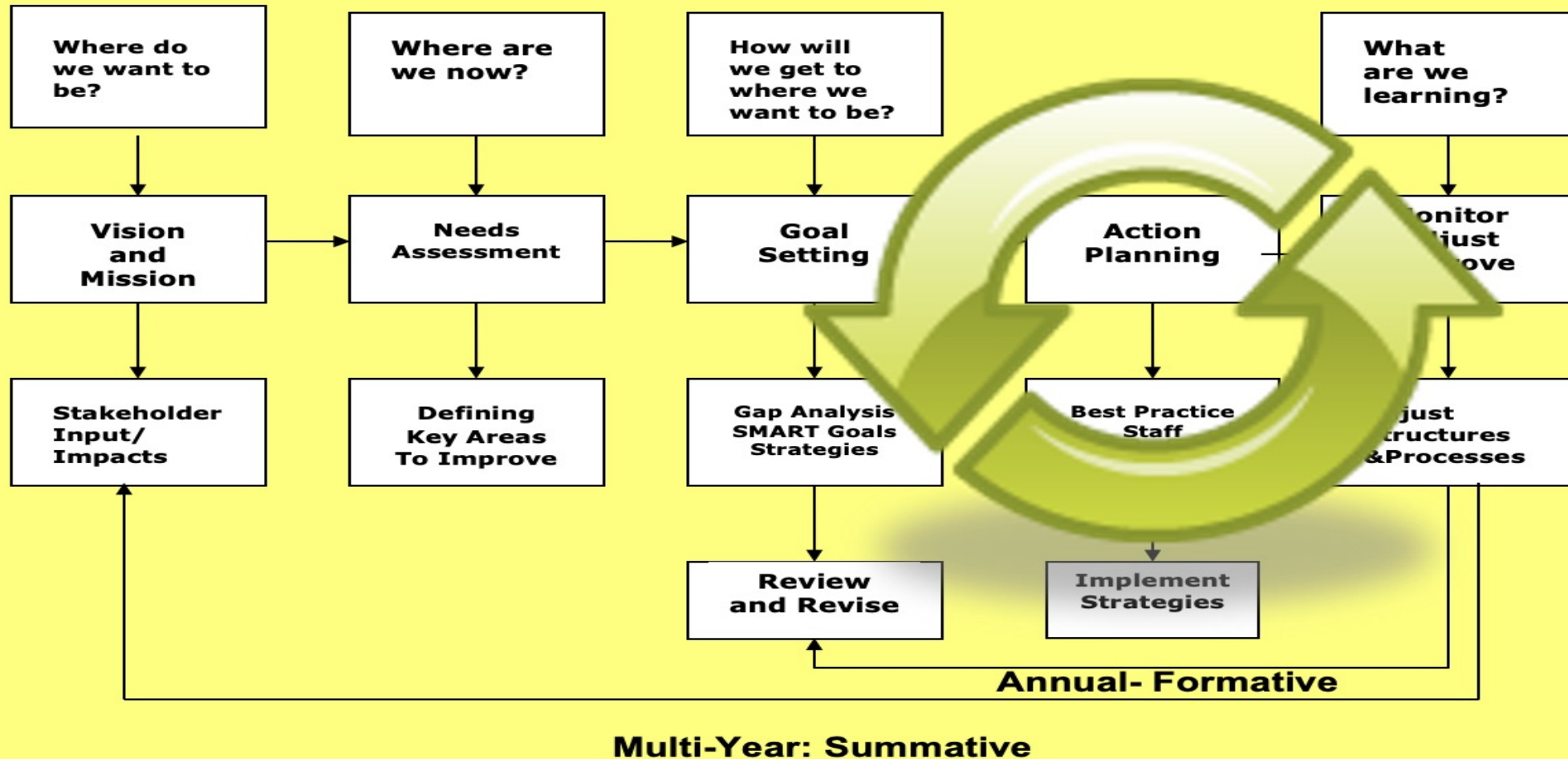
The foundation of CONTINUOUS IMPROVEMENT rests upon the pillars of **Mission, Vision, and Goals**   Each of these pillars asks a different question of stakeholders within the system.

The pillars rest on **Core Values**

Strategic Planning Process

Where do we want to be?	Where are we now?	How will we get to where we want to be?		What are we learning?
Vision and Mission	Needs Assessment	Goal Setting	Action Planning	Monitor Adjust Improve
Stakeholder Input/ Impacts	Defining Key Areas To Improve	Gap Analysis SMART Goals Strategies	Best Practice Staff	Adjust Structures &Processes
		Review and Revise	Implement Strategies	

Annual- Formative

Multi-Year: Summative

FOUNDATION OF CONTINUOUS IMPROVEMENT

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

Preparing Today to Shape Tomorrow

What shaped Our Process?
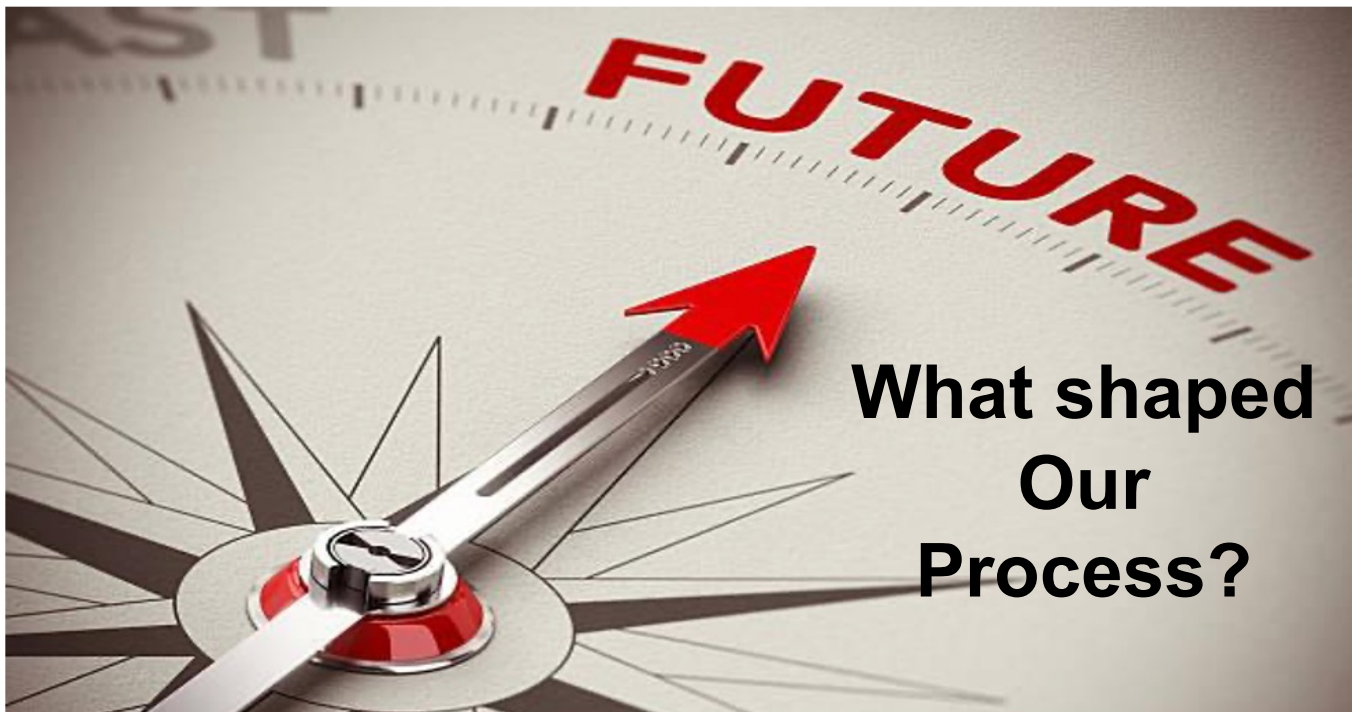
- Educational Best Practice Research
- Educational Future Needs and Expectations
- Workplace Needs and Expectations
- Social and Emotional Needs and Expectations
- College, Career and Life Readiness

SCHOOL DISTRICT STRATEGIC PLANNING

Developing a District Roadmap for Student Success

CEC offers a strategic planning approach for school districts who want to engage their stakeholders in a virtual or in-person process. The approach results in a final plan that becomes a guiding document for continuous improvement.

Using a research-based process, CEC works closely with district leaders to tailor the process to fit the system's unique needs and create a strategic plan that:

Determines gaps between current performance and preferred future performance.

Establishes a vision that is reflective of research-based practices and a continuous improvement framework.

Aligns leader and teacher performance evaluation systems to meet federal and state requirements for student growth.

Articulates clear focus and priorities by identifying the most urgent actions with a *"less is more"* philosophy.

Defines how to measure success through goals, indicators, measures and targets to ensure the plan is a S.M.A.R.T. (Specific, Measurable, Achievable or Attainable, Relevant, and Time-bound) plan connected to an aligned data system.

Provides a clear one-page roadmap to move the district to a high level of performance.

Connects the work of students, teachers, teams, schools and departments to organizational success through operational action plans.

Ensures a progress monitoring and reporting system to ensure accountability for improving results.

CONSORTIUM FOR EDUCATIONAL CHANGE

CARBONDALE COMMUNITY HIGH SCHOOL

2022-2026 Strategic Plan

Students in the 21st Century

1

What do young people need to learn today to succeed in the future?

The Science of Adolescent Learning

3

How do teenagers learn and grow?

School Mission & Culture

2

Why does every school need a clear, well-articulated mission?

Networks & Partnerships

How can we expand the boundaries of learning beyond school?

4

Teaching & Learning

What's essential for effective learning today?

5

Governance

How do effective boards help guide schools to fulfill their mission and achieve their goals?

6

CARBONDALE COMMUNITY HIGH SCHOOL

2022-2026 Strategic Plan

Student Agency & Engagement 7

How can schools motivate and empower young people to take responsibility for their own learning?

Time, Space, & Technology 8

How can we rethink when, where, and how learning happens?

Youth Experience & Aspirations 9

What can adolescents teach us about high school?

The ultimate goal.

Developing XQ Learners—students who are deeply engaged in their own learning and fully prepared for all that the future has to offer

This blueprint is not exhaustive — it is meant to illustrate how deep, rigorous, and interconnected XQ learning really needs to be.

Holders of foundational knowledge.

+ Curious people who are knowledgeable about the world. Its history and culture. Its sciences and underlying mathematics. Its biology and cultural currency.
+ Engaged participants who are key to creating a more just and functional democracy—who participate fully in all America has to offer.

Masters of all fundamental literacies.

+ Building the academic core necessary to prepare for college, career, and life.
+ Critical readers.
+ Compelling writers.
+ Mathematical and numeric thinkers.
+ Data and visual thinkers.

Original thinkers for an uncertain world.

+ Sense-makers—dealing with conflicting knowledge.
+ Generative thinkers—creating many ideas in ambiguous and new situations.
+ Creative thinkers—reframing, imagining, and seeing problems from different perspectives.

Generous collaborators for tough problems.

+ Self-aware team members who bring their strengths. Talent-seekers who find the expertise of others.
+ Essential co-creators—because of what they bring, and how they show up.
+ Inquisitive world citizens who seek out—and respect—diversity and diverse points of view.

Learners for life.

+ Self-driven, self-directed. Curious learners—about themselves, and the world.
+ Inventors of their own learning paths, careers, and lives.

Break Through - Make a Difference

Strategic Plan Team Schedule

Meeting	Purpose/Essential Questions	Date	Time
Orientation	*Who we are and what we are charged to do?*	Oct 8	Virtual 8:30-11:00 am
Data Retreat	*Where are we now? What is working well and what isn't?*	Oct 27	Face to Face 8:30-3:00
Vision Retreat	*Where do we want to be? How will we be different 5-10 years from now?*	Nov 19	Face to Face 8:30-3:00
Setting Direction Retreat	*How will we get from where we are now to where we want to be 5-10 years from now?*	Dec 9	Face to Face 8:30-3:00
Final Meeting of Plan Team	*What will we recommend to the Board of Education to set future direction?*	Jan 3	Virtual 8:30-11:00 am

Students	Parents & Community	Staff	Board & Administration
Jordan Bradley	Wendell Williams	Chris Apple	Ryan Thomas
Alex Roberts	Steve Mayerhofer	Liena Dierks	Ray Toliver
Alyssa Cowsert	Julie Van Winkle	Bryan Lee	Sandy Snowden
Grace Park	Linda Flowers	Arnold Taylor	Ethan Graham
Kabeer Ahuja	Aimee Wigfall	Brenda Berg	Mandy McKee
Sarah Brunson	Janice Pavelonis	Amy Prudencio	Daniel Booth
Alex Baughman	Woody Thorne	Erik Berrey	Alejandro Ruiz
	Rebecca Apgar	Stacey Massie	
	Stephanie Hartford	Justin Bennis	
	Roni Leforge	Jeff Hansen	
	Chasity Mays	Krista Antrim	

CARBONDALE COMMUNITY HIGH SCHOOL

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.
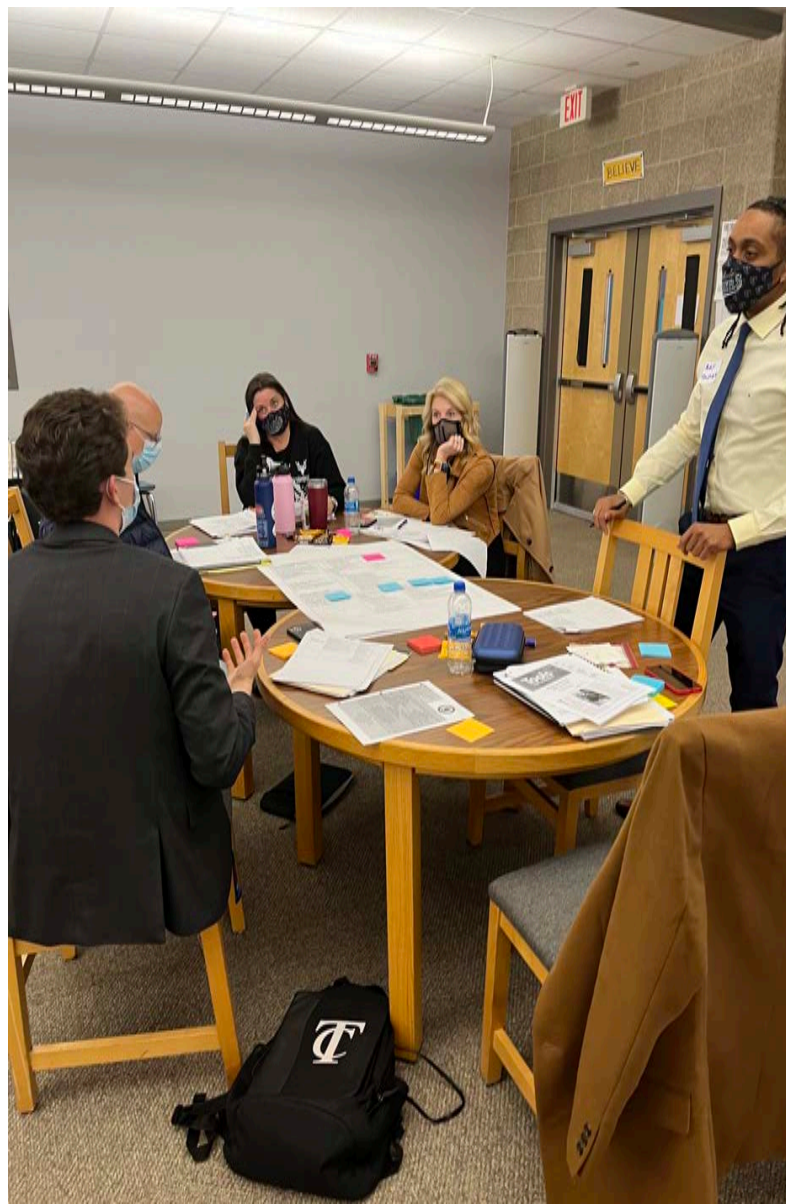
Set long-range goals and identify high leverage strategies that define what priorities need attention to move the district to a higher level of performance.
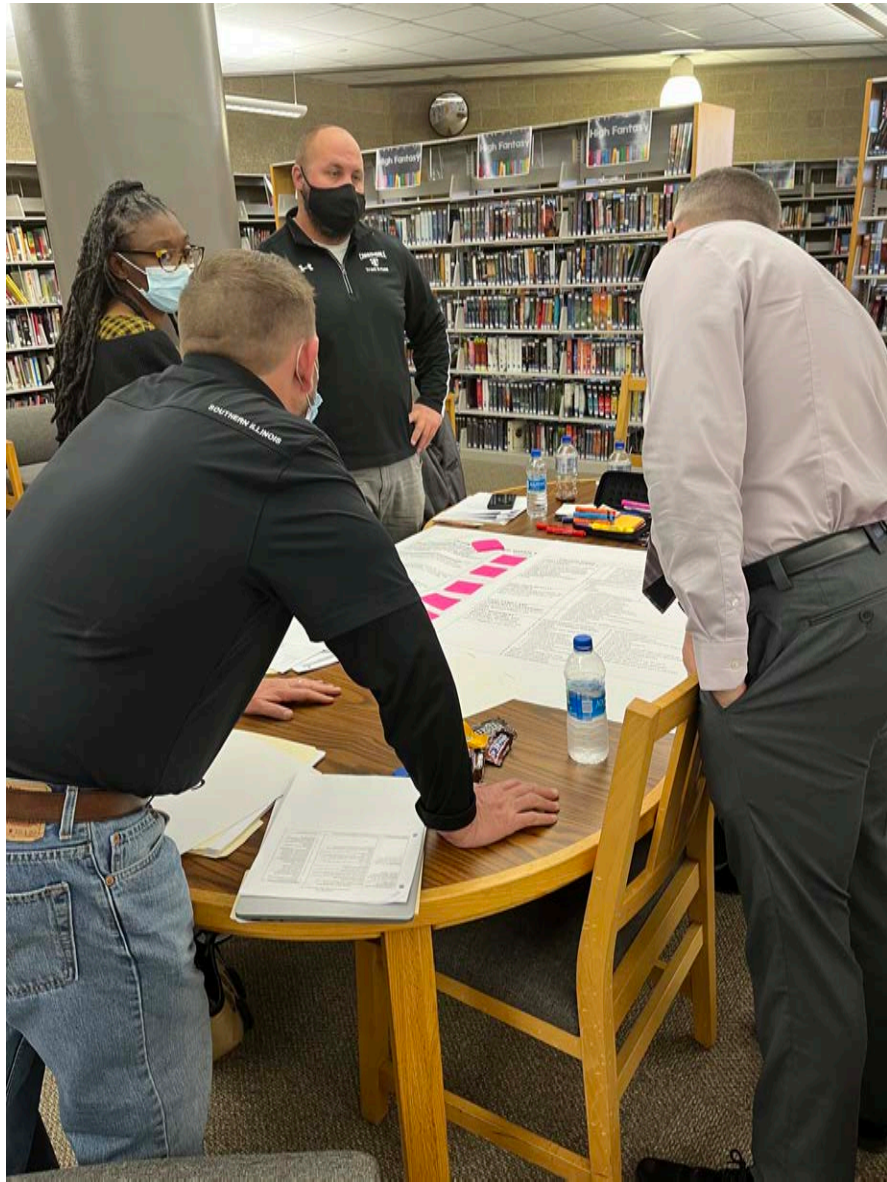
Present a draft of the plan for stakeholder review and input.

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

Recommend the strategic plan to the superintendent.
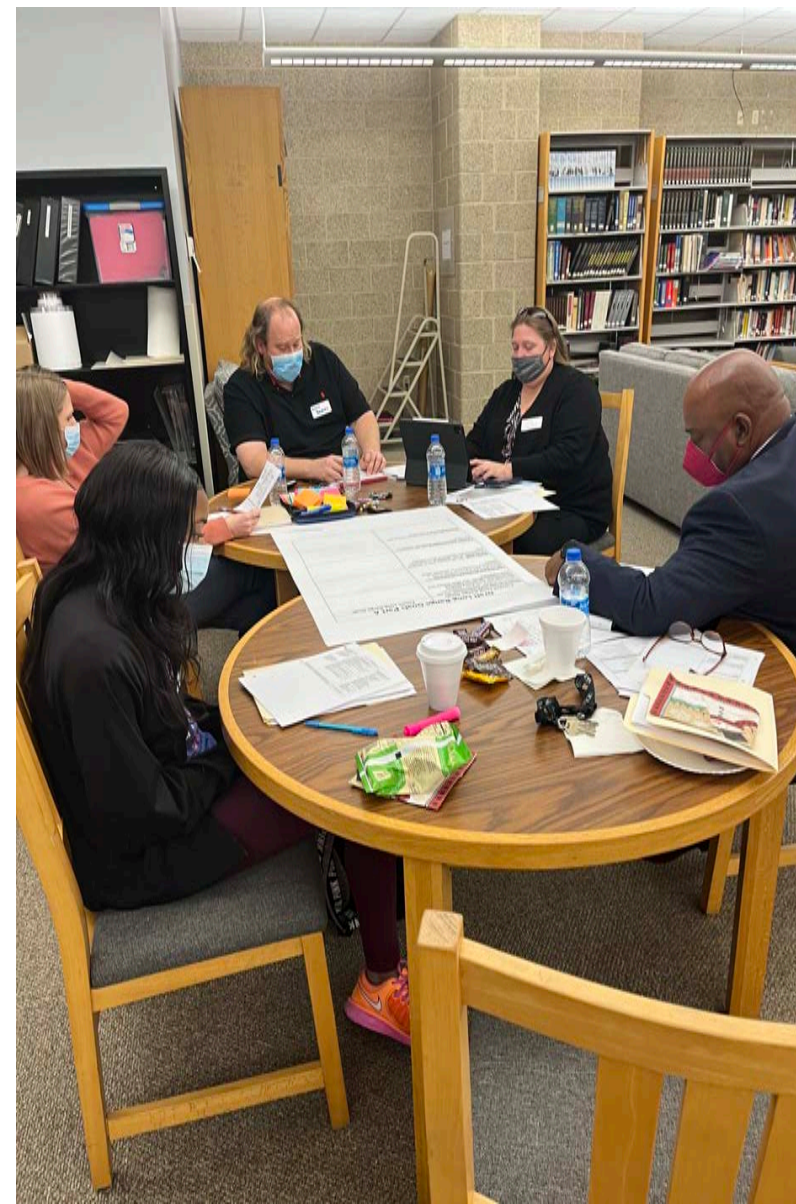
Carbondale Community School District 165 Strategic Plan

School District Mission

Carbondale Community High School strives *to provide an education which enables and empowers its diverse students to develop their intellectual, emotional and physical gifts; to understand and respect the similarities and differences among themselves and others in their local and world communities; and to learn the habits of mind and self-discipline necessary to live with integrity and purpose as contributing members of society.*

School District Philosophy

The Board of Education believes that it is the responsibility of Carbondale Community High School District 165 *to provide educational opportunities and experiences which will enable all students to develop their talents and capabilities so that they may be able to assume their responsible roles in a democratic society and to apply their knowledge to a lifetime of continuous learning.*

This philosophy places emphasis upon the *total development of the student, recognizing the dignity and worth of each individual and serving to enhance within each student a sense of responsibility, tolerance, and freedom.*

We, the Board of Education, believe that to translate this philosophy into reality requires *cooperation, communication, and continuous effort from the student, parents, faculty, and administration.*

School District Goals

- **Resources:** We will continue to maintain the positive **financial** of the district.
- **Quality Staff**: We will actively work to enhance the **diversity of our workforce**, including the recruitment and retention of ethnic minority staff.
- **Families and Community:** We will continue to promote positive **Public Relations efforts** in the district.
- **Student Growth and Achievement:** We will continue to analyze, address, and respond to issues associated with **Every Student Succeeds Act, the Illinois Balanced Accountability Mode, and other federal and state initiatives.**

- **Strategy:** We will purse and maintain at least a Commendable rating on the new Illinois School Report Card, which focuses on Graduation Rate, ELA and Math growth of the SAT, Chronic absenteeism, and Freshmen on Track.
- **Strategy:** We will develop and implement a district dashboard to assist in tracking and communicating student and school achievement data.
- **Learning and Working Environments:** We will complete the actions outlined in the Resolution affirming CCHS #165 Board of Education's Commitment to eliminate racial injustice.

School District Values

To enable our students to achieve the **highest proficiency** in the skills and processes of learning to become **responsible citizens** of our society

To provide diversified and comprehensive programs that **meet the specific needs of all students**

To provide and maintain a positive learning environment to **ensure conditions appropriate for creativity and growth**

To instill an awareness of occupational responsibility and to **nurture a respect for all careers**

To foster in our students the realization of **individual worth and dignity** as a person enabling each student **to achieve satisfying social relationships, and to live a productive life.**

To make our students aware of the changeable nature of the world, to **understand the process of change and to facilitate flexibility and adaptability**

To offer **educational experiences which will provide the resources to relate to others as well as to a larger society**

To encourage students to **think for themselves and to be responsible for their own actions.**

Steps in the Process

The FOUR Pillars of a Strategic Plan

Mission

Who we are?
Why do we exist?

Vision

What must we become?

Values

How must we behave?

Goals and Strategies

How we gauge our success?

CARBONDALE COMMUNITY HIGH SCHOOL

2022-2026 Strategic Plan

Data Retreat

Our Team's Perceptions: Challenges/Opportunities for Improvement
Strategic Plan Data Retreat October 27, 2021

Table 1 Challenges	Table 2 Challenges	Table 3 Challenges
○ Poverty Low Income ○ Equity ○ Teacher Shortage ○ Lack of CTE Trades ○ Schedule-6 hours a day ○ More Dual Credit Opportunities ○ Lack of Career Pathways, CTE, Trades ○ Time for Teacher Collaboration and Prof Development ○ Mental Health ○ Socio-Economic Difference ○ School Spirit ○ Focus on [...] than the [...] ○ Feeder Sc[...] tion ○ School/Co[...] ity Partnerships	○ Advisory Period ○ Lack of Diversity in high track, honors, AP classes ○ Many students with personal challenges not being met ○ Conflict resolution ○ Culture of band program negative for students of color ○ Needs of all of [...] Income [...] [...] tunities	○ Discipline Disparity ○ Diversity among Staff ○ Equity ○ Parent Engagement ○ Clear Curricular Integration ○ Innovation, forward thinking ○ Parent Support [...] ○ Covid [...] ○ [...] enough time ○ [...] ve elective courses ○ Career/trades/the learning opportunities

Our Team's Perceptions

Carbondale Comm H S

2021 5Essentials Report

The 5Essentials School Reports for the State of Illinois are derived from 20 years of research on improving [...] data for these reports are based on a comprehensive core of more than 80 student and 150 teacher questions com[...] school climate and practice and formed into five essentials. As measured by the Illinois 5Essentials Survey, th[...] icators of school improvement. The power of 5Essentials comes from their prediction of school [...] [fra]mework components (Instruction, Environment, Leaders, Teachers, and Families), and [...]

As detailed in the seminal book, *Organizing Schools for Improv[...]* determined that there are five essential supports for school success. These "5Essential[...] [...]al to the delivery and support of student learning.
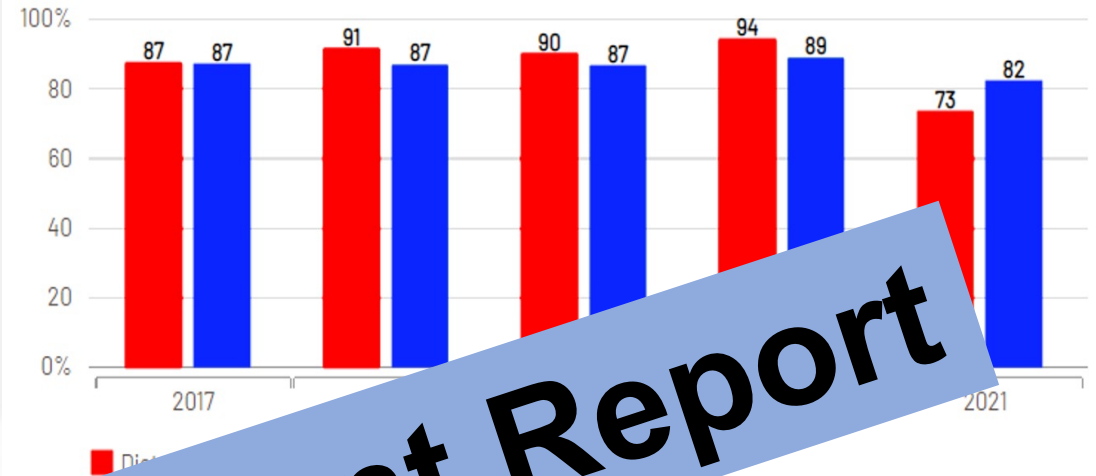
The 5Essentials framework as mea[...] indicator of school performance now and predictive of the future. Data from over 650 [...] found our survey measures to predict many aspects of student and school success, before [...] [demo]graphic composition, test scores, and socio-economic status. Our principal indication of the power [...] [Universi]ty of Chicago analysis of two natural experiments spanning a total of 15 years each found that they mattered [...] [s]trong in 3-5 Essentials were 10 times more likely to improve student learning substantially compared to schools wea[...] [essent]ials. This evidence came from over 400 elementary schools representing the best and worst in Illinois. Following those natural ex[...]ts, we have found our survey measures reliably predict school success on a variety of outcomes for both high school and elementary schools, including:
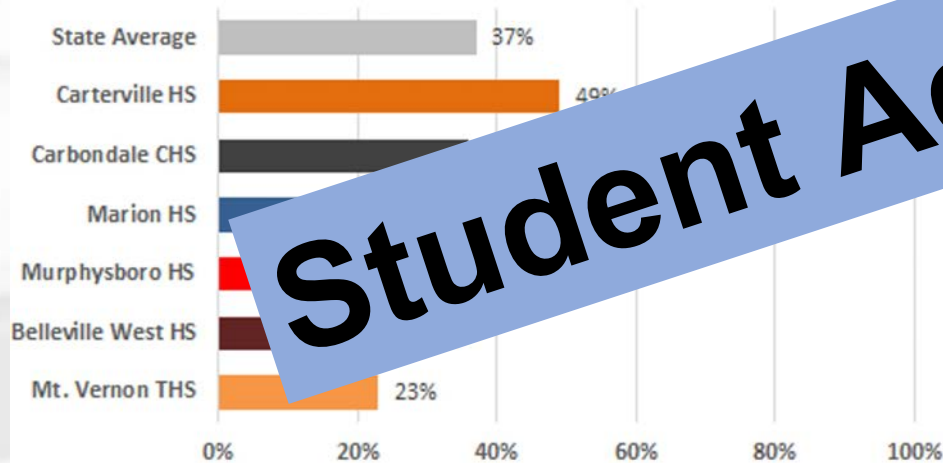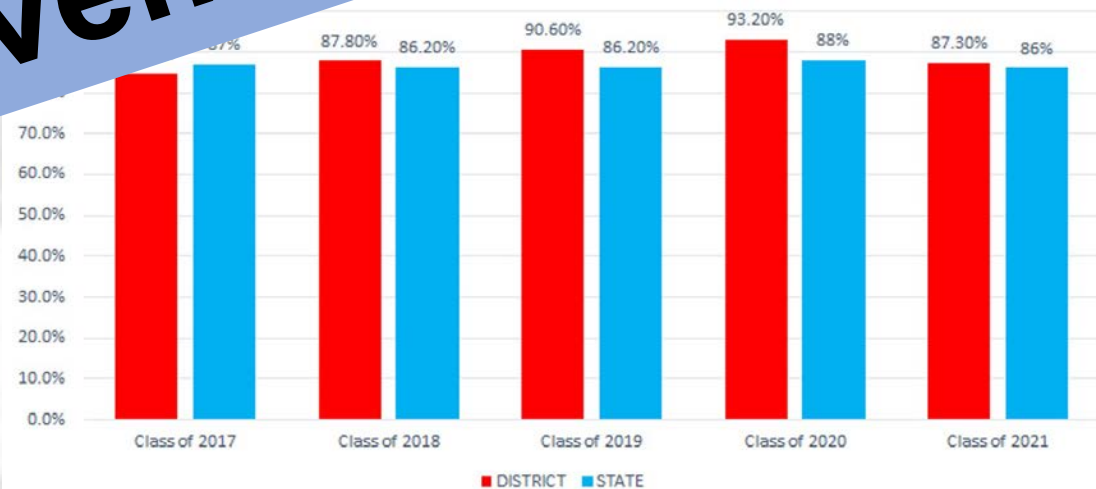
Others' Perceptions

Culture/Environment Report

2020 Student Demographics
- Asian (%) 4%
- Two or More Races (%) 4%
- Hispanic (%) 10%
- Black (%) 29%
- White (%) 53%

2021 Faculty Demographics
- Asian 2%
- Multi-Racial 2%
- Black 9%
- White

Average Class Size

	Carbondale	Belleville West	Murphysboro	Marion	Carterville	Mt. Vernon
Class Size	18	22	20	18	23	22

& Low Income by Sub Group

	White	Black	Hispanic	Asian	Multi-Racial
Absenteeism	19%	35%	22%	2%	28%
Low Income	70%	86%	88%	100%	42%

CARBONDALE COMMUNITY HIGH SCHOOL

2022-2026 Strategic Plan

Finance/Facilities/Tech Report
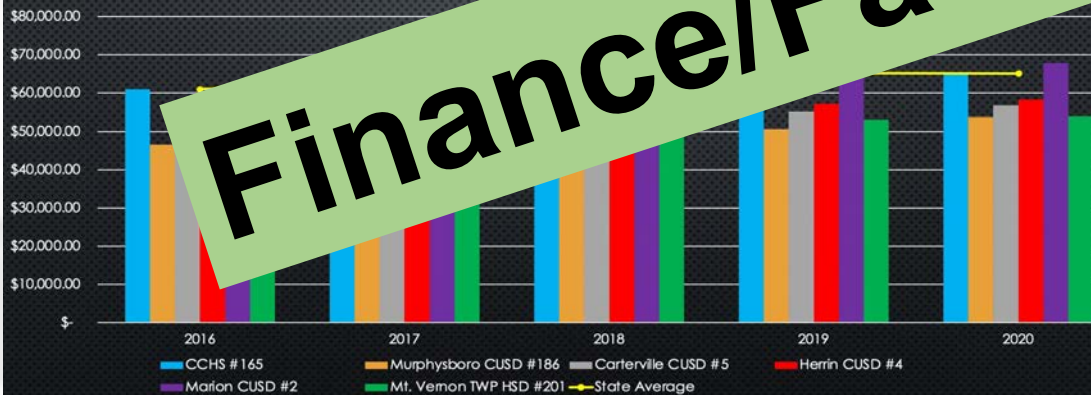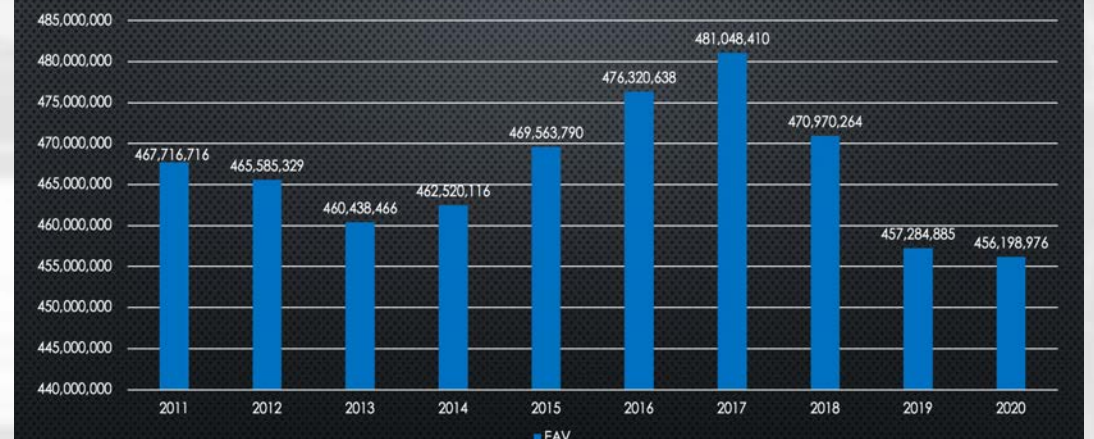
Student Achievement Report: Strategic Plan Data Retreat October 27, 2021

Points of Pride/Celebrations	Challenges/Opportunities for Improvement
The state has identified Every Student Succeeds Act Indicators: Graduation Rate, SAT ELA and Math Scores, Chronic Absenteeism, 9th Grade on Track, College and Career Readiness, Climate Survey, English Learner Proficiency, Science Assessment and Fine Arts Participation	9th Grade on Track 2021 73% down from 94% in 2020 (Covid) Ranked 3rd among comparison districts in 2020
Graduation Requirements 4 years English 3 years Math 2 years Science	Math Instruction hard to change tracks after initial placement
Tracks English 3 Expectations same, amount of support varies Math 4 Pathways	Students scored Math Instruction low in 5Essentials Survey
SAT 2020 scored 2nd among comparison districts in English SAT 2020 scored 2nd among comparison districts in Math	SAT English 2020 36% MEETS/EXCEEDS; STATE Ave 37%; no state scores 2021 (Covid) Achievement Gaps in English with low income and black subgroup populations
65-70% enroll in 3rd year science	SAT Math 2020 35% MEETS/EXCEEDS: STATE Ave 35%; no state scores 2021 (Covid) Achievement Gaps in Math with low income and black subgroup populations
Graduation Rate 93.2 2020 and 87.3 in 2021 (Covid) Both above state averages Rank 2nd among comparison districts	65.3% in 2020 and 69.1% in 2021 have a grade point average of 2.75 or better on a 4.0 scale. CTE Pathways or Certificates are not Accounting/Marketing, Engineering, Cloth Electri
CTE Pathways or Certificates are offered in carpentry, CNA program, Computer Programming, Culinary Arts, Automo Construction and Welding	
The District offers Advanced Placement Courses (11), Dual Credit Courses (15) and Honors Courses Dual credit partner with John A Logan.	populations are underserved in and honors courses Some student populations are underserved in upper tracks or pathways
CCHS earns a COMMENDABLE rating from the state since 2018	Low Income students are significantly underserved

Climate and Culture Report: Strategic Plan Data Retreat October 27, 2021

Points of Pride/Celebrations	Challenges/Opportunities for Improvement
CCHS Highlights: College & Career Counselor, Restorative Practice/Student Support Specialist, Trauma & Resiliency Team, PBIS Committee, 5 School Counselors, School Social worker, Terrier Tutoring, Credit Recovery Lab, Summer & After School Credit Recovery, Rebound, Late Bus, Terrier Giving Program, Media Center Specialist, Summer Enrichment, New Student Ambassador, Freshmen Orientation, Student Advisory Committee, Parent Advisory Committee, New Teacher Program/Mentoring, Terrier Care/School Based Health Center, Outside Counseling Services, School Resource Officer, Terrier Connection Newsletter, Terrier All Stars	Faculty Demographics do not mirror student. 84% white, 10% Black, 2% Hispanic, 2% Asian, 2% Two or more races Bringing in support staff to address demographics- all adults Most diverse among comparisons
5 year student enrollment very consistent; current 988	Low Income Students 61% Homeless Students 3.9% Student Mobility 17% Chronic Absenteeism 19-20 24% Overrepresentation of student subgroups with Chronic Absenteeism, especially low
Diverse Student Population: 53% White Black, 10% Hispanic, 4% Asi races	Overrepresenta student Overrepresentation of race and low income student populations with ISS. 2020
school year with 39 Referrals (Fighting, aggression, Verbally or Physically Aggressive to Staff major reasons	detention, subordination, Others
50.6% students have no disciplinary referrals	
Student: Teacher Ratio 16:1 Average Class Size. 18 Student: Administrator 99:1	
Teacher Education 49% Masters, 2% PHD, 49% Bachelors	

Finance, Facilities & Technology Report: Strategic Plan Data Retreat October 27, 2021

Points of Pride/Celebrations	Challenges/Opportunities for Improvement
Revenues 68% of district revenues come from local sources	Revenues 16% of district revenues come from state sources 16% of district revenues come from fed sources The State of Illinois has financial problems and presents a threat
Over last five years local sources of revenue have increased slightly	Equalized Assessed Valuation has been resulting in the tax rate increasing. 456,198.976 down from 2017
The district has benefited for increased funding at both the state and federal levels throu Covid assistance	
The dist	pped and cannot increase % of the previous year's sumer Price Index, er is less.
expenses are 125 Benefits, 17% Purchased es, 19% Capital Outlay, 7% supplies and 2% Other. They have remained consistent with a slight increase each year	The CPI has been decreasing and was 1.4% in 2020.
	Expenditures
CCSH 165 Operating Expense Per Pupil is $16,371.24, highest among comparison districts.	CCSH 165 Operating Expense Per Pupil is below the average of the 97 high school districts throughout the state at $18,805.73
CCHS 165 average teacher salary comparisons show the district is very competitive in the area and meets the state average for the last 5 years	CCHS 165 average administrator salary comparisons show the district is not as competitive in the area and is well below the state average for the last five years
Fund Balance Fund balances have grown each year.	Facilities
State Financial Profile The district received a 4.0 high rating from the state- FINANCIAL RECOGNITION- highest score with no involvement from ISBE. Fund balance to Revenue Ratio 4 Expenditure to Revenue Ratio 4 Days Cash on Hand 4	The 10 year health life safety survey was completed in 2017. There are 3 items remaining: C-Wing exterior stairs, Kitchen floor epoxy and C & D roof top unit replacements

Strengths and Opportunities

CARBONDALE COMMUNITY HIGH SCHOOL

2022-2026 Strategic Plan

Carbondale Community High School District 165
Strategic Plan SWOT Analysis

Strengths
- Graduation Rate
- Clarity and Variety in Academic and Course Offerings/Program Coherence
- Extracurricular Activities, Athletics, Clubs & Offerings
- Financial Stability and Stewardship
- State Highest Recognition for Finance Management
- Belief in Continuous Improvement
- Proud of Diversity and Inclusion
- High Student-Teacher Trust
- High Teacher Retention, Advanced Degrees and Talented Staff
- 1:1 Technology

Weaknesses
- Student Achievement Gaps- Low Income and Black vs Others
- Math Course Offering Flexibility
- Demographic Disparity among English and Math Tracks with Rigor
- Career Education and CTE Options
- Student Discipline
- Demographic Disparity among Behavioral Referrals, In-School Suspensions, & Tardiness
- Chronic Absenteeism
- Schedule Flexibilities/Opportunities for Electives
- Student Perception of Importance of High School
- Student Perception of Family Supportiveness

Opportunities
- Reimagine Student Academic Interventions to Achieve Equity, Inclusiveness & Continuous Improvement
- Reimagine Student Behavior Interventions & Consequences to Achieve Equity, Inclusiveness & Continuous Improvement
- Recruit and Hire a More Diverse Workforce
- Enhance Communication, Collaboration, & Alignment with all Feeder Elementary Districts
- Enhance Collaboration & Partnerships with SIU, JALC, SIH and other Community Partners
- Use of Space, Building Upgrade Plans
- Enhance Professional Learning Leading to Innovation, Project-based, Real Work Relevance, High Quality Student Discussion & Student Voice

Threats
- False Perceptions of CCHS
- Increases in Low Income & Mobility within Student Population
- Equalized Assessed Valuation decreasing and Tax Rate Increasing
- Business Development and Residential Attraction
- Covid Slide and Recovery
- Teacher Shortage, Substitute Shortage
- Stata & National Funding and Stability/Political Climate
- Safety, Drugs and Violence

SWOT

Stakeholder Engagement
SWOT Analysis Feedback Report

Overview

The following report provides stakeholder survey feedback on the four dimensions of the SWOT (strengths, weaknesses, opportunities, threats) analysis.

The survey was open to students, staff, and parents from November 8, 2021 to November 12, 2021.

The number of respondents from each of the stakeholder groups is as follows:

Students: 467
Staff: 124
Parents: 258
Total: 849

For each section (strengths, weaknesses, opportunities, threats), respondents were asked to identify any elements they did not agree with and any they thought were missing. Themes for the missing comments are listed in order of strength, along with representative comments.

Vision Retreat

"If schools are not imagining a different future, they will amplify their efforts to do what they have always done."

—Grant Lichtman, *#EdJourney: A Roadmap to the Future of Education*

CARBONDALE COMMUNITY HIGH SCHOOL

2022-2026 Strategic Plan

CCHS District's
North Star

A "vision" is a bold leap into the future, painting a vivid picture of a destination—a *"north star"* that guides collective action and shapes the strategies to make it a reality.
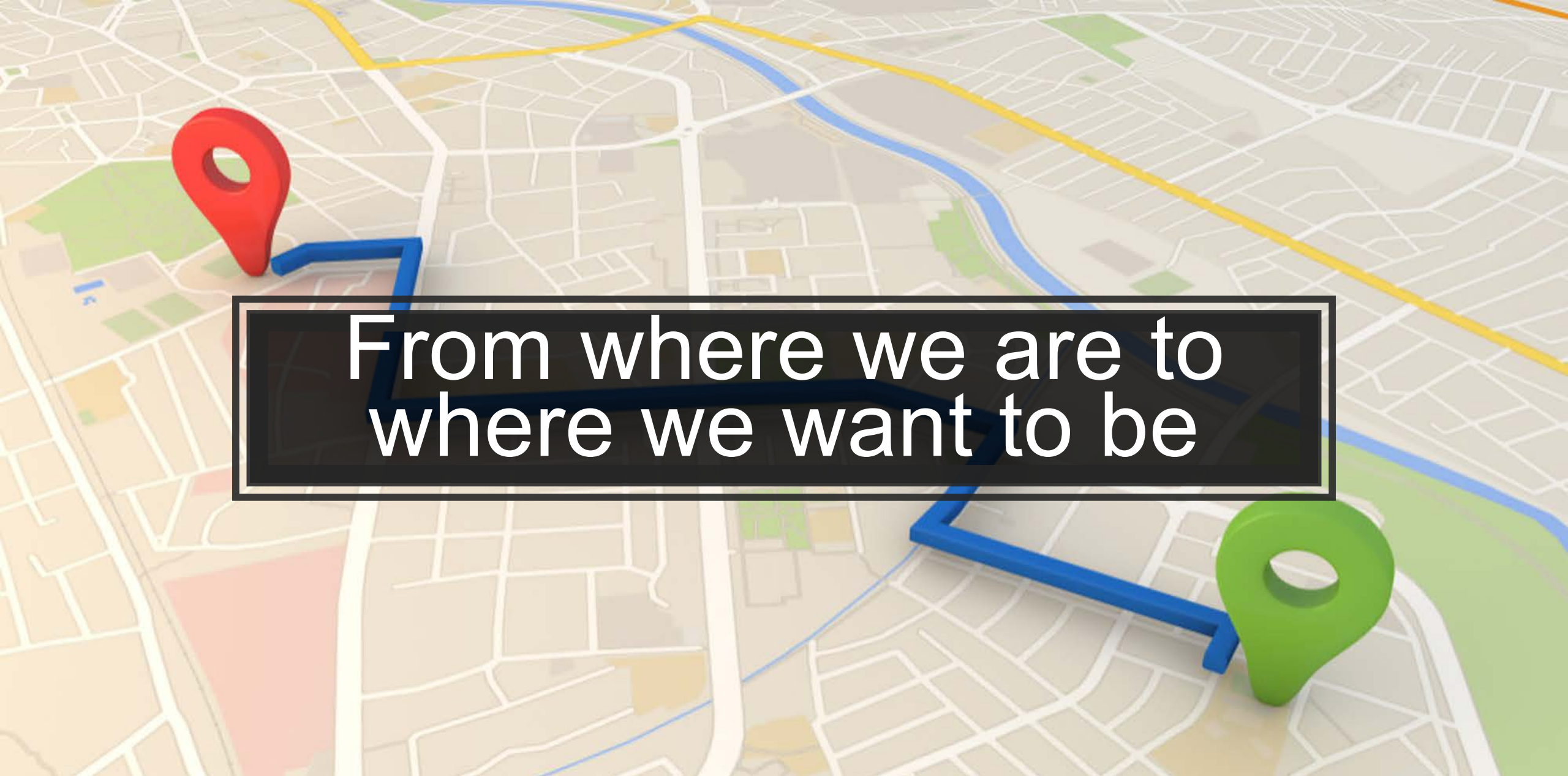
System Portrait   Graduate Portrait   Adult Portrait   Core Values
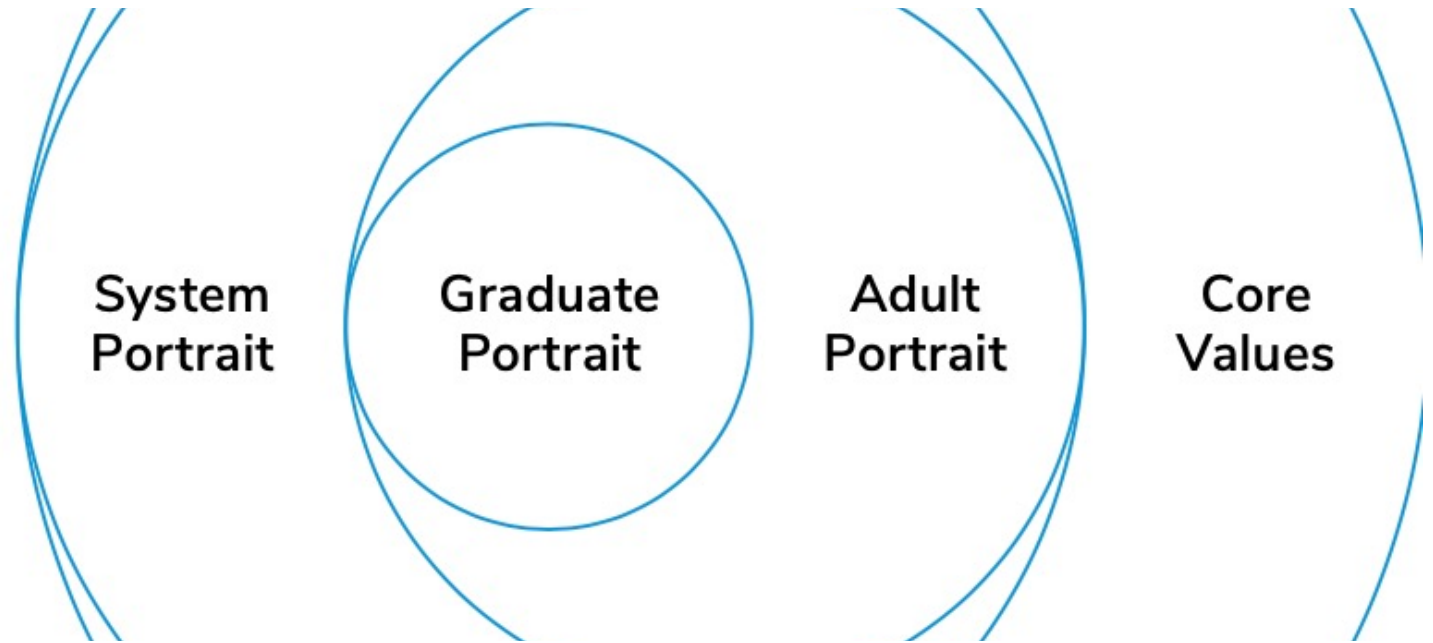
Vision 2030

Thanks to the Santa Clara Unified School District and their Vision 2035 process

CARBONDALE COMMUNITY HIGH SCHOOL

2022-2026 Strategic Plan

From where we are to where we want to be

CARBONDALE COMMUNITY HIGH SCHOOL

2022-2026 Strategic Plan

Strategic Plan's Foundational Questions:

What business are we in and why?

Mission, Vision, and Core Values

- **Where are we going?**

Long-Range Goals

- **What are the key issues that are urgent to address?**

Strategy

- **How will we know we are growing and improving?**

Key Indicators, measures, and targets (KPIs)

MISSION

MISSION: The mission pillar asked the question, "WHY?" More specifically, it asks "Why do we Exist?" The intent of this question is to help reach agreement regarding the **fundamental purpose of the organization.** This clarity of purpose can help establish priorities and becomes an important factor to guide decisions."

• (DuFour, DuFour, Eaker, and Many, *Learning By Doing,* Second Edition: Solution-Tree, 2010)

VISION

VISION: The vision pillar asks "What?"—that is, "What must we become in order to accomplish our fundamental purpose?" In pursuing this question, the district attempts to *create a compelling, attractive, realistic future that describes what they hope their district will become.* Vision provides **a sense of direction and a basis for assessing both the currently reality of the district and potential strategies, programs, and procedures to improve upon that reality.**

(DuFour, DuFour, Eaker, and Many, *Learning By Doing,* Second Edition: Solution-Tree, 2010)

CORE VALUES

CORE VALUES: The values pillar asks "How must we behave?"—that is, "What beliefs must we all share to achieve our mission and vision?" In pursuing this question, the district attempts to *clarity commitments everyone must share and be responsible and accountable for to move the district forward to*. Core values are **few in number, easy to remember, be guiding principles defining a code of conduct and behavior.**

(DuFour, DuFour, Eaker, and Many, *Learning By Doing,* Second Edition: Solution-Tree, 2010)

Carbondale Community High School District 165
Strategic Plan 2022-2026

Mission: *Provide students a personal pathway to a productive future.*

Motto: *Every student matters, every moment counts*

Vision: This Portrait serves as a *"North Star" for the district and school transformation*. This collection vision provides strategic direction for the improvement of the overall education experience for CCHS District 165 students. It **reinvigorates and re-engages students, staff, and community stakeholders**. This destination describes *where the district aspires to be by 2030*.

Graduate Portrait: Each Graduate becomes:	Adult Portrait: Each Employee demonstrates:
Life, College, & Career Ready	A Passion for Learning & Teaching
A Problem Solver/Critical Thinker	Clear Communication & Engaging Collaboration
A Creator, Communicator & Collaborator	Respectful, Ethical, & Trusting Relationships
Digitally Literate	Cultural & Equitable Advocacy
An Adaptable, Resilient, Empowered & Self-Sufficient Learner	Adaptive & Progressive Team Player Skills
Personally Responsible with a Growth Mindset	Innovation, Digital Literacy and Real-World Applications
A Cultural and Equity Advocate	Responsibility & Accountability
An Empathetic Citizen	Student Agency Promotion
The System supports and provides:	**Core Values: the following values will guide behaviors and actions.**
Clarity of Purpose & Focus	Equity & Fairness
Optimal Respect & Value of its Students, Staff, & Community	Diversity & Inclusion
A Growth & Continuous Improvement Mindset	Growth & Continuous Improvement
Opportunities for Shared Decision-making, Voice, & Feedback	Communication & Collaboration
A Sense of Community & Belonging	Trusting Relationships & Partnerships
Cohesion in Working Toward Common Goals	Responsibility & Accountability
Clear, Two-way Communication	Innovation & Future Focus
Excellent Stewardship of Resources	

Following approval of the strategic plan, the district should develop:

- A welcoming brochure of mission, vision, and core values for new families to the district
- An induction brochure of mission, vision, and core values for new employees to the district
- A video to put on the website to bring the mission, vision, and core values alive.
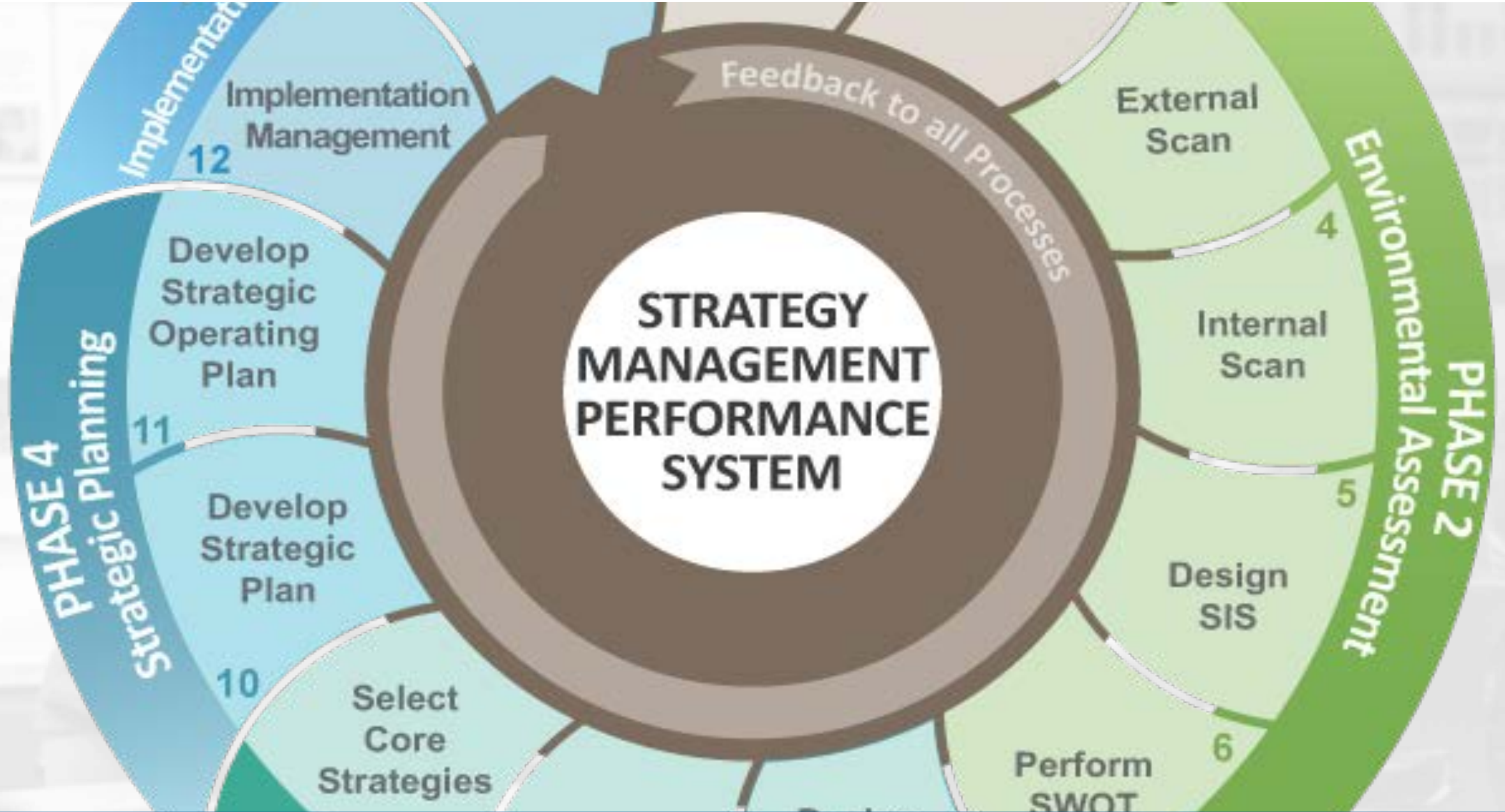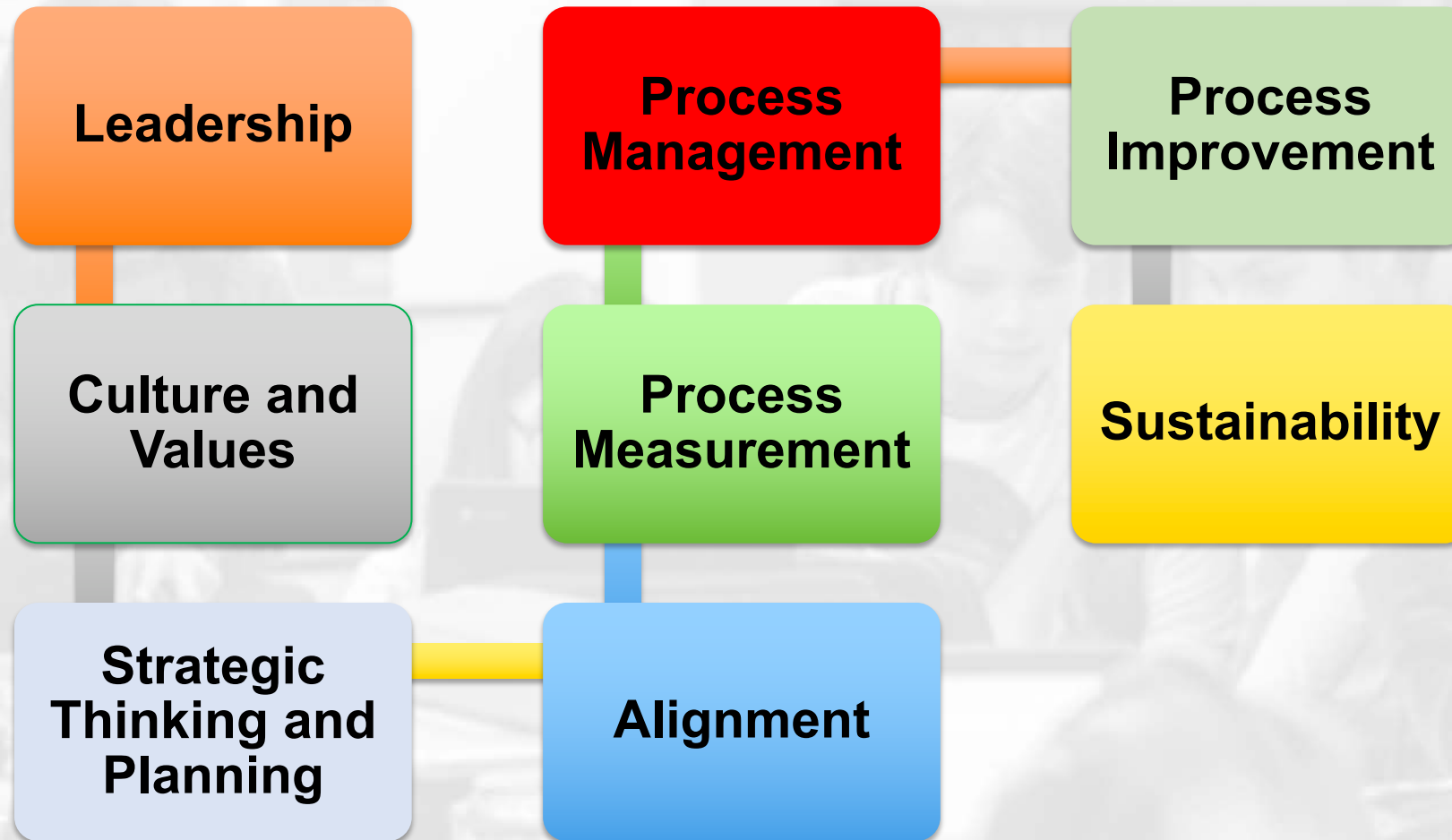
Assessment: Strategic Management Maturity Model n=

Dimension:	Level 1: Ad hoc and Static	Level 2: Reactive	Level 3: Structured & Proactive	Level 4: Managed and Focused	Level 5: Continuous 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 team-based 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

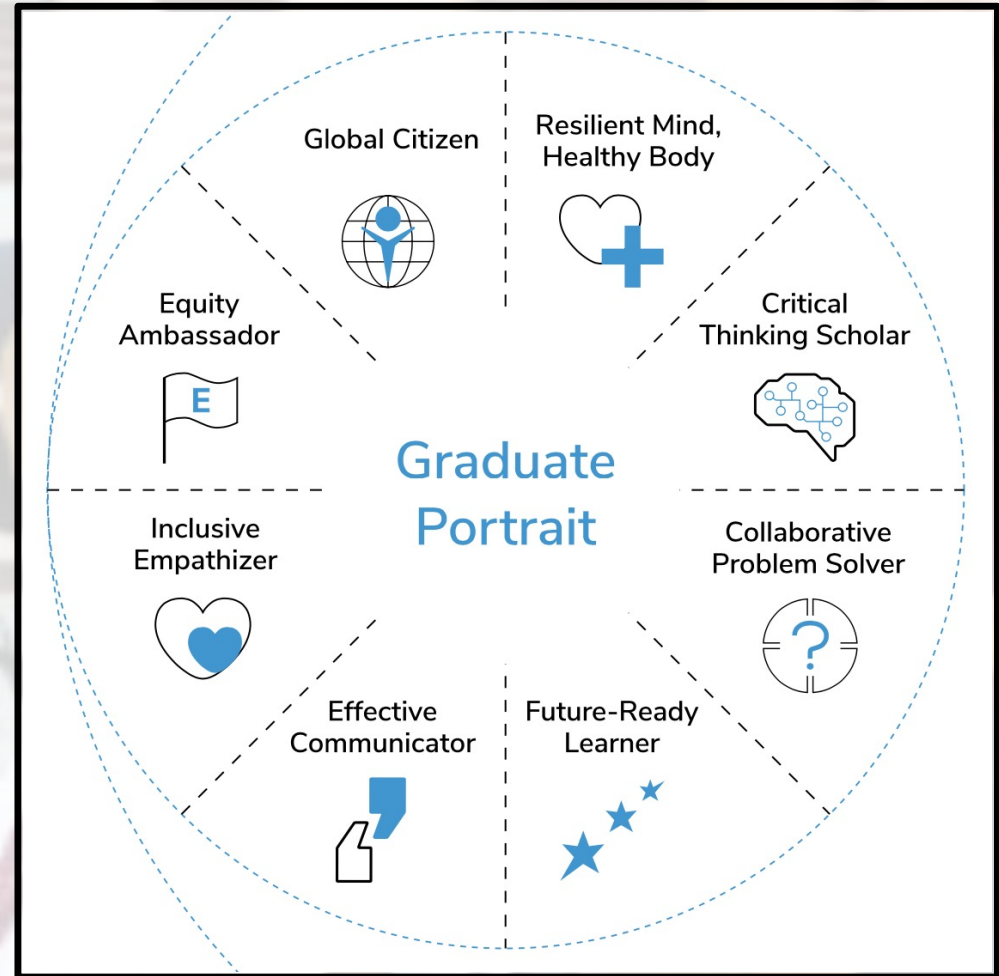# OUR MOTTO

Every student matters, every moment counts.

OUR VISION

This Portrait serves as a *"North Star" for the district and school transformation*. This collection vision provides strategic direction for the improvement of the overall education experience for CCHS District 165 students. It **invigorates and engages students, staff, and community stakeholders**. This destination

describes *where the district aspires to be by 2030*.

Graduate Portrait: Each graduate becomes:

- Life, College, & Career Ready

- A Problem Solver/Critical Thinker

- A Creator, Communicator & Collaborator

- Digitally Literate

- Adaptable, Resilient, Empowered Learner & Self-Sufficient Learner

- Personally Responsible with a Growth Mindset

- A Cultural and Equity Advocate

Graduate Portrait

Global Citizen
Resilient Mind, Healthy Body
Equity Ambassador
Critical Thinking Scholar
Inclusive Empathizer
Collaborative Problem Solver
Effective Communicator
Future-Ready Learner

Adult Portrait: Each Employee demonstrates:

- A Passion for Learning & Teaching
- Clear communication & Engaging Collaboration
- Respectful, Ethical & Trusting Relationships
- Cultural & Equitable Advocacy
- Adaptive & Progressive Team Player Skills
- Innovation, Digital Literacy & Real-World Applications
- Responsibility & Accountability
- Student Engagement & Ownership
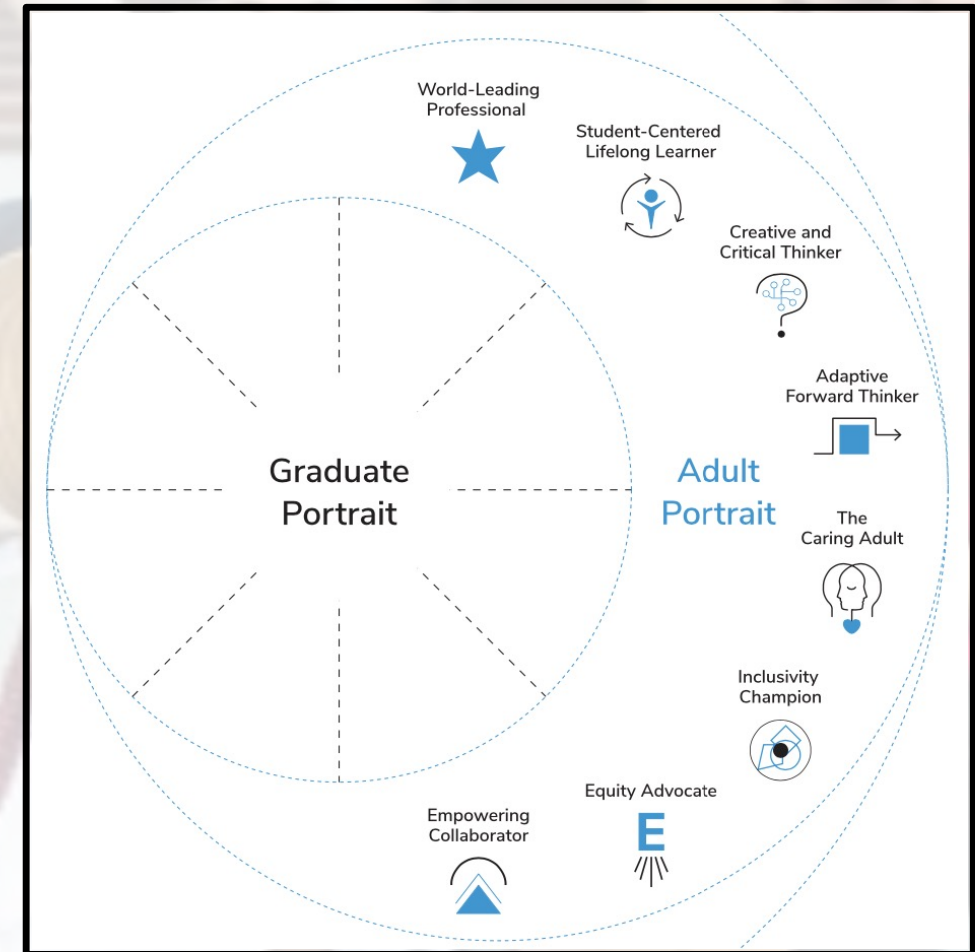
System Portrait: The system supports & provides:

- Clarity of Purpose & Focus
- Optimal Respect & Value of Its Students, Staff, & Community
- A Growth & Continuous Improvement Mindset
- Opportunities for Shared Decision-making, Voice & Feedback
- A Sense of Community & Belonging
- Cohesion in Working Toward Common Goals
- Clear, Two-way Communication
- Excellent Stewardship of Resources

CCHSD 165 CORE VALUES

WHAT WE STAND FOR
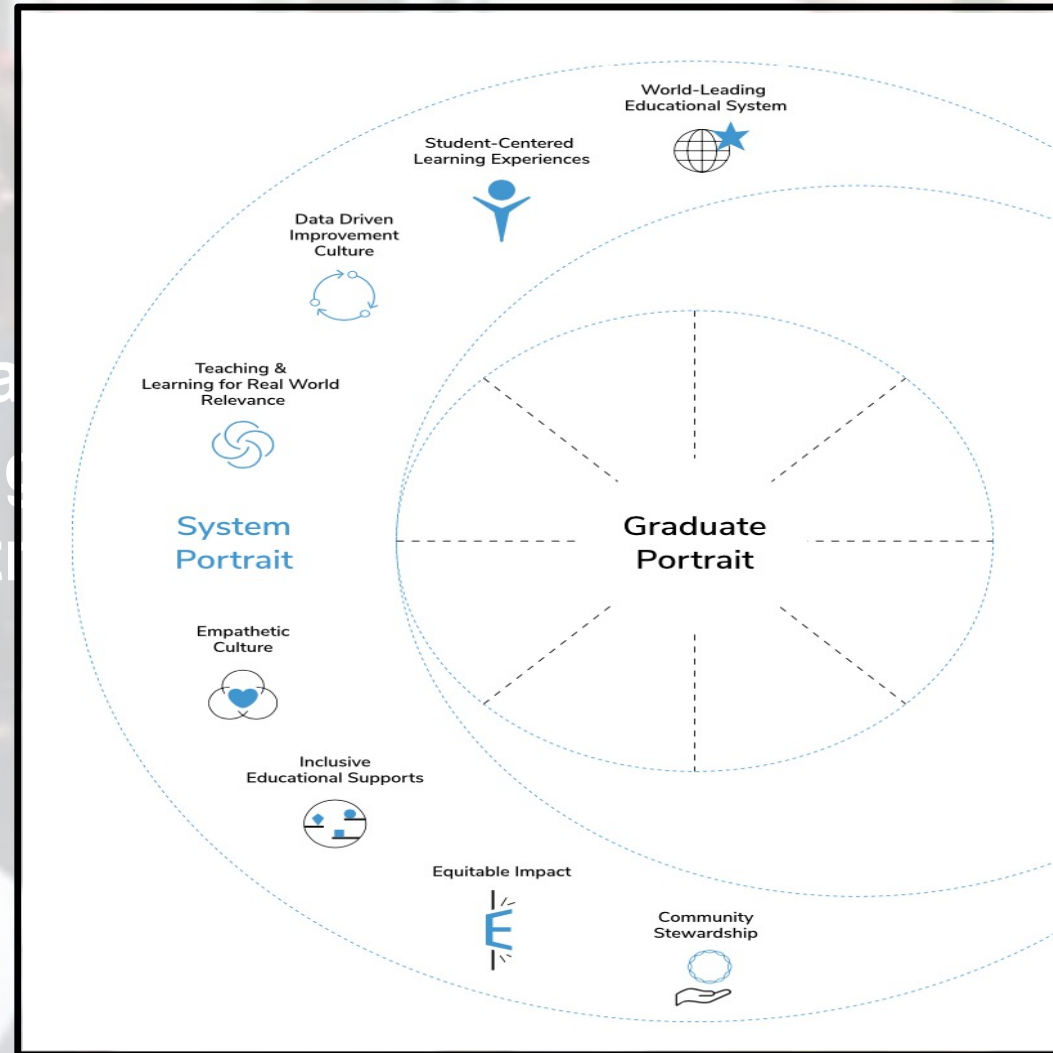
Equity & Fairness
We acknowledge that our current social, economic, and political systems are unjust, in large part because of racism. We marshal our resources to advance equitable opportunities and outcomes for all. .
.

Communication & Collaboration
We value being heard and making sure we hear others. We place importance on forming and maintaining relationships with stakeholders through conversation and engagement. We commit to working together towards a common goal. We value teamwork and shared decision-making.

Diversity & Inclusion
We respect and appreciate differences in age, gender, ethnicity, education, physical abilities, race, and religion among individuals. We build an inclusive learning and working environment welcoming to people of all backgrounds.

Responsibility & Accountability
We acknowledge and own up to the responsibility we have to our students, their families, our community, our profession and to one another. We are accountable for our results. We are good stewards of our resources. We commit to public education.

Growth & Continuous Improvement
We are unwavering in bettering ourselves and our students by setting aggressive but achievable growth goals. We are driven to create sustainable change that dramatically improves the lives of our students for generations to come.

Innovation & Future Focus
We are constantly developing new technologies, solutions, and workarounds that can change the world. We show unwavering dedication to the initiatives and projects that matter the most. We value focus on defined direction and measure and report progress toward that focus.

Trusting Relationships & Partnerships
We believe in our students, their families, and our community, and ensure they can believe in us. We ensure honesty and empathy by cultivating relationships and partnerships that empower others and ourselves to be our best.

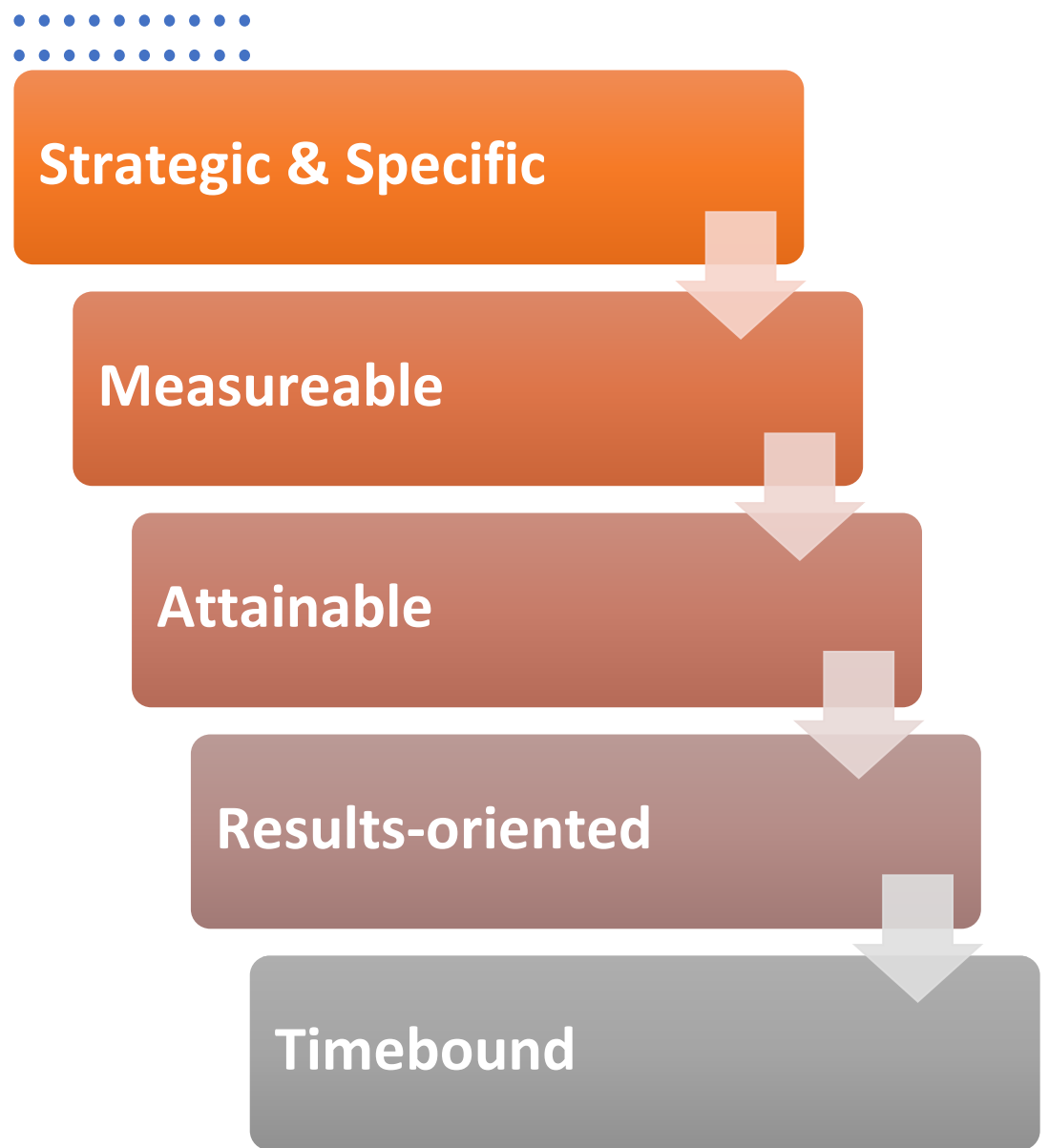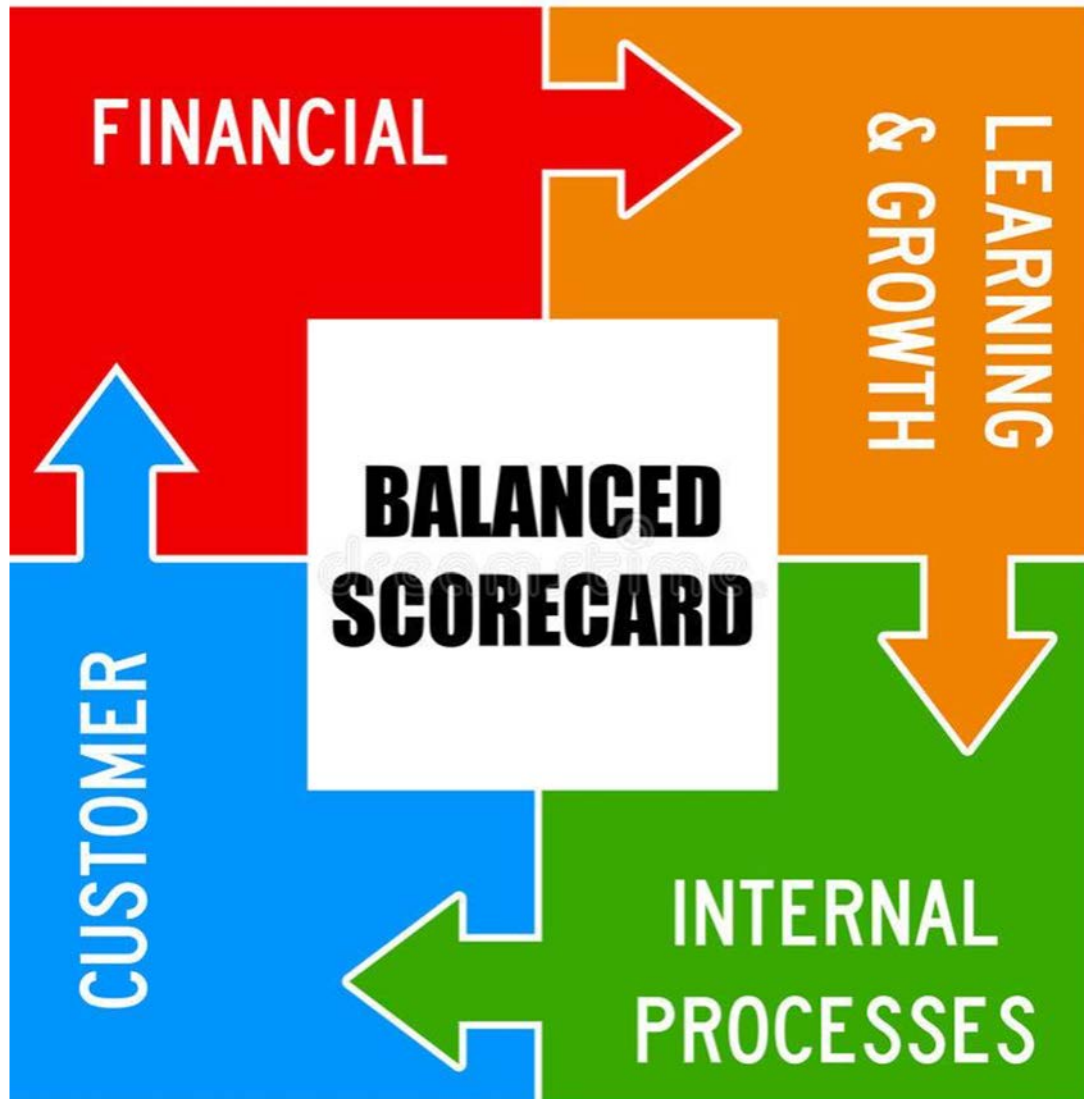**Core Values are Non-negotiable and Guide our Behaviors and Action**

CARBONDALE COMMUNITY HIGH SCHOOL

Setting Direction Retreat

OUR GOALS
WHAT WE STAND FOR

Student Growth & Achievement

Inclusive Learning Environment

Quality Workforce

Family and Community Partnerships

Stewardship of Resources

Goal One: Prepare all students for college, career, and post-secondary success.

Goal Two: Promote an environment that is respectful, innovative, inclusive, and supportive.

Goal Three: Recruit, develop, and retain a high-quality workforce to ensure and strengthen workplace competencies, collaboration, and satisfaction.

Goal Four: Cultivate partnerships with families and the community to support and expand learning opportunities for students.

Goal Five: Make effective and efficient use of resources to maximize educational success.

What gets measured gets done! You can't improve what you do not measure.

One accurate measurement is worth a thousand expert opinions.

CARBONDALE COMMUNITY HIGH SCHOOL

2022-2026 Strategic Plan

A goal without a target is not powerful!

A goal without a plan is just a wish!

CARBONDALE COMMUNITY HIGH SCHOOL

2022-2026 Strategic Plan

Strategy

CARBONDALE COMMUNITY HIGH SCHOOL

2022-2026 Strategic Plan

OUR STRATEGIES

OUR MOST URGENT WORK

STUDENT GROWTH & ACHIEVEMENT

- Ensure the academic success among all student subgroup populations.
- With student input, enhance the overall student day and year.
- Improve communication, collaboration, and alignment with all PK-8 feeder elementary districts.

INCLUSIVE LEARNING ENVIRONMENT

- Advance student life skills, address student social and emotional needs, and improve student behaviors, and attendance.

Quality Workforce

- Strengthen workplace diversity, competencies, collaboration, and satisfaction.
- Enrich professional learning that leads to innovation and project-based, real-world learning that is responsive to student voice and choice.

Family & Community Partnerships

- Strengthen relationships with families.
- Enhance life, college, and career readiness exchanging resources with community business, educational organizations, and other partnerships..

Stewardship of Resources

- Construct facility and technology upgrades and provide space utilization.

Strategy One:

Improve equity and overall student achievement while providing the necessary level of support to *ensure the academic success among all student subgroup populations*.

- **Covid slide and recovery**
- **Math Instruction**
- **State assessment**
- **9th Grade on Track**
- **College Readiness**
- **Graduation Rate**
- **Personal Pathway**
- **Innovation**
- **3 years of science instruction**
- **Equity**
- **Student Achievement Gaps- Low Income**
- **Student Achievement Gaps- Black**
- **Reimagine student academic interventions to achieve equity, inclusiveness & continuous improvement**

Strategy Two:

With student input, enhance the overall student day and year through reimagining the daily schedule, course offerings, electives, periods in the day, extra-curricular activities, and other afterschool and summer learning opportunities.

- Course offerings
- Elective offerings
- Schedule flexibility
- Student perceptions of importance of high school
- Time
- Tracks; options to move within and up
- Equity of content
- Innovation
- Empowered, self-sufficient learner
- Student agency, voice

Strategy Three:

Improve communication, collaboration, and alignment with all PK-8 feeder elementary districts to ready all students for high school.

- Kindergarten readiness
- Middle school readiness
- High school readiness
- Curriculum articulation
- Consistency in policies and procedures to ensure equity, inclusiveness and continuous improvement
- Grade level expectations
- Networking
- Visiting classrooms within and across districts
- Collaboration in unit development
- Communication of readiness expectations

Strategy Four:

Reimagine opportunities to *advance student life skills, address student social emotional needs, and improve student behaviors, and attendance.*

- Increases in low income & mobility within student population
- Reimagine student behavior interventions & consequences to achieve equity, inclusiveness & continuous improvement
- Covid slide & recovery
- Social & emotional needs and interests
- Mental health
- Chronic absenteeism
- Demographic disparity among behavioral referrals, in-school suspensions and tardiness
- Student discipline
- False perceptions of CCHS
- Safety, drugs & violence

Strategy Five:

Strengthen workplace diversity, competencies, collaboration, and satisfaction to continue to retain high-quality staff.

- Staff demographics
- Professional Development
- Future Ready Skill Set
- Innovation
- Best instructional Practices
- Collaboration
- Communication
- Broad-based Participative Reflection
- 5Essentials
- Satisfaction
- Shared decision-making
- Digital communication
- Digital literacy
- Personalized learning
- Assessment-Analytics Inform Information
- Learning Pathways
- Readiness

Strategy Six:

Enrich certified staff *professional learning that leads to innovation and project-based, real-world learning that is responsive to student voice and choice.*

- Student voice
- Student interests
- Meaningful, future oriented content
- Multiple learning modalities
- Digital learning
- Student discussion
- Life skills
- Project-based units of instruction
- Student exhibitions of learning
- Innovation
- Real life applications
- The WHY of learning
- Staff professional learning
- Student engagement

Strategy Seven:

- Equitably improving interactions with students and their families
- 25 % or more family participation on surveys
- Parent voice process
- Parent Education
- Training for Shared decision-making
- Cultural responsiveness training and expectations
- Parent expectations for engagement
- New family orientation and mentoring
- Family exit survey
- Training on role in student personal pathways

Strengthen relationships with families through increased education, engagement, and outreach.

Strategy Eight:

Enhance life, college, and career readiness through enhanced relationships with SIU, JALC, SIH, and other community businesses and partners.

- **Career readiness**
- **Life readiness**
- **CTEs**
- **Dual Credit Courses &Honors/AP Opportunities**
- **Partnerships with community business**
- **Career education**
- **Service-learning projects**
- **Community service hours**
- **Internships**
- **Business development/EAV stimulation**
- **New course offerings**
- **Partnership with SIU**
- **Partnership with JALC**
- **Partnership with SIH**
- **False perceptions of CCHS**

Strategy Nine:

Continue to **construct facility and technology upgrades and provide better space utilization** to improve learning and teaching.

- Use of space to enhance teaching
- Use of space to enhance learning
- Continue use of federal money to upgrade facility
- Annual facility plans
- Facility Utilization

OUR GOALS AND STRATEGIES

| Goal One	Goal Two	Goal Three	Goal Four	Goal Five
Student Growth and Achievement	Inclusive Learning Environment	High-Quality Staff and Leadership	Connected Community	Equitable Resources
Prepare all students for college, career, and post-secondary success.	Promote an environment that is respectful, innovative, inclusive, and supportive.	Recruit, develop, and retain a high-quality diverse workforce to ensure and strengthen workplace competencies, collaboration, and satisfaction	Cultivate partnerships with families and the community to support and expand learning opportunities for students.	Make effective and efficient use of resources to maximize educational success.
Goal One Strategies	Goal Two Strategies	Goal Three Strategies	Goal Four Strategies	Goal Five Strategies
Ensure the academic success among all student subgroup populations. *With student input, enhance the overall student day and year.* *Improve communication, collaboration, and alignment with all PK-8 feeder elementary districts.*	*Advance student life skills, address student social emotional needs, and improve student behaviors, and attendance.*	*Strengthen workplace diversity, competencies, collaboration, and satisfaction.* *Enrich professional learning that leads to innovation and project-based, real-world learning that is responsive to student voice and choice*	*Strengthen relationships with families* *Enhance life, college, and career readiness through enhanced relationships with SIU, JALC, SIH, and other community businesses and partners*	*Construct facility and technology upgrades and provide better space utilization*
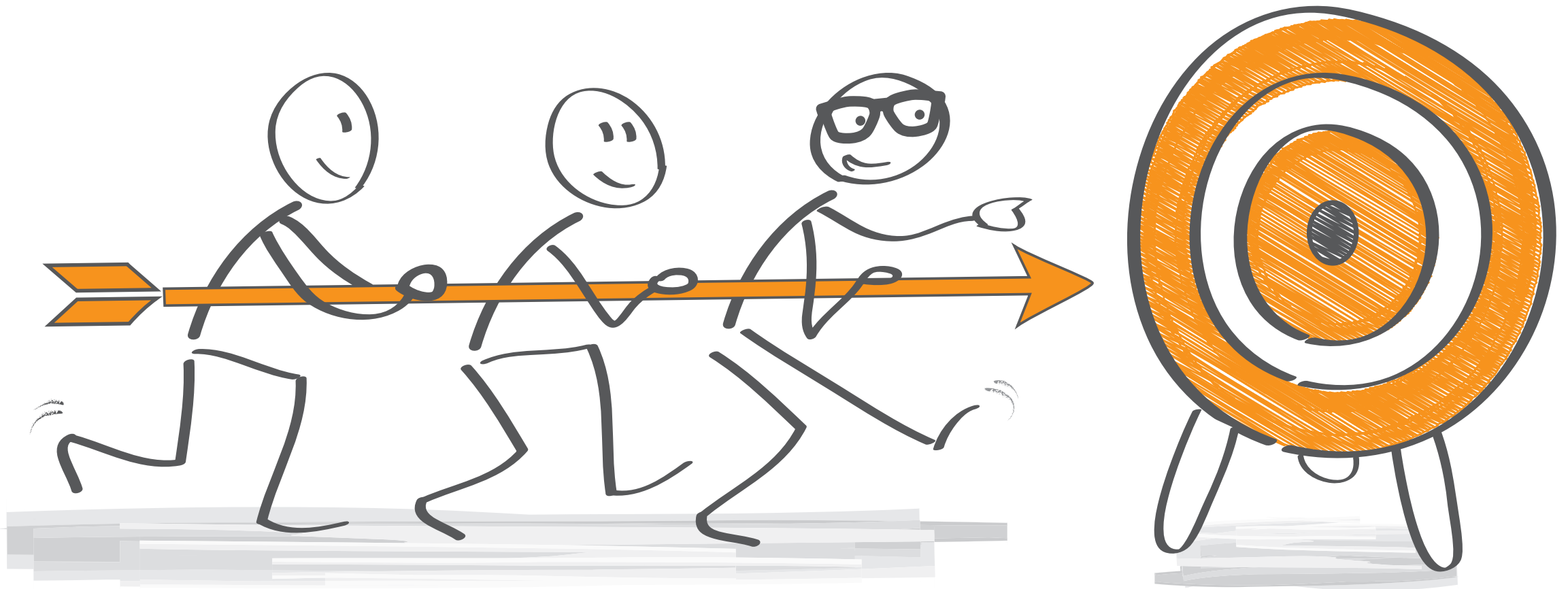
What are our expectations for improvement?
Know thy IMPACT!

Importance of Readiness as we address Accountability
Are they ready?
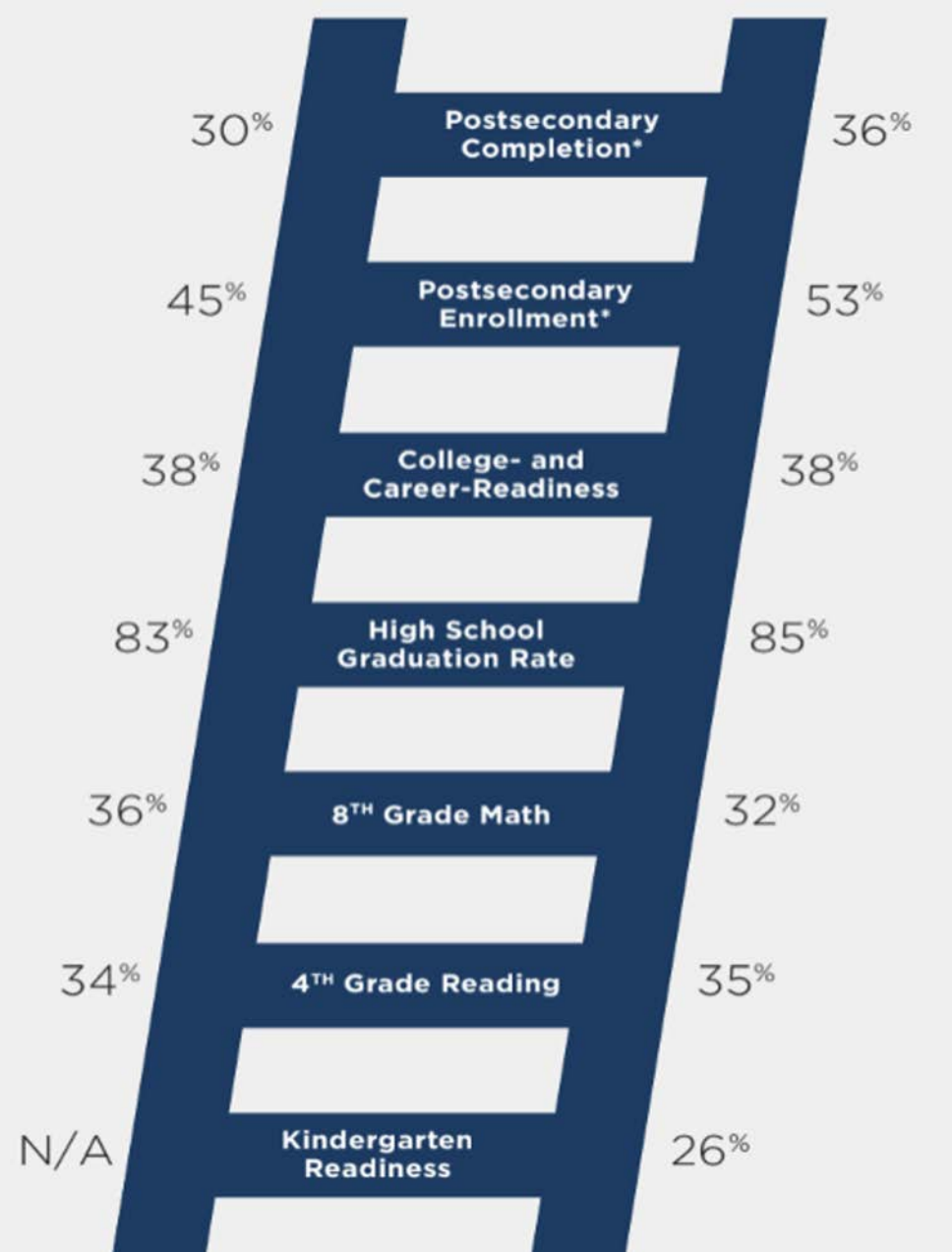
- ESSA

- New College Admission Requirements

- Early Education/Kindergarten

- Articulation

- Clarity of Expectations

- 6th Grade On Track; High School On Track

- Post High School On Track

ESSA
Every Student Succeeds Act

CARBONDALE COMMUNITY HIGH SCHOOL

2022-2026 Strategic Plan

High School Accountability System

Academic Indicators (75%)

- SAT (2018-19: ELA – 10%; Math 10%)(thereafter: ELA 7.5%; Math 7.5%)
- Graduation (4,5, and 6 year rate) (50%)
- EL Proficiency (ACCESS) (5%)
- Science (2018-19: 0%)(thereafter: 5%)

Student Quality/Student Success Indicators (25%)

- Chronic Absenteeism (7.5%)
- 9th grade on track (6.25%)
- College and Career Ready Indicator (6.25%)
- Climate Survey (5%)
- [Fine Arts]* (0%)

Public education as a whole wasn't great in America before COVID. **Schools essentially functioned as state-sponsored daycare, with some learning thrown in.**

This past year was awful academically for American students who are not self-motivated learners, which is most of them

Now, we are seeing a bevy of studies show that **American teachers are seriously stressed by their jobs and dropping out in non-negligible numbers**.

Now, the wheels have come off. **Public schools have a dropout crisis to deal with, a year of education that only half-happened, a huge cohort of homeschoolers who will eventually press for public funding, and unprecedented progress for school-choice programs.**

Stakeholders provided feedback to the team:

- **Initial Environmental Scan Survey**
- **SWOT Analysis following the Data Retreat**
- **Preferred Future Statement following the Vision Retreat**
- **Draft of the Strategic Plan following the Setting Direction Retreat**

The work of the strategic plan team is documented and available at the following web address:

http://www.cchs165.jacksn.k12.il.us/strategic_plan

:

Carbondale Community High School #165
Draft Strategic Plan Report

December 20, 2021
Prepared by the Consortium for Educational Change (CEC)

Overview

A survey was developed jointly by the Carbondale Community High School #165 Strategic Planning team and CEC to gather feedback on the draft plan created by the Strategic Planning Team. The survey was available between December 13 and December 17, 2021. The district office electronically distributed and promoted the survey. In total, 268 people responded to the survey.

The survey respondents represented the following stakeholder groups:

- Students: 51 (19%)
- Staff: 88 (33%)
- Families: 129 (48%)

Looking at other one-page strategic plans

Community High School District 155

Strategic Plan
2019-2024

MISSION

INSPIRE.   EMPOWER.   NURTURE.

Enter with promise. Leave with purpose.

VISION

Community High School District 155 is committed to being an innovative, relevant and vital part of our community that focuses on:

SOCIAL-EMOTIONAL WELL-BEING	Integrate social-emotional learning with academics to enable students to become confident, resilient, passionate collaborators, and engaged citizens.
PERSONALIZED LEARNING	Know each student, both inside and outside the classroom, and give each student opportunities to own their learning and pursue their interests and aspirations.
REAL-WORLD RELEVANCE	Use real-world, interdisciplinary learning experiences, problem-based investigations to enable students to develop and apply deep content knowledge and complex skills.
LIFE, CAREER, & POST-SECONDARY	Redefine student success and ready students to have the skills and knowledge they need to thrive in college, career, and life.
PARTNERSHIPS WITH THE COMMUNITY	Establish powerful partnerships—with community and cultural institutions, business and industry, higher education, nonprofit organizations, and health and service providers— that provide students with support, work experiences and service learning opportunities.
EQUITABLE & EFFECTIVE USE OF RESOURCES	Provide students with nontraditional and flexible uses of time, technology, space, setting, financial resources, and roles to increase the effectiveness of teaching and learning.
ENGAGED CITZENSHIP	Engage and encourage students to be masters of all fundamental literacies: compelling writers, critical readers, numeric thinkers, technology savvy, data and visual thinkers, ready for thriving in their future as contributing citizens.

CORE VALUES

CULTURE	LEARNING	CHANGE	PERSEVERANCE	RELATIONSHIPS	DIVERSITY
We provide a safe, nurturing, learning, and work environment that values trust, integrity, respect, and a focus on learning.	We take responsibility for our progress through transparent evaluation of student and staff success.	We encourage flexibility, agility, innovation, and opportunities to take risks as we grow and improve.	We encourage mistakes, grit, growth, and patience in growing as problem solvers, critical thinkers, collaborators, and team members able to encounter and overcome challenges.	We support relationships among students, staff, families, and the community that ensure effective communication, collaboration, voice, and choice to further our mission, vision, core values, and goals.	We value inclusion and acceptance of all students, staff, and families in our diverse, inclusive school community.

GOALS

GOAL 1: STUDENT SUCCESS	**STRATEGY**
Provide a comprehensive, innovative education for each student to promote life, career, and postsecondary success.	Ready each student with the academic knowledge and competencies for life, career, and postsecondary success. Define student success and develop a pathway and portfolio for each student to pursue their interests and set goals, monitor, and report progress. Engage students through blended learning and problem-based learning opportunities that extend beyond the classroom.
GOAL 2: STUDENT WELL-BEING	**STRATEGY**
Establish a safe, positive, and engaging learning environment to meet the academic and social and emotional needs of each student.	Close achievement gaps by improving student subgroups' growth and performance. Meet the social-emotional and physical needs of each learner.
GOAL 3: WORKFORCE EXCELLENCE	**STRATEGY**
Select, develop, and retain a high-quality workforce to ensure each student is surrounded with excellent educators.	Provide meaningful staff professional development and support to expect excellence in teaching and learning. Enhance collaboration and communication with district staff, elementary feeder districts, and local colleges.
GOAL 4: COLLABORATIVE PARTNERSHIPS	**STRATEGY**
Cultivate partnerships with families and the community to support and expand learning opportunities for each student.	Partner with families to enhance their ability to assist their student to make good choices and decisions as they fulfill graduation expectations and preparation for postsecondary success. Partner with the community to ensure an exchange of resources to enable students to have life, career, and postsecondary experiences.
GOAL 5: RESOURCE STEWARDSHIP	**STRATEGY**
Make effective and efficient use of our resources to maximize educational success for each student, every school, and the district.	Maximize use of time, space, facilities, and other resources to improve both learning and teaching.

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 learners.

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

EVERY STUDENT

FUTURE READY

THE WPS STRATEGIC PLAN | 2018-2023

EMPOWERED TO
DREAM
BELIEVE
ACHIEVE

WICHITA PUBLIC SCHOOLS®

VISION

Wichita Public Schools will be the district of choice in our region, where all students and staff are empowered to dream, believe and achieve.

#WPSPROUD

#WPSFUTUREREADY

MISSION

Wichita Public Schools prepares all students to achieve college, career and life readiness through an innovative and rigorous educational experience.

SHARED BELIEFS

Our shared beliefs include student success, safety and belonging, family and community collaboration, visionary leadership, civic engagement and equity and diversity.
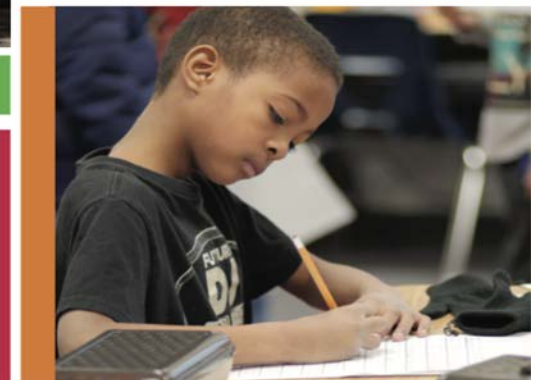
LONG-TERM GOALS

To prepare all students to be future ready and empower them to dream, believe and achieve, Wichita Public Schools is in relentless pursuit of four long-term goals that will change the trajectory for our students.

1 Increase the high school graduation rate.

2 Increase 3rd grade reading proficiency.

3 Increase the percentage of students completing dual credit, concurrent credit, industry certification or other college and career readiness opportunities.

4 Ensure that schools are trusted as safe places by students, parents, staff and community.

HOW DID WE GET HERE?

We listened. We learned. Thousands of district and community stakeholders participated in more than 20 listening sessions held during Superintendent Dr. Alicia Thompson's first year. The Board of Education and district leadership used the feedback received to shape the elements of the strategic plan presented in this document.

WHAT'S NEXT?

For future strategic plan updates and to learn how you can be part of the process, visit www.usd259.org/futureready.

3

STRATEGIC THEMES

Our plan to ensure all students are future ready will be shaped around seven strategic themes. The annual objectives and action items established within each theme will challenge the district community to stretch further and think differently about the work we must do to support and inspire our students.

Ensure Success for All Learners

Meaningful and challenging curriculum and instruction are key to achieving success for all learners. From research-based early literacy goals to focus on the achievement gap, to the unique needs of extraordinary learners, we will align work across the district to ensure that WPS performs at the highest level.

Prepare for College and Career

The opportunities provided to WPS students to be future ready are unparalleled. We will allow students to choose how to turn what they like to do into what they want to become through career pathways, magnet schools, nationally-recognized programs and community partnerships.

Support the Whole Child

Each student has worth and dignity and is valued and understood through essential social, emotional and behavioral supports. We will cultivate a sense of belonging and a focus on safe school facilities to create a safe and secure learning experience.

Invest in Staff

Purpose-driven employees are essential to the success of Wichita students. We will empower our area's most effective leaders, teachers and staff to support Wichita's children through a positive district culture, high-quality professional development and meaningful recruitment and retention strategies.

Engage Families and Community

WPS benefits from the vibrant engagement of families, community partners and business leaders focused on student success. We will create and maintain relationships through a commitment to customer service and meaningful community involvement.

Communicate to Build Trust

Wichitans are invested in our community's schools. We will commit to transparent communication between the district and stakeholders at all levels as the essential element to maintain trust and confidence in our district.

Align Resources and Infrastructure

Research shows that Kansas schools are some of our country's most efficient public schools. We will focus on efficiency through alignment of systems and resources to ensure that facilities are well maintained and that adequate resources are devoted to schools and classrooms to directly support teachers and students.

4

Immediate first steps

1. **First reading of the new strategic plan by the Board of Education January 20**

2. **Presentation and approval by the Board of Education February 17**

3. **Living the Plan training and coaching March 1-August 1**

4. **Kick off of the new plan implementation start of the 2022-2023 school year.**

6 Ways to LIVE Your Strategic Plan

1. Align the plan goals and strategies to a data system
- Identify key indicators, measures, and targets for all goals and strategies

2. 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

3. Align the Plan to individual and team performance and program evaluations
- Align individual, team, school, and program goals and feedback to the data system

4. 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

5. 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*

6. Align the Plan to resources of time and money
- Align budget and meeting agendas to the Plan in order *to ensure focus and priority.*

CARBONDALE COMMUNITY HIGH SCHOOL

2022-2026 Strategic Plan

Creation of the Data Dashboard System

Prepare all students for college, career, and post-secondary success.	Promote an environment that is respectful, innovative, inclusive, and supportive.	Recruit, develop, and retain a high-quality diverse workforce to ensure and strengthen workplace competencies, collaboration, and satisfaction	Cultivate partnerships with families and the community to support and expand learning opportunities for students.	Make effective and efficient use of resources to maximize educational success.
Key Performance Indicators • Graduation Rate • State Assessments in ELA and Mathematics • 9th Grade on Track • English Language Proficiency • Grade Point Average • AP/CTE/ Dual Credit Participation • Senior Exit Survey	**Key Performance Indicators** • Student Enrollment • Attendance/Chronic Absenteeism • Class Size • Student Behaviors • Demographic Diversity Data • Student Climate Survey 5E • SEL Survey • Life Success Survey • Survey Participation Rates	**Key Performance Indicators** • Staff Enrollment by Diversity • Staff Education • Staff Retention • Staff Performance Evaluation • National Board-Certified Teachers • Staff Satisfaction 5E Survey • Staff Exit Survey • Salaries & Benefits • Professional Development	**Key Performance Indicators** • Parent Attendance at Conferences, • Volunteerism • Parent Satisfaction • External Community Satisfaction • Parent Use of Digital Reporting • Community Engagement • No. of Community Partners • No. of Students Participating in Co-op Programs • Community/Families Points of Contact Events and Activities	**Key Performance Indicators** • Annual Revenue Sources • Fund Balances • Expenditures • Equalized Valuation/Tax Rate • State Financial Profile • Operating & Instructional Expense Per Pupil • Audit Findings • Grant/Other Resources • Space Utilization • Life Safety Compliance • Long-Range Facility Plan on Track • Safety and Security

The Board of Education upon recommendation of the superintendent will approve Key Performance Indicators for all Strategic Plan Goals. Those listed above were suggested as possibilities by the strategic plan team. Key Performance Indicators/Measures will be monitored at least three times a year and reviewed/adjusted annually.
Targets will be established annually for each measure.

CARBONDALE COMMUNITY HIGH SCHOOL

2022-2026 Strategic Plan

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
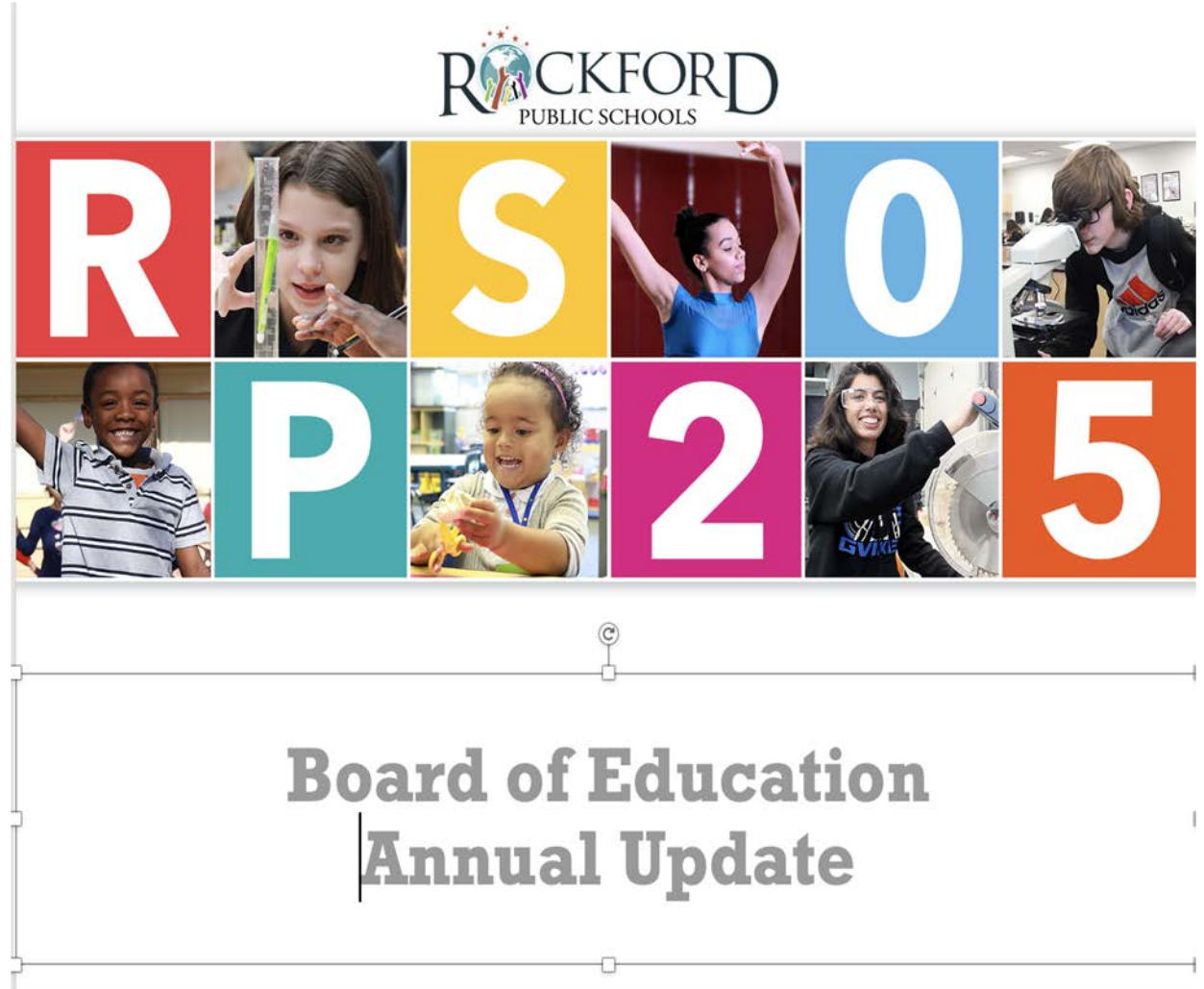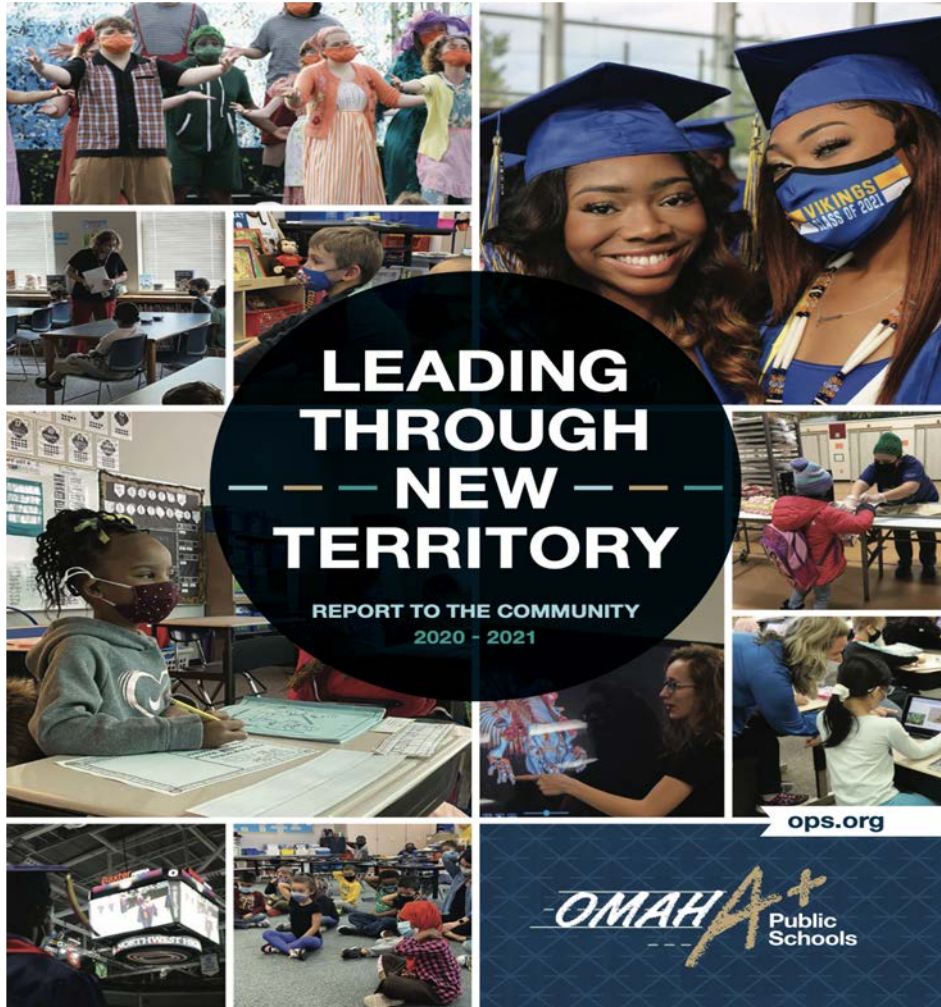
Advance Placement, Dual Credit, Capstone Course
Percent of graduates who have taken at least one Advance Placement, Dual Credit, or Capstone Course during their four years reported each semester
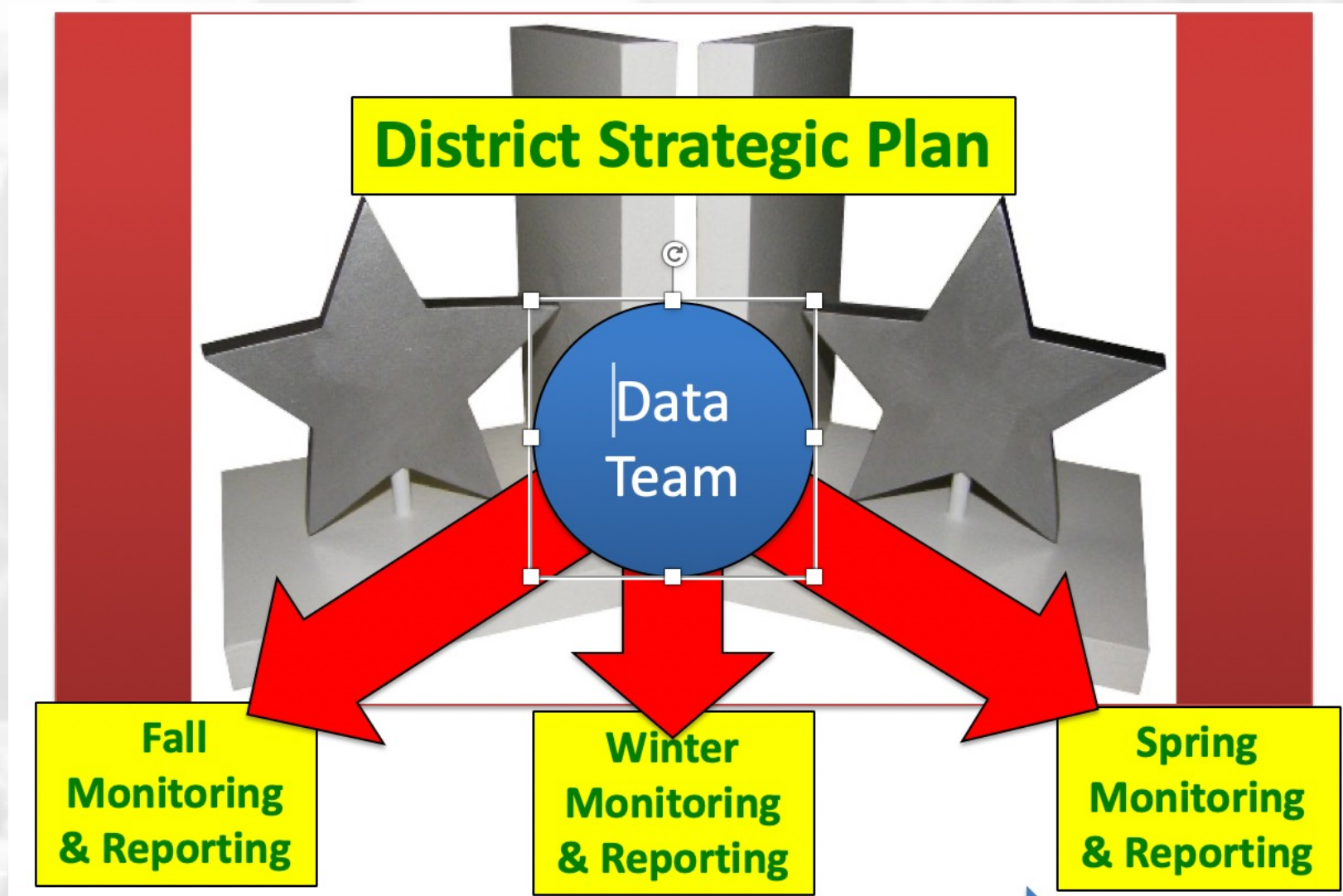
Baseline: 76.6%
Updated: 2019
Target: 80%
↑ 77.8%

CARBONDALE COMMUNITY HIGH SCHOOL

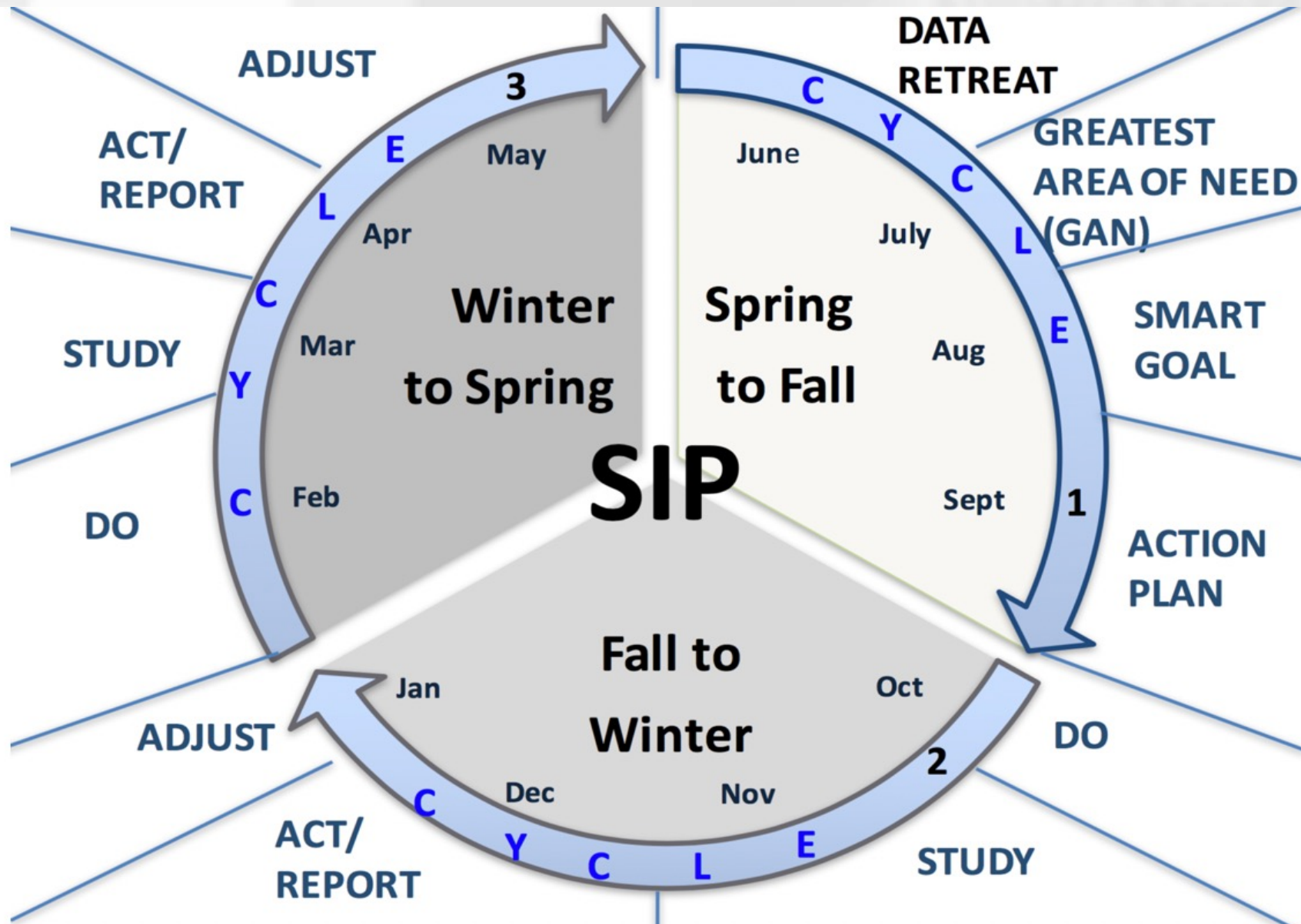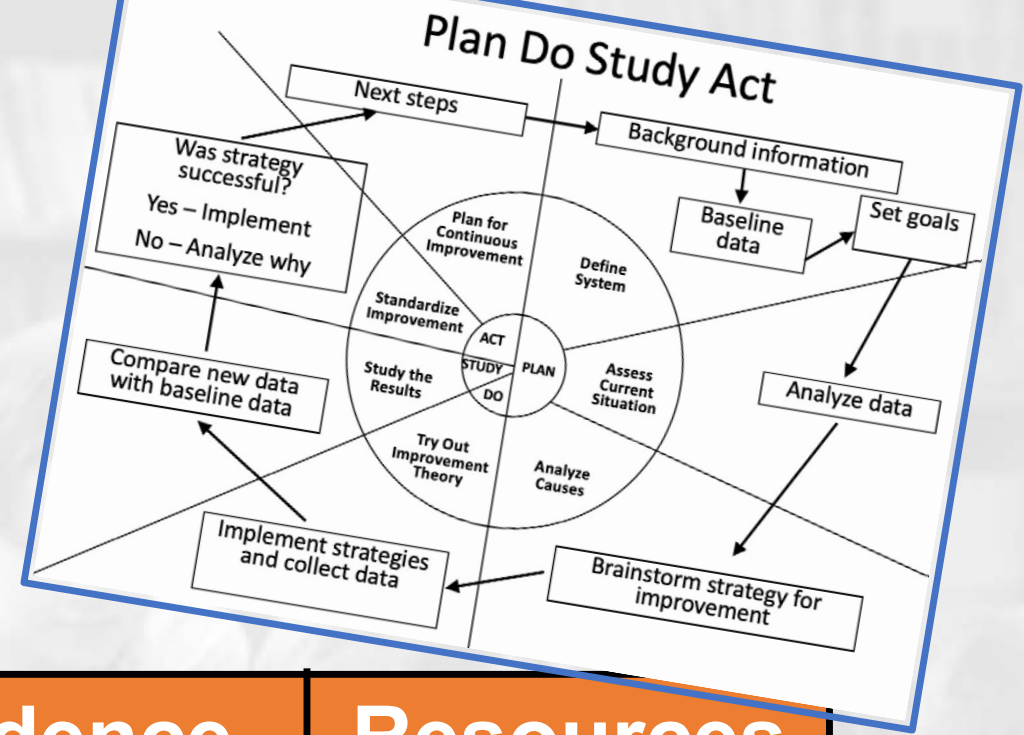2022-2026 Strategic Plan

Annual Reports/ Quarterly Updates

Improvement efforts will be monitored for progress fall, winter and spring.

The improvement process is spring to spring.

Annual Strategy Action Plans

Plan Do Study Act

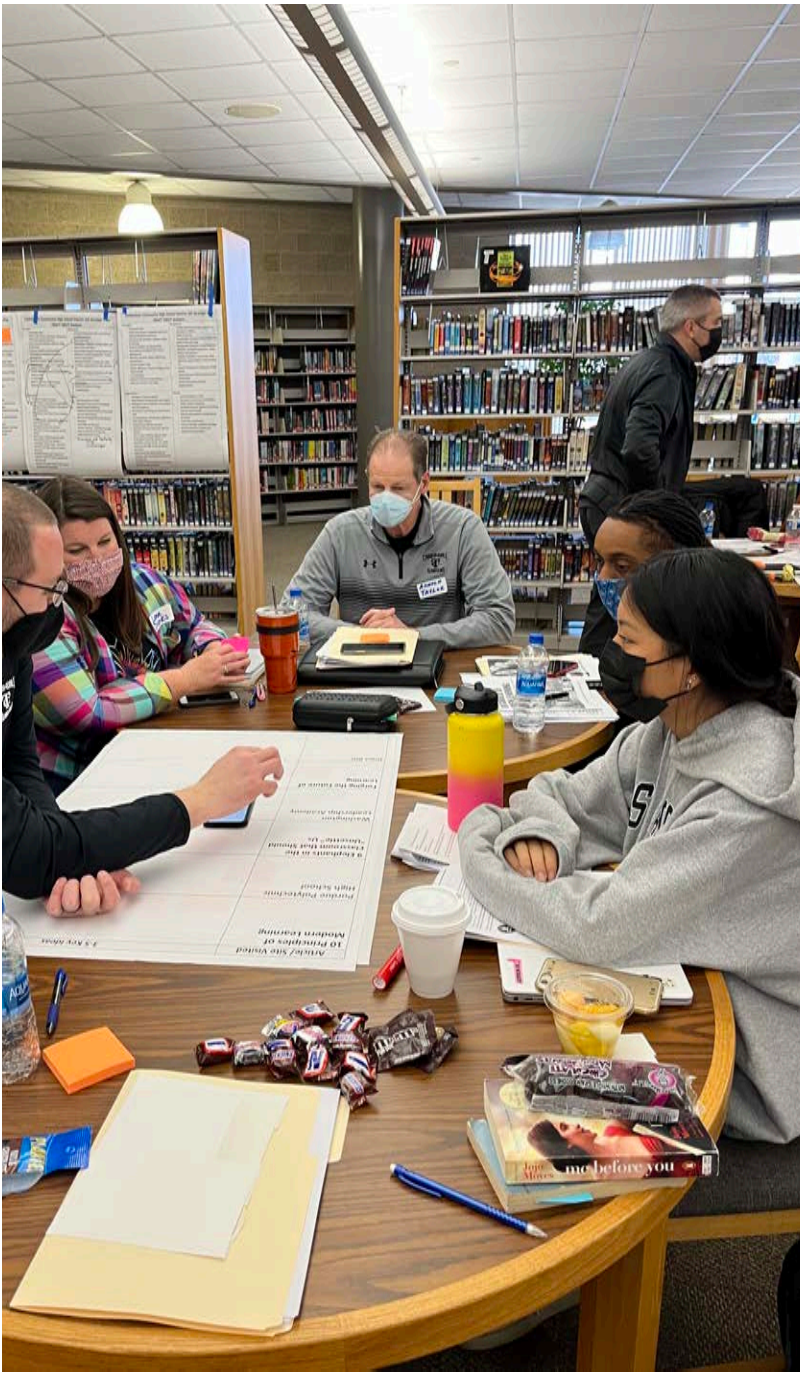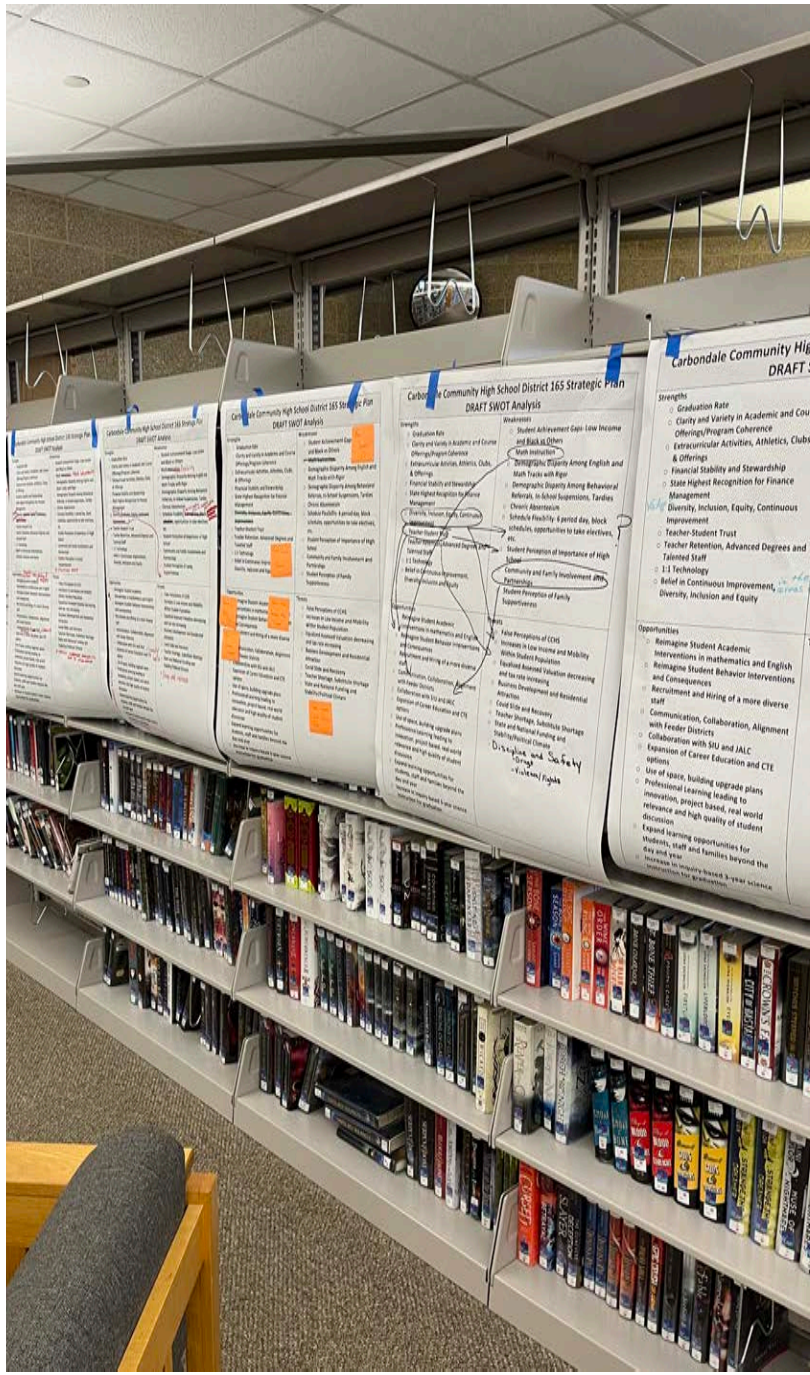| Tasks	Desired Outcomes	Evidence	Resources

Action Planning Process

FOLLOW STRATEGIC PLAN ACTION AT:
http://www.cchs165.jacksn.k12.il.us/strategic_plan

Thanks to the Strategic Plan Team!