

WEST CHICAGO COMMUNITY HIGH SCHOOL

# STRATEGIC PLAN

**CHS D94**  
Community High School District 94

**Orientation**  
**October 10, 2024**



**West Chicago Community High School**  
*District 94: Learning. Leading. Living.*

# Welcome and Introductions

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



**#WEGO2030**

# Strategic Plan Team

Student	Staff Representatives	Parent/Community Representative	Leadership Representative
Adamary Vega Alexis Rios Zach Williamson Katie Munoz Ja'Nyah Villa Julia Koput Isaiah Sylvester Ana Hurtado Victoria Bautista Jadenise Velazquez Lauren Dusing Khashika Narain	Erica Gutesha (SPED) Brittany Nelson (EL/WL) Christina Sladek (Science) Joe Zeman (SS) *Eva Komaniecki (Math) Brian Turnbaugh (Eng) Mary Kate Dieter (PE) Emily Renteria (FACS) Carol Naughton (Library) Claudia Castellanos Elva Slepicka Banjelina Mendoza Viviana Cuautle	Alicia Oberkircher Limaris Pueyo Karrie Viscogliosi Elizabeth Menchaca Zoila Caballero Michael Cabrera Catalina Chavez Rosario Herbst Molly Beck Dean (WGTFK) Sandy Guzman (Ed Fdtn) & Parent Chuck Strayve (Ed Fdtn) Gina Radun (Park Dist) Ben Weseloh (Library Dist)	Kurt Johansen Will Dwyer Julie Swartzloff Dan Oberg Paul Lichy Blanca Ruiz Kathy Hart (Boosters) Denise Gilbert (Boosters) Megan Dusing (PTAC) Liliana Medina (BPAC) Board Members will vary at each meeting

**#WEGO2030**

A man with short dark hair and a light beard, wearing a blue blazer over a white collared shirt, stands in front of a modern building with large glass windows. The background is slightly blurred, showing the grid pattern of the windows and some greenery outside.

# West Chicago Community High School District 94 Strategic Plan #WeGo2030

*“Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has.”*

**- MARGARET MEADE**

# West Chicago High School District 94 Strategic Plan Team Schedule

Meeting	Purpose/Essential Questions	Date	Time
<b>Orientation</b>	<i>Who we are and what we are charged to do?</i>	October 10	Virtual 5:00-7:00 pm
<b>Data Retreat</b>	<i>Where are we now? What is working well and what isn't?</i>	November 4	Face to Face 9:00 am - 3:00 pm
<b>Vision Retreat</b>	<i>Where do we want to be? How will we be different 5-10 years from now?</i>	December 19	Face to Face 9:00 am - 3:00 pm
<b>Setting Direction Retreat</b>	<i>How will we get from where we are now to where we want to be 5-10 years from now?</i>	January 17	Face to Face 9:00 am - 3:00 pm
<b>Final Meeting of Plan Team</b>	<i>What will we recommend to the Board of Education to set future direction?</i>	February 6	Virtual 5:00-7:00 pm



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# ROLES



- **Attend** all meetings of the planning team.
- **Prepare** for each meeting by reading materials aligned to each agenda.
- **Explore** research-based, effective practices of high performing districts.
- **Review and revise** the district's shared mission, vision, and core values.
- **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.

**Recommend the strategic plan to the superintendent.**



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# FOUNDATION OF CONTINUOUS IMPROVEMENT

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

**Stage 1  
Steps 1 & 2**

**Stage 2  
Steps 3 - 7**

**Stage 3  
Step 8**

**Readiness I & II**

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

**Strategic Planning**

**Orientation  
Data Retreat  
Vision Retreat  
Setting Direction Retreat  
Recommendation**

**Living the Plan**

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









**WHERE DO WE WANT  
TO BE?**

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

**WHERE ARE WE NOW?**

It is good to  
have an end to  
journey toward;  
but it is the  
journey that  
matters in the  
end.

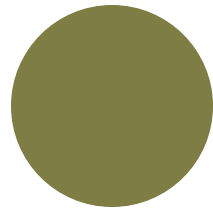
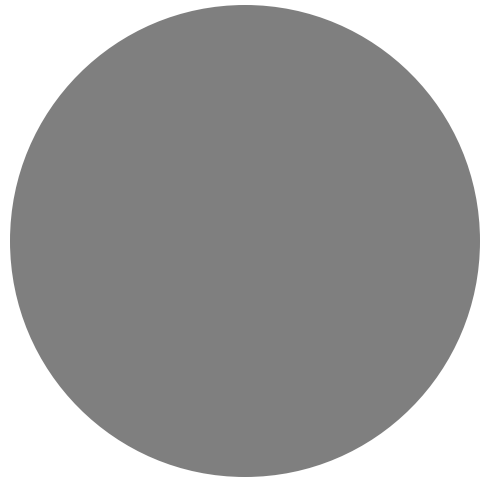
Ursula K. LeGuin 1999

**CONTINUOUS IMPROVEMENT**

**We can't change the past.  
But we can act now to  
change the future.**

**A better tomorrow is  
possible if we act today to  
ensure the future of  
learning for all.**






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

~Wilfred Peterson



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Keep it alive-  
not sitting on the shelf  
collecting dust



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*District 94: Learning. Leading. Living.*

*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.*





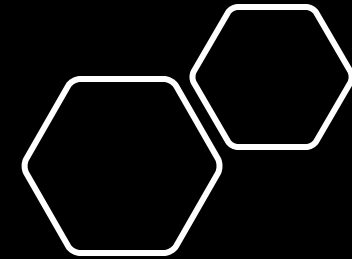
***20 Minutes***

***Key Concepts from Homework Activity***

Table 1 Name/Role	Article	Table 4 Name/Role	Article
Len Egan / Building Leadership	1	Gina Radun / Community Rep	1
Mary Howard / Building Leadership	2	Sandy Guzman / Community Rep	2
Brittney Walker / Building Leadership	3	Rosario Herbst / Family Rep	3
Karrie Viscogliosi / Family Rep	1	Brittany Nelson / School Rep	1
Elizabeth Menchaca / Family Rep	2	Carol Naughton / School Rep	2
Megan Dusing / Parent Org Leadership	3	Mary Kate Dieter / School Rep	3
Elva Slepicka / School Rep	1	Isaiah Sylvester / Student Rep	1
Brian Turnbaugh / School Rep	2	Alexis Rios / Student Rep	2
Victoria Bautista / Student Rep	3	Julia Koput / Student Rep	3

Table 2 Name/Role	Article	Table 5 Name/Role	Article
Megan Payleiter / Building Leadership	1	Dan Oberg / District Leadership	1
Dave Pater / Building Leadership	2	Julie Swartzloff / District Leadership	2
Chuck Strayve / Community Rep	3	Limaris Pueyo / Family Rep	3
Catalina Chavez / Family Rep	2	Eva Komaniecki / School Rep	1
Kathy Hart / Parent Org Leadership	1	Christina Sladek / School Rep	2
Joe Zeman / School Rep	3	Erica Gutesha / School Rep	3
Adamary Vega / Student Rep	1	Jadenise Velazquez / Student Rep	1
Ja'Nyah Villa / Student Rep	2	Lauren Dusing / Student Rep	2
Zach Williamson / Student Rep	3	Blanca Ruiz / Union Leadership	2

Table 3 Name/Role	Article	Table 6 Name/Role	Article
Kathe Doremus / Board of Education	3	Penny Munoz / Board of Education	1
Molly Beck Dean / Community Rep	1	Michael Cabrera / Family Rep	1
Ben Weseloh / Community Rep	2	Alicia Oberkircher / Family Rep	2
Will Dwyer / District Leadership	3	Zoila Caballero / Family Rep	3
Liliana Medina / Parent Org Leadership	1	Emily Renteria / School Rep	1
Denise Gilbert / Parent Org Leadership	2	Banjelina Mendoza / School Rep	2
Viviana Cuautle / School Rep	3	Claudia Castellanos / School Rep	3
Katie Munoz / Student Rep	1	Khashika Narain / Student Rep	3
Ana Hurtado / Student Rep	2	Paul Lichy / Union Leadership	2





**Homework Assignment:**

For the Orientation, please read the article you have been assigned:

Article A: 2024 Trends in K-12 Education

Article B: From Vision to Reality: Personalized, Competency-Based Learning for All Kids

Article C: Guiding Principles for Creating Safe, Inclusive, Supportive and Fair School Climates

For that article, please ***identify five important takeaways*** that you would share with others who did not read the article to summarize what you learned that you feel will help you and others as you do your work as a strategic plan team member crafting future direction for District 94.

1

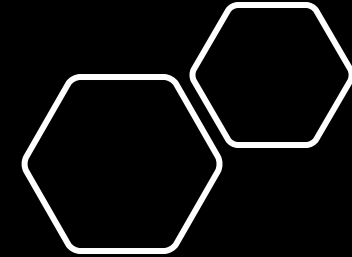
2

3

4

5

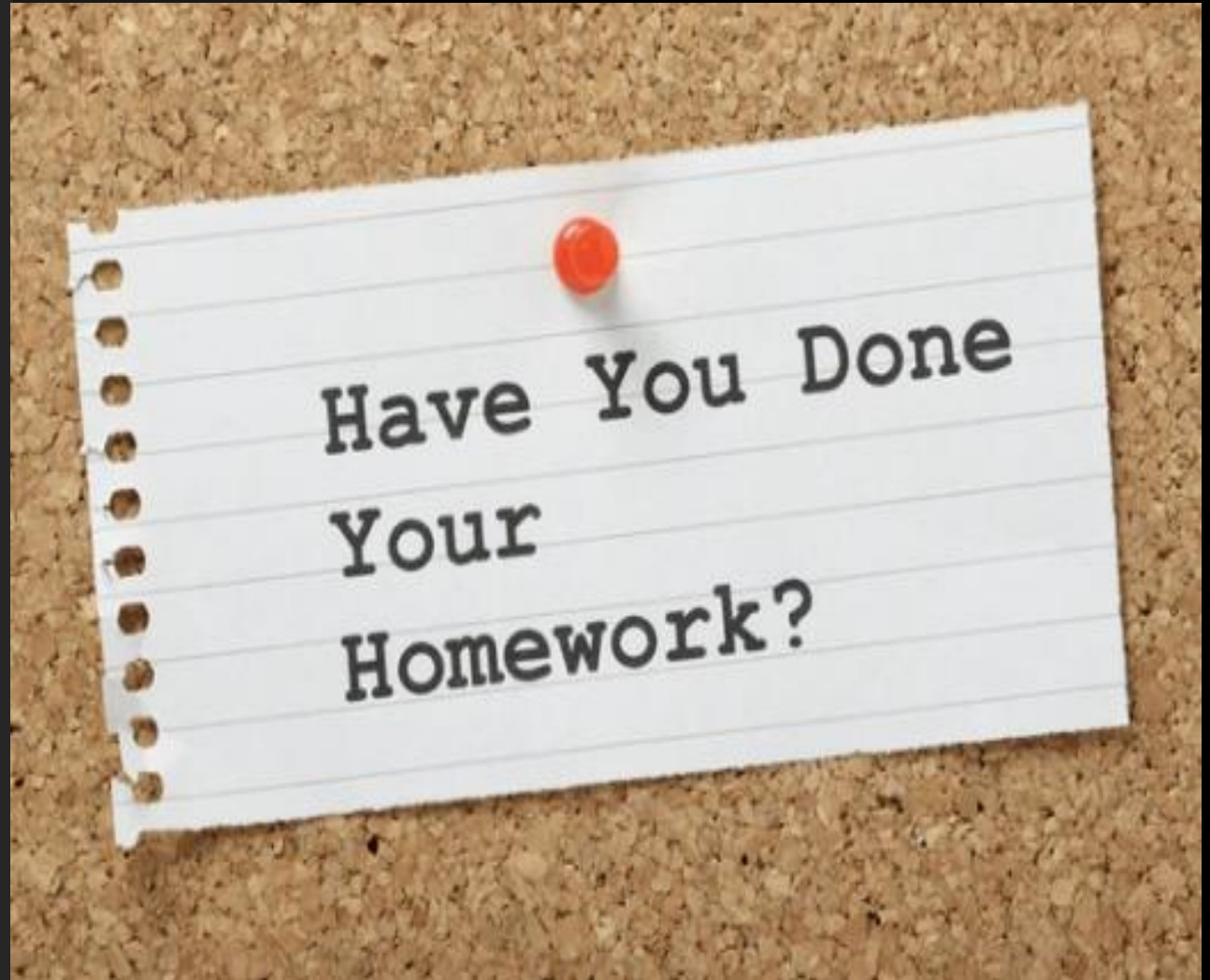
**Seek a reporter, a timekeeper,  
and a recorder  
Use your 20 minutes to  
identify as a group the 5 or so  
Key Concepts about your  
article to share with those who  
did not read the article.**



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

***Generate key concepts from the article you read.***

***Be ready to share with your team.***



# 2024 TRENDS IN K-12 EDUCATION





# Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates



**FORGING  
THE FUTURE  
OF LEARNING**



**THE KIDS HAVE  
A LOT TO SAY**



## ACTIVITY TWO: REFLECTION ON ARTICLES READ

### Strategic Plan Orientation Homework

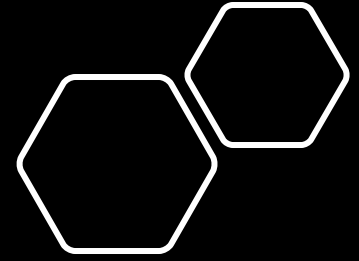
**Read your assigned article. Record below 5 key points to share with others who will not have read the article. Record ideas of things to keep in mind as we begin the strategic planning process to set future direction for the district.**

**Article 1: 2024 Trends in K-12 Education**

**Article 2: Guiding Principles for Creating a Safe, Inclusive, Supportive and Fair School Climate**

**Article 3: Forging the Future of Learning**

<b>Name of Article:</b>	Article 1: Trends in K-12 Education
<b>Key Point 1</b>	
<b>Key Point 2</b>	
<b>Key Point 3</b>	
<b>Key Point 4</b>	
<b>Key Point 5</b>	



A top-down view of four hands, each wearing a dark suit sleeve, working together to assemble a central puzzle. The puzzle consists of four interlocking pieces: a green piece at the top, a red piece on the right, a yellow piece at the bottom, and a purple piece on the left. The hands are positioned around the pieces, with fingers gently holding and adjusting them. The background is a plain, light-colored surface.

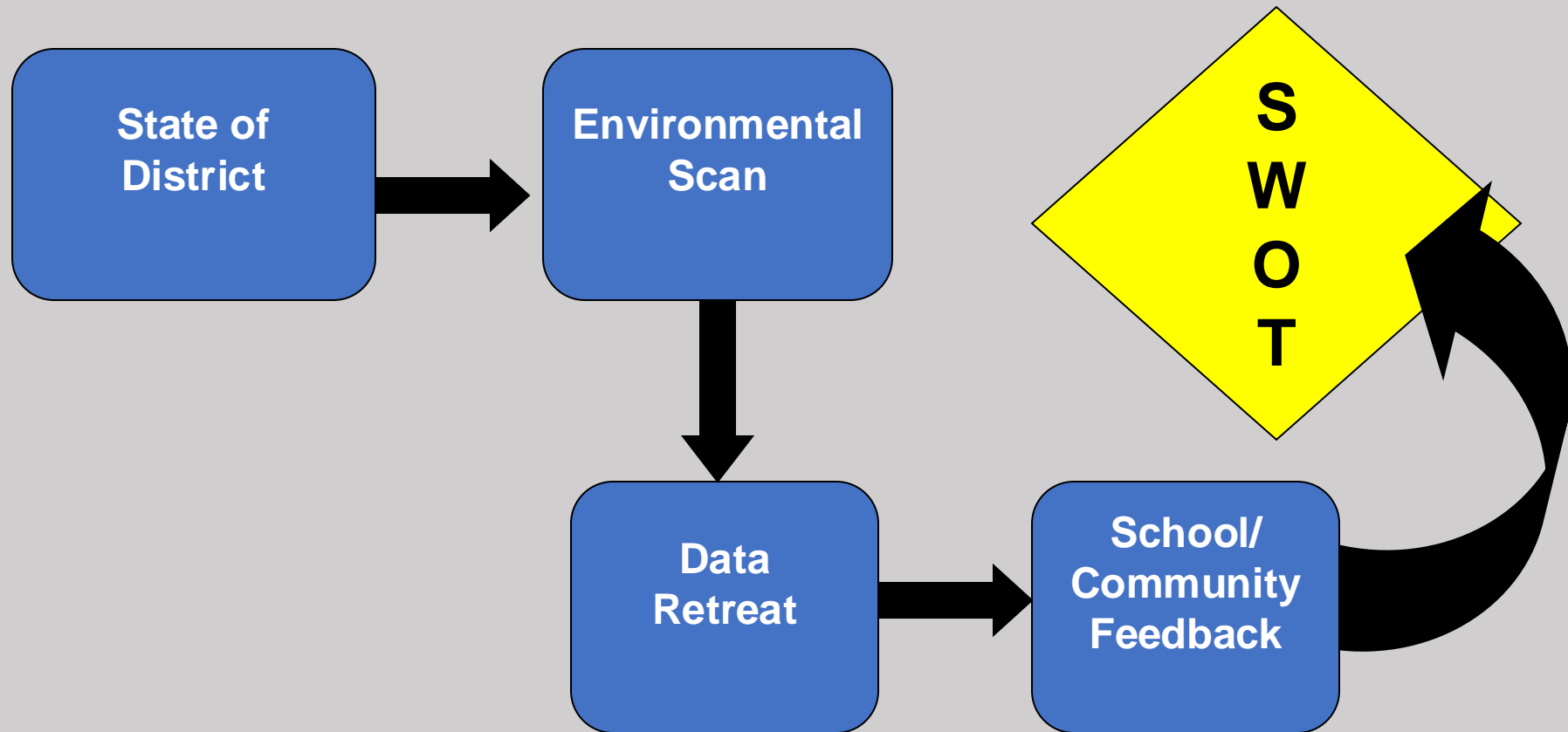
# Steps in the Process





**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**

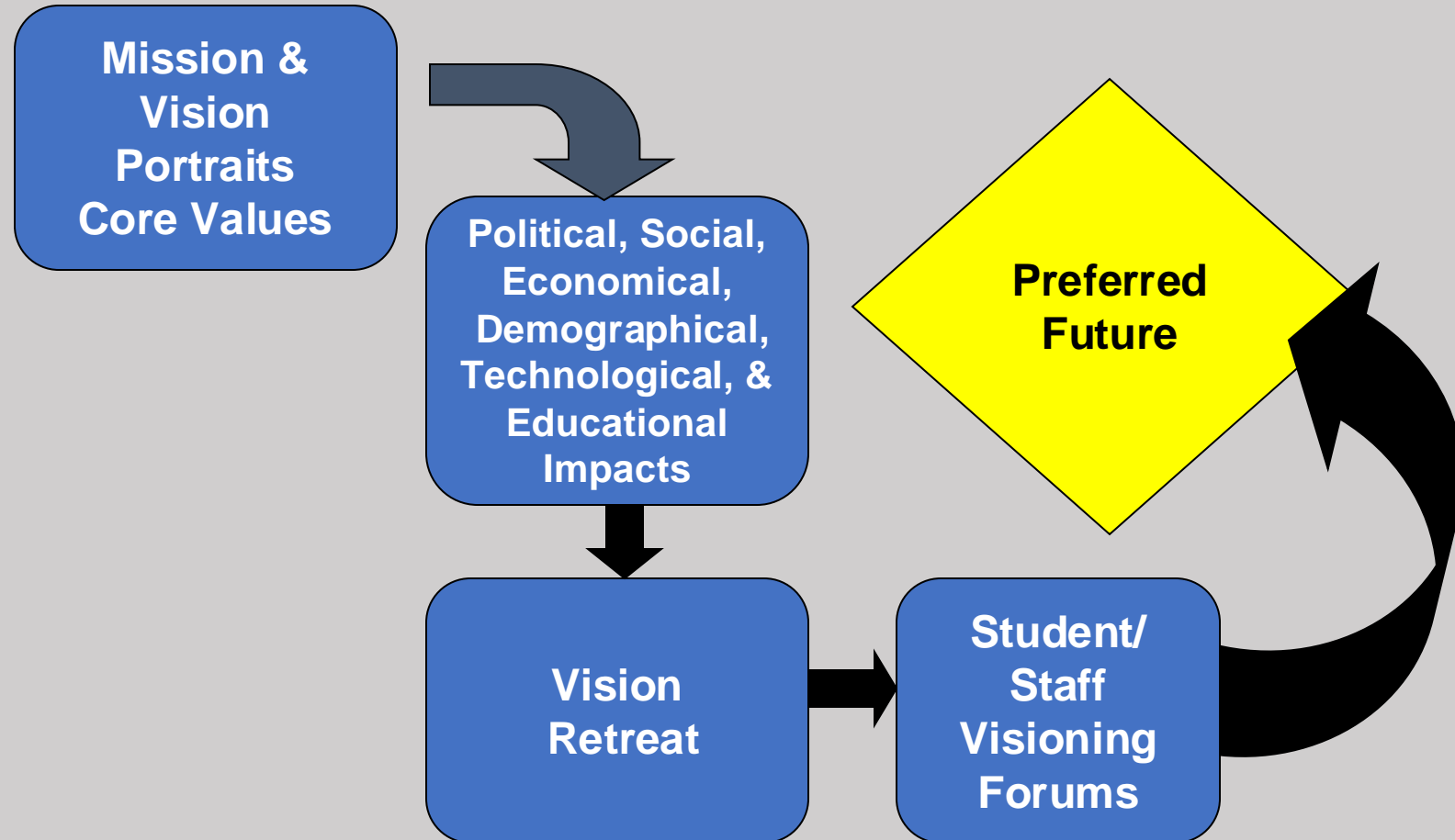
- What opportunities for improvement do we know about but have not addressed?
- Where with a little work could we change a weakness into a strength?

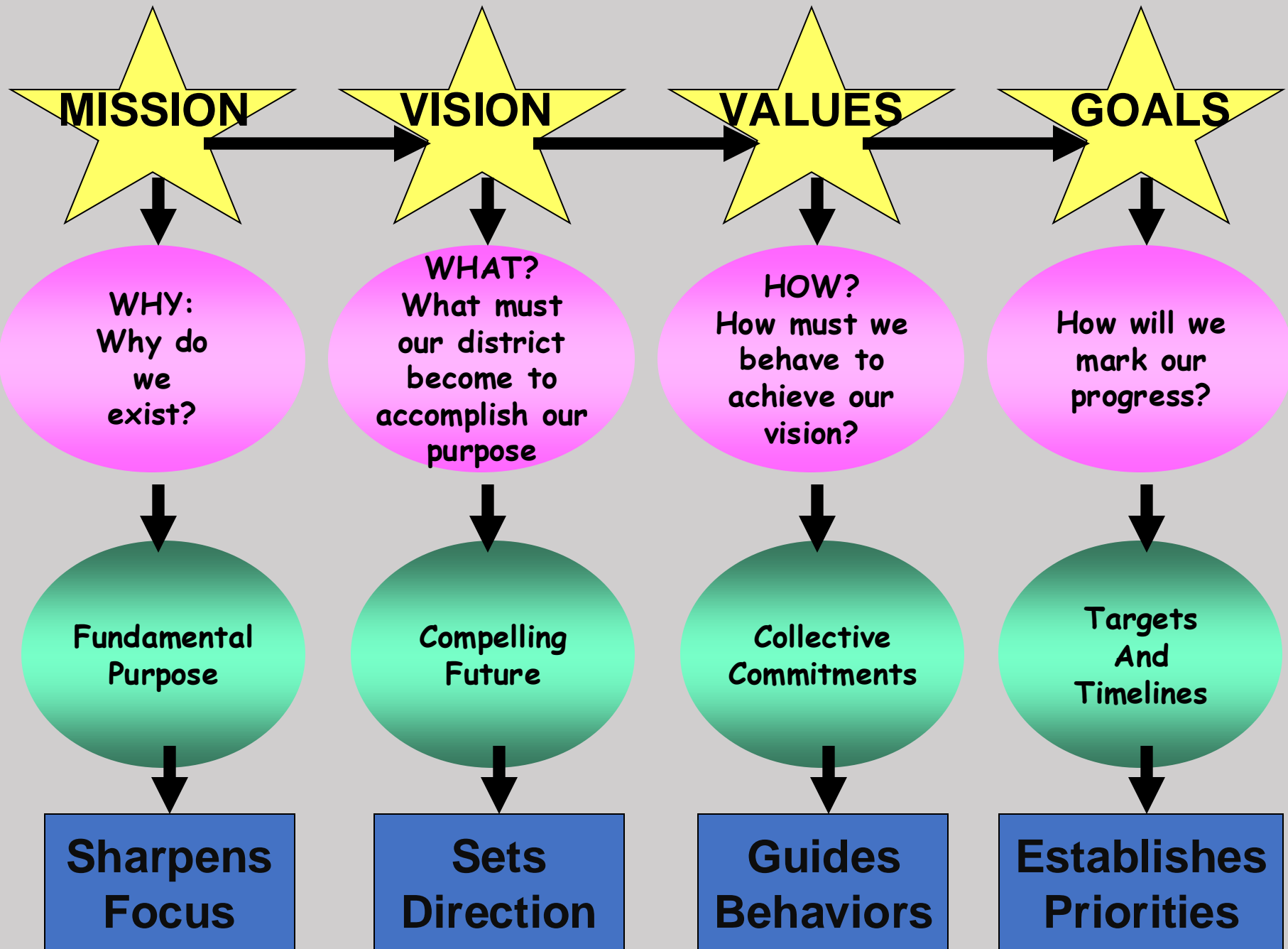
- Who or what threatens us the most?
- What challenges are coming that we must respond to?
- What might block our progress?

**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**

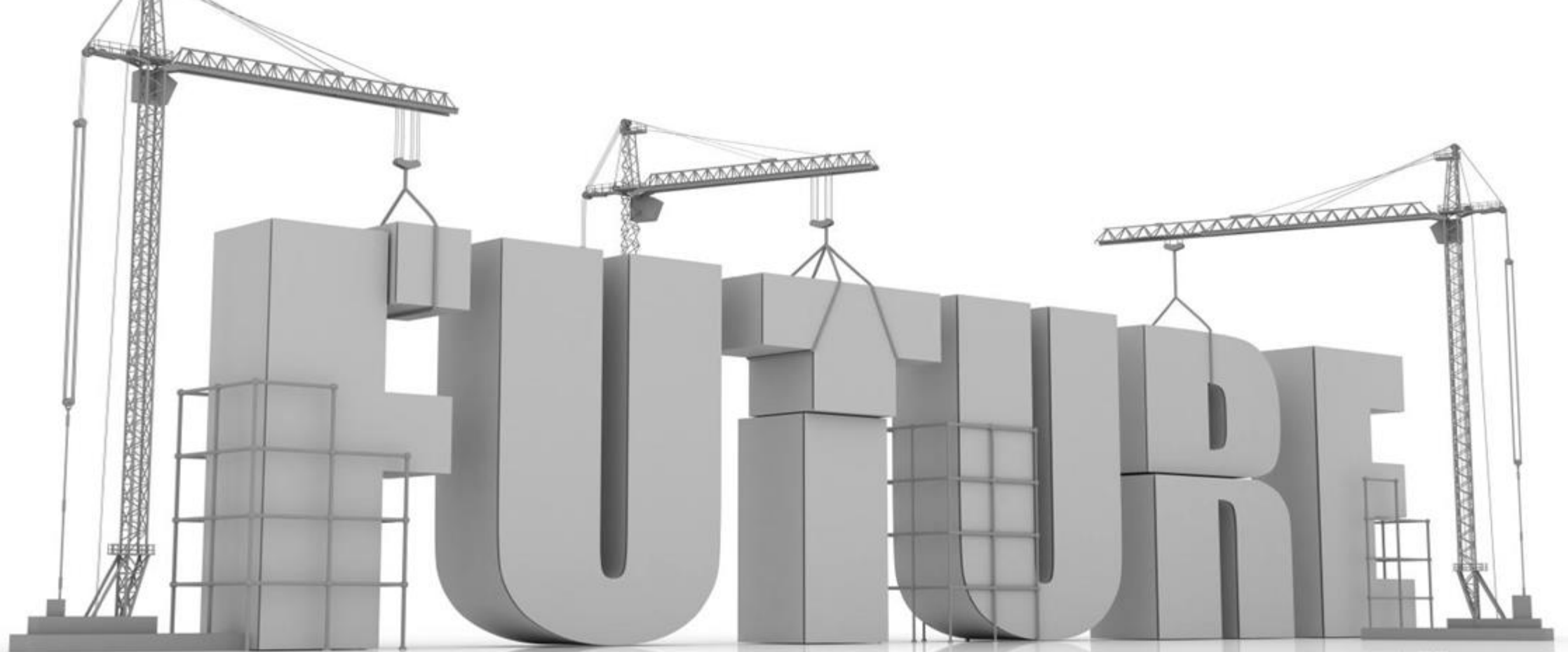


**PART TWO: Determine the “PREFERRED FUTURE” - *Where do we want to be?***









*How do we want to be different 5-10 years from now than we are today?*

**#WEGO2030**



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.**

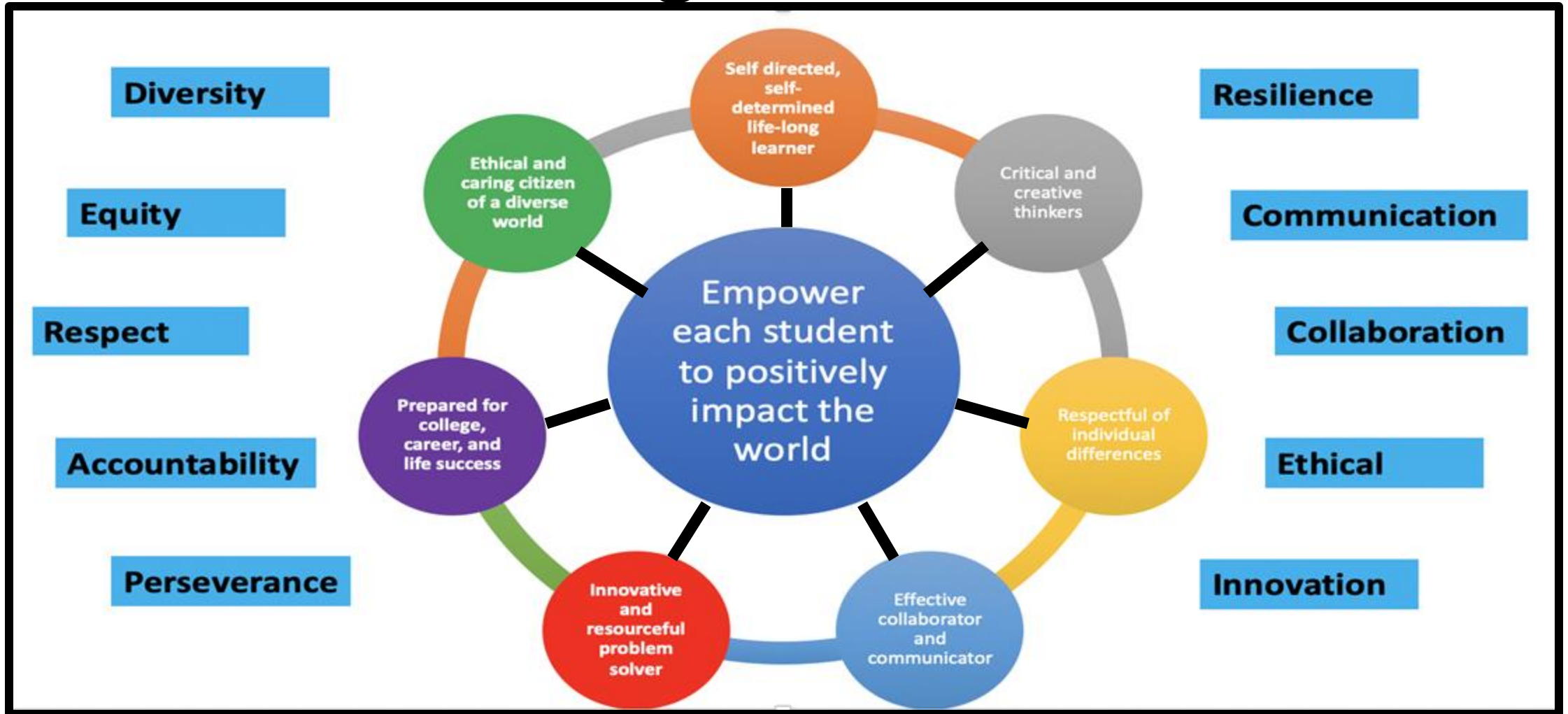
- Create a Portrait of a Graduate
- Create a Portrait of an Employee
- Create a Portrait of the System

**We will DRAFT Core Values.**

*“Some 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



## OUR MISSION & VISION

OUR  
VALUES

WHY WE EXIST and WHERE WE ARE HEADED

OUR  
VALUES



# 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



## CREATIVITY

CREATIVITY

## 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



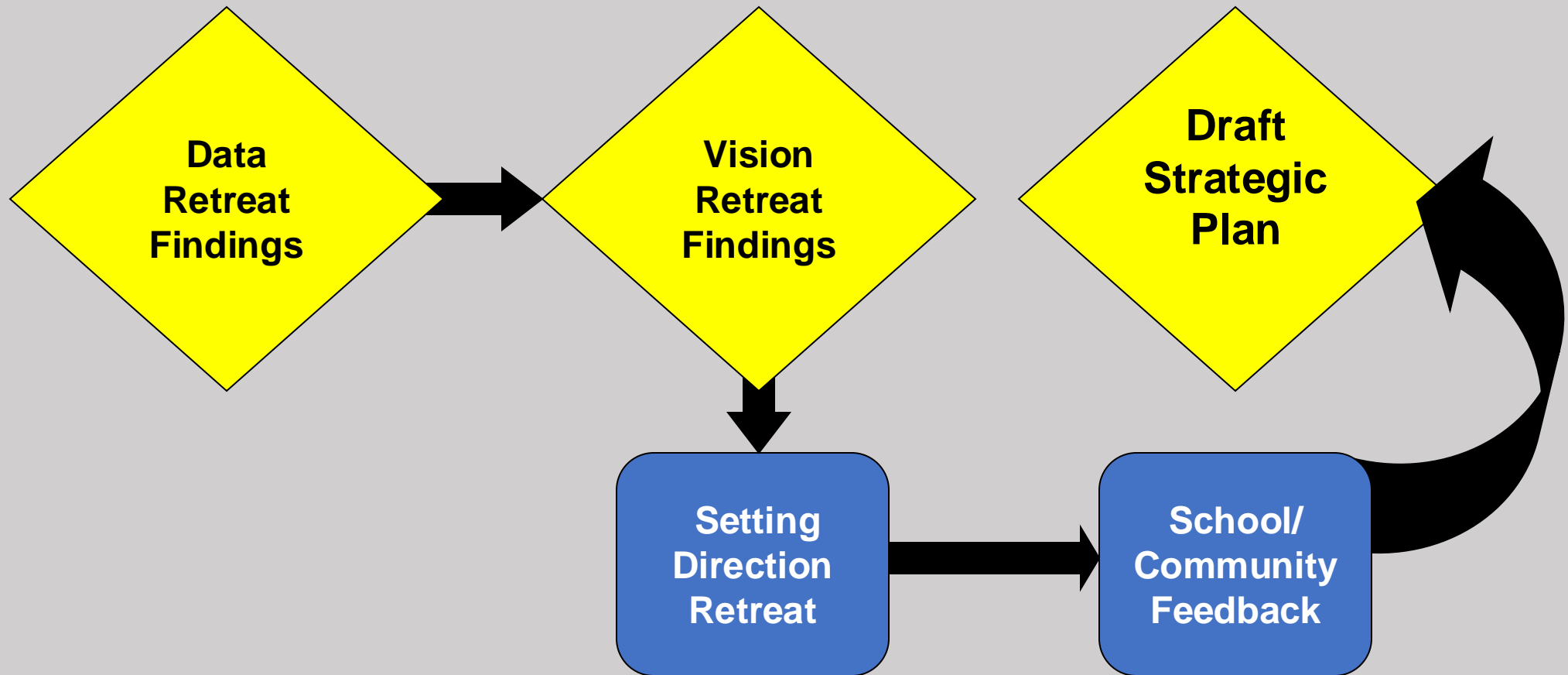
## COLLABORATION

- 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

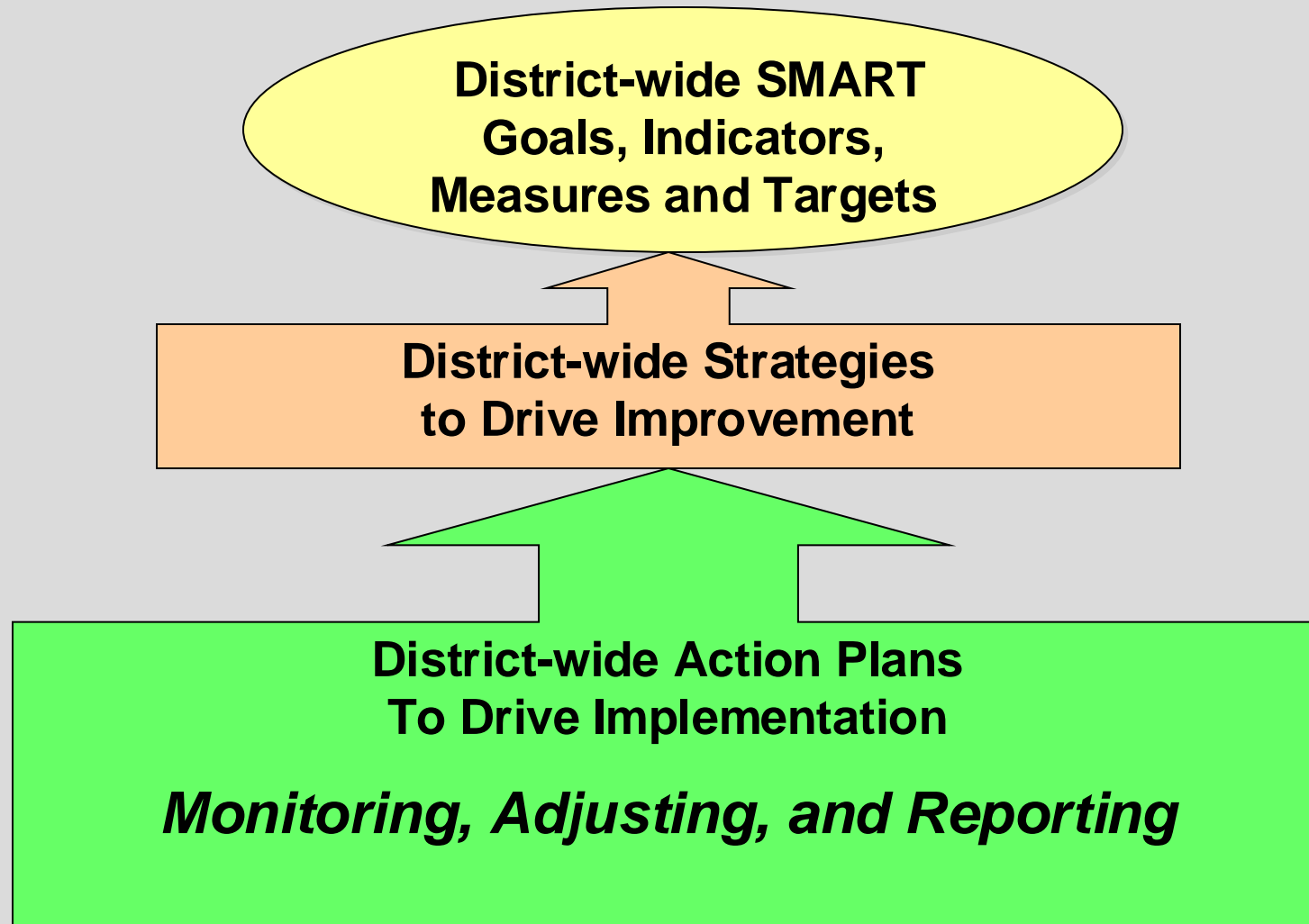


**Setting Direction Retreat: How do we get from where we are now to where we want to be?  
To determine high priority strategies to accomplish long-range goals  
In person 6-hour session**

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



**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.**



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

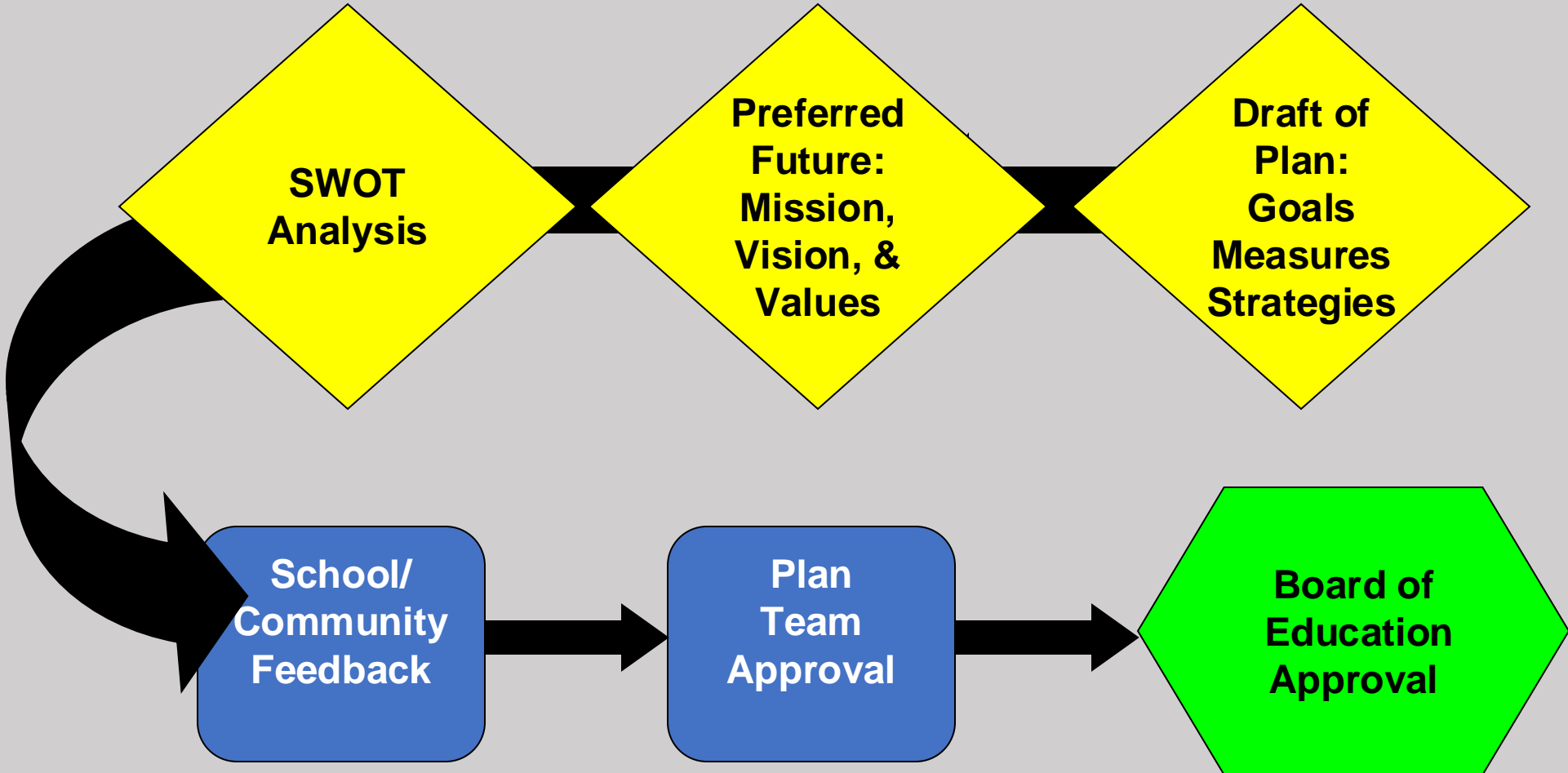
*“What we will recommend.”*

Review Edit Team Draft

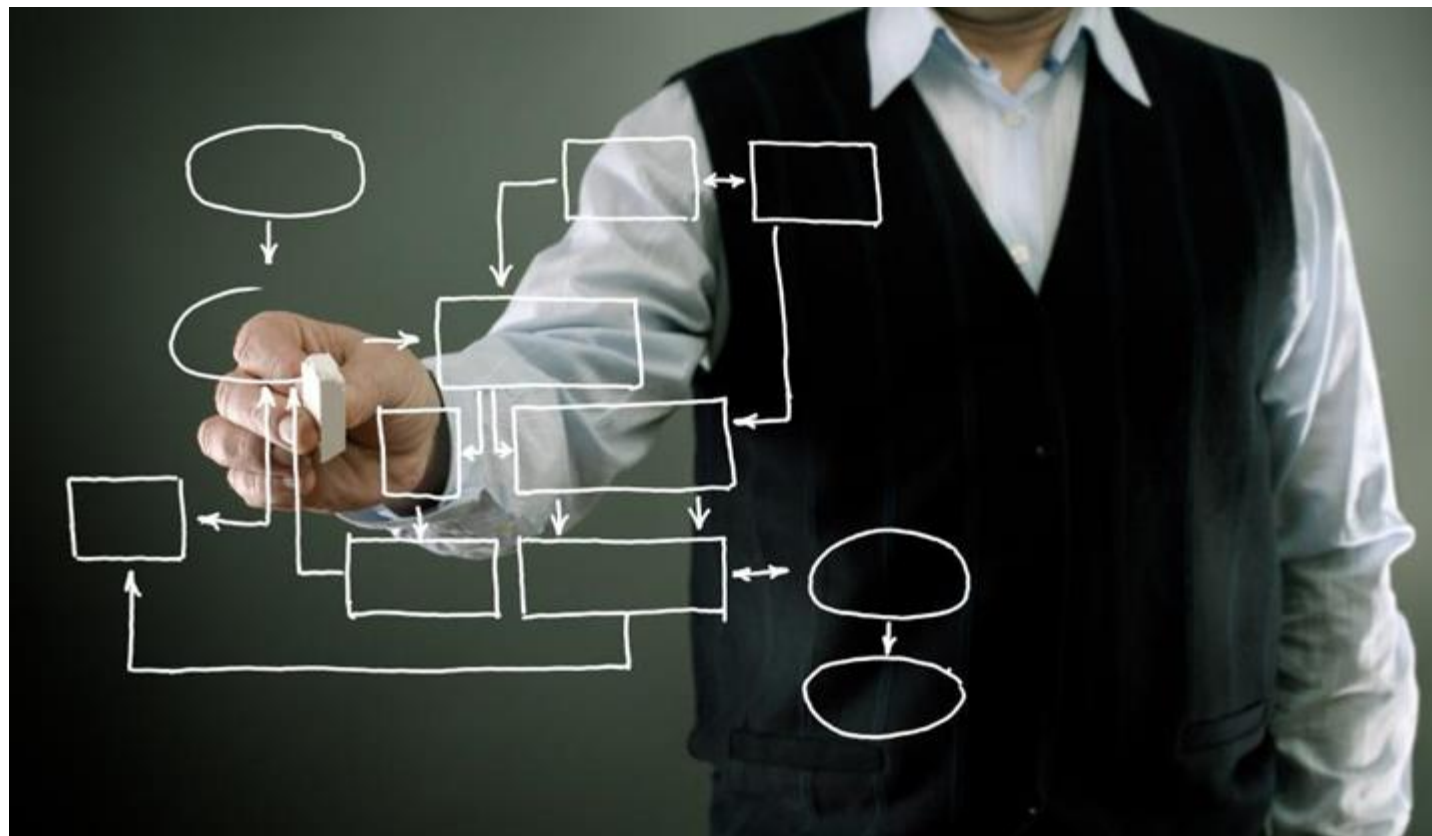
Review Stakeholder  
Feedback

Finalize Recommendation

# PART FOUR: Finalizing the Plan



PLAN DRAFT



**#WEGO2030**

# Deliverables

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



FEEDBACK  
AND  
REFINEMENT



**West Chicago Community High School**

*District 94: Learning. Leading. Living.*



# 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*



### Student Growth and Achievement

Ensure maximum development, growth, and achievement for all students.

- Assess and adjust curriculum and assessment to reflect rigor, relevance, and the 6 Cs — critical thinking, collaboration, character, citizenship, creativity, and communication.
- Meet the learning needs of all Post-8 students and close achievement gaps through an improved differentiated instruction, intervention, and enrichment system.



### Learning Environment

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

- Assess and support the social and emotional needs of all students.
- Assess and support Post-8 through grade 2 early learners who are delayed in their readiness.



### Work Environment

Cultivate a supportive, positive, and productive work environment that attracts, develops, and retains high-quality staff.

- Develop an aligned staff system, making informed decisions, monitoring progress, and reporting results.
- Provide time, tools, and clear expectations to ensure effective staff collaboration.
- Provide time, tools, devices, and clear expectations to integrate technology into teaching and learning.



### Family and Community Partnerships

Engage families and the community as vital partners in the learning process.

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



### Resource Efficiencies

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

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



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

# Review of Current Plan

- Does the district have a strategic plan?
- What has guided direction, growth, & improvement?



A group of graduates in blue gowns and orange stoles are celebrating at a graduation ceremony. They are cheering and raising their arms. The background is slightly blurred, showing other graduates and the indoor setting of the ceremony.

# Rethink High School

Necessary, Possible, Underway



# High School of the Future

Competency-based education, or mastery learning

Personalized learning.

“Anywhere, anytime” learning.

Hands-on, project-based learning.

A focus on in-depth preparation for both college and careers

Student well-being



## 10 Building Blocks for Schools of the Future

**Project- and inquiry-based learning environments** that emphasize greater student agency and active application of more cognitively-complex thinking, communication, and collaboration skills.

Community projects, internships, digital simulations, and other problem- and project-based learning experiences that foster students' ability to engage in **authentic, real-world work**.

**Competency-based education and standards-based grading** efforts that shift the focus of assessment from seat time to learning mastery.

**1:1 computing initiatives** (and concurrent Internet bandwidth upgrades) that give students powerful digital learning devices and access to the world's information, individuals, and organizations.

The expansion of **digital and online (and often open access) information resources** that increase the availability of higher and deeper learning opportunities.

**Online communities of interest** that supplement and augment more-traditional learning communities that are limited by geography and time.

**Adaptive software and data systems** (and accompanying organizational models) that can facilitate greater individualization of learning content and pace.

**Alternative credentialing mechanisms** that enable individuals to quickly reskill for and adapt to rapidly-evolving workforce needs and economic demands.

**Flexible scheduling** that moves students away from 50-minute time chunks - and a prescribed number of hours and days in a prescribed location - and toward opportunities for students to learn longer, deeper, and in more places about important life skills and concepts.

**Redesigned learning spaces** that accommodate flexible, student-centered grouping and learning tasks rather than classrooms that are dictated by instructor or janitorial needs.

# Deeper Learning Schools: 4 Big Shifts

**1. Higher-level thinking.** Deeper learning schools are moving from an overwhelming emphasis on students mostly doing lower-level thinking tasks - factual recall and procedural regurgitation - to students more often engaging in tasks of greater cognitive complexity - creativity, critical thinking, problem-solving, and effective communication and collaboration. In other words, students are living more often on the upper levels of Bloom's taxonomy (or Webb's Depth of Knowledge wheel) than the lower ones.

**2. Student agency.** Deeper learning schools are moving from classrooms that are overwhelmingly teacher-controlled to learning environments that enable greater student agency - ownership and control of what, how, when, where, who with, and why they learn. Student agency allows for greater personalization, individualization, and differentiation of the learning process.

**3. Authentic work.** Deeper learning schools are moving from isolated, siloed academic work to environments that provide students more opportunities to engage with and contribute to relevant local, national, and international interdisciplinary communities. Students begin fostering active networks with individuals and organizations for mutual benefit.

**4. Technology infusion.** Deeper learning schools are moving from local classrooms that are largely based on pens/pencils, notebook paper, ring binders, and printed textbooks to globally-connected learning spaces that are deeply and richly technology-infused. The new affordances of mobile computing devices and online environments allow the first three shifts mentioned here to move into high gear.

## 01 — STRONG MISSION AND CULTURE

A unifying set of values and principles that provide common purpose, express belief in the potential of every student, and define every aspect of a school.

- A. Growth mindset-aligned mission that believes in all learners
- B. Equity at the center of the mission
- C. Mission-aligned school goals shared by all stakeholders
- D. Leader as caretaker of the mission

## 02 — MEANINGFUL, ENGAGED LEARNING

Innovative approaches to curriculum and teaching that use real-world, interdisciplinary learning experiences to enable students to develop and apply deep content knowledge and complex skills.

- A. Curriculum and pedagogical understanding
- B. Teaching and learning for deep understanding
- C. Milestones, assessments, and cognitive lift
- D. Flexible and interdisciplinary learning
- E. Deep understanding of learners' progress
- F. Metacognitive development

## 03 — CARING, TRUSTING RELATIONSHIPS

Consistent emphasis on truly getting to know students, both inside and outside the classroom, and on building positive relationships among students and between students and adults.

- A. Relationships and primary person
- B. Trust and high expectations
- C. Self-understanding and identity formation
- D. Belonging powered by relationships and relevance

## 04 — YOUTH VOICE AND CHOICE

An approach to teaching, learning, and overall school culture that focuses on giving all students opportunities to build their identities as learners and develop the capacity for agency and autonomy.

- A. Voice and choice
- B. Youth empowerment
- C. School-supported agency and autonomy

## 05 — COMMUNITY PARTNERSHIPS

Powerful partnerships—with community and cultural institutions, business and industry, higher education, nonprofit organizations, and health and service providers—that provide support, real-world experiences, and networking opportunities for students, enabling them to envision and set goals for the future.

- A. Mission-aligned partnerships
- B. Diverse and community embedded partnerships
- C. Symbiotic partnerships

## 06 — SMART USE OF TIME, SPACE, AND TECH

Non-traditional, flexible uses of time, technology, space, place, financial resources, and roles to increase the effectiveness of teaching and learning.

- A. Innovative practices
- B. Data-driven continuous improvement
- C. Flexible ways to utilize space and time
- D. Flexible ways to optimize human capital & development
- E. Technology to bolster the learner experience



# XQ

# 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.

## Masters of all fundamental literacies.

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

## Holders of foundational knowledge.

- Curious people who are knowledgeable about the world, its history and culture, its sciences and technology, mathematics, biology and cultural diversity.
- Engaged participants who are key to creating a more just and functional democracy — who participate fully in all America has to offer.

## 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, insulating, 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.
- Evidence creators — because of what they bring and how they show up.
- Inclusive world ofizers who seek out and respect diversity and a variety of views.

## Learners for life.

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

### Holders of Foundational Knowledge

#### Social Systems

- **Governments** Understand governments (FK.3.3)
- **Politics** Understand political and social power (FK.3.2)
- **Economics** Understand economic forces (FK.3.3)
- **Cultures** Understand different cultures (FK.3.4)

#### Appreciating and Creating Art

- **Artistic Expression** Express oneself artistically (FK.4.2)
- **Art Analysis** Appreciate art and history (FK.4.2)

### Masters of All Fundamental Literacies

#### Communicating and Receiving Ideas

- **Making Meaning** Integrate information from many sources (FL.5.1)
- **Persuasive Communication** Inform and persuade others (FL.5.2)
- **Critical Dialogue** Voice and support arguments (FL.5.3)

#### Mathematical and Scientific Thinking

- **Computational Thinking** Use math to solve problems (FL.MT.2)
- **Mathematical Modeling** Use math to make predictions (FL.MT.3)
- **Interpreting Data** Use data to explain relationships (FL.MT.3)
- **Scientific Investigation** Explore questions using scientific concepts (FL.MT.4)

### Original Thinkers for an Uncertain World

#### Creative Thinking

- **Creative Process** Seek and develop new concepts (DT.0e.1)
- **Sharing Ideas** Put forward new concepts (DT.0e.2)

#### Critical Thinking

- **Interpreting Information** Understand and assess evidence (DT.0f.1)
- **Logical Thinking** Analyze assumptions and reasoning (DT.0f.2)
- **Synthesis** See and make connections (DT.0f.3)

#### Problem Seeking and Solving

- **Problem Seeking** Identify and define a problem (DT.PS.1)
- **Problem Solving** Generate creative solutions (DT.PS.2)

### Generous Collaborators for Tough Problems

#### Social Awareness

- **Diverse Perspectives** Recognize the value of differences (SC.3A.1)
- **Navigating Power** Read and manage social dynamics (SC.3A.2)

#### Interpersonal Skills

- **Healthy Relationships** Build and maintain healthy relationships (SC.3B.1)
- **Negotiating Conflict** Negotiate solutions to conflict (SC.3B.2)
- **Building Empathy** Cultivate my understanding of others (SC.3B.3)
- **Productive Collaborations** Work productively with a group (SC.3B.4)

#### Social Agency

- **Community Advocacy** Advocate for myself and others (SC.3a.1)
- **Community Mobilization** Inspire and organize others (SC.3a.2)

### Learners for Life

#### Self-Awareness

- **Wellness** Understand my physical and emotional health (LL.Sa.1)
- **Recognizing Conflict** Cope constructively with conflict (LL.Sa.2)
- **Understanding Self** Know my strengths and areas for growth (LL.Sa.3)

#### Self-Management

- **Seeking Feedback** Seek and act on feedback from others (LL.SM.1)
- **Pursuing Goals** Set goals and work to achieve them (LL.SM.2)
- **Self-Regulation** Manage emotions and behavior (LL.SM.3)

#### Self-Directed Learning

- **Self-Motivation** Nurture a sense of purpose (LL.SD.1)
- **Workshopping** Navigate my learning path (LL.SD.2)
- **Self-Advocacy** Seek out the support I need (LL.SD.3)

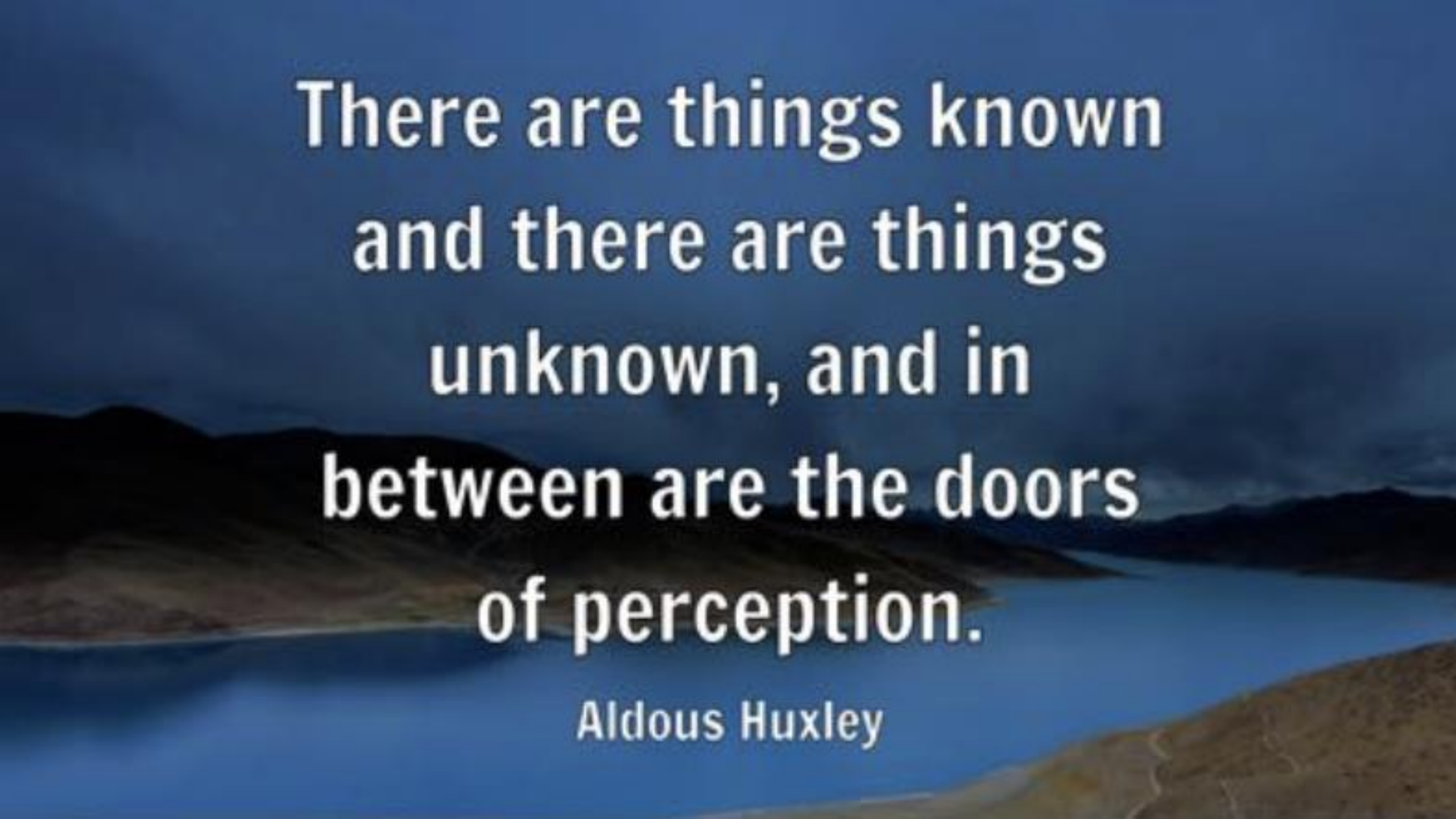
# XQ Design Principles Rubric

This tool is designed to help high school communities gather and assess evidence about where they are on their journey to becoming the best high school they can be—a school that fully realizes its potential to achieve a bold, holistic, student-centered school design that uniquely manifests the XQ Design Principles.

To create this rubric, XQ partnered with Springpoint, which brought well-recognized expertise in developing systems that allow school communities to see their practice clearly, understand it, and improve it.

The rubric is grounded in the six XQ Design Principles, which build on a large body of research and practice about the design elements that effective high schools hold in common:

- Strong mission and culture
- Meaningful, engaged learning
- Caring, trusting relationships
- Youth voice and choice
- Community partnerships
- Smart use of time, space, and tech

A landscape photograph featuring a calm lake in the foreground, with rolling hills and mountains in the background under a clear blue sky. The text is overlaid in white, bold, sans-serif font.

There are things known  
and there are things  
unknown, and in  
between are the doors  
of perception.

Aldous Huxley

## WEGO 2024 Student Survey Results, Fall 2024

Student Survey Question	Percent & Number Responding A or B	Percent & Number responding D or F
Students are often given grades of A, B, C, D, and F to denote the quality of their work. If West Chicago Community High School District 94 was graded in the same way, <b>what grade would you give District 94?</b>		
Student Survey Question	Percent & Number Responding Extremely Well, Very Well	Percent & Number responding Somewhat, Not at All
How successful do you think WCCHS has been in preparing you for <b>developing good work habits?</b>		
How successful do you think WCCHS has been in preparing you <b>to think critically across subject areas?</b>		
How successful do you think WCCHS has been in preparing you to <b>be a good citizen?</b>		
How successful do you think WCCHS has been in preparing you to <b>work collaboratively in groups?</b>		
Student Survey Question	Percent & Number Responding Strongly Agree, Agree	Percent & Number Responding Disagree, Strongly Disagree
<b>I learn interesting and challenging things at school</b>		
<b>My school has the equipment, technology, and materials needed to support my learning.</b>		





**WEGO 2024 Parent Survey Results, Fall 2024**

Staff Survey Question	Percent & Number Responding A or B	Percent & Number Responding D or F
Students are often given grades of A, B, C, D, and F to denote the quality of their work. If West Chicago Community High School District 94 was graded in the same way, <b>what grade would you give District 94?</b>		
Staff Survey Question	Percent & Number Responding Strongly Agree, Agree	Percent & Number Responding Disagree, Strongly Disagree
School classrooms <b>have the equipment, technology, and materials needed to support student learning.</b>		
District 94 does a good job <b>listening and responding to staff opinions.</b>		
I am generally satisfied with being <b>employed at this school.</b>		
I am generally satisfied with the <b>professional growth opportunities made available to me by the district.</b>		





# WEGO 2024 Student Survey Results, Fall 2024 1066 Responses

Student Survey Question	Percent & Number Responding A or B	Percent & Number responding D or F
Students are often given grades of A, B, C, D, and F to denote the quality of their work. If West Chicago Community High School District 94 was graded in the same way, <b>what grade would you give District 94?</b>	72%      772	4%      50 (13)
Student Survey Question	Percent & Number Responding Extremely Well, Very Well	Percent & Number responding Somewhat, Not at All
How successful do you think WCCHS has been in preparing you for <b>developing good work habits?</b>	69%      741	31%      325 (23)
How successful do you think WCCHS has been in preparing you to <b>think critically across subject areas?</b>	70%      749	30%      313 (20)
How successful do you think WCCHS has been in preparing you to <b>be a good citizen?</b>	79%      845	21%      219 (27)
How successful do you think WCCHS has been in preparing you to <b>work collaboratively in groups?</b>	72%      765	28%      298 (21)
Student Survey Question	Percent & Number Responding Strongly Agree, Agree	Percent & Number Responding



**West Chicago Community High School**

*District 94: Learning. Leading. Living.*

# Student Results



## I am most proud of

### Top Ten Responses Most Often Given to these open-ended questions:

#### I am most proud of District 94 for . . .

1. **Positive School Environment & Caring Staff (Teachers and Administration):** Many parents expressed pride in the dedication and caring attitude of the staff and teachers, as well as their concern for students' well-being, both academically and personally.
2. **Student Progress and Achievement:** Some parents noted that they are proud of the academic progress their children have made, as well as the programs offered that help students succeed.
3. **Diversity and Inclusivity:** Several responses highlighted pride in the district's diversity, inclusivity, and welcoming atmosphere for immigrant families.
4. **Safety and Security:** Safety measures within the school, the sense of security for students, and the tranquil environment of the school community were appreciated.
5. **Extracurricular and Support Programs:** Parents appreciated the extracurricular activities available and the support programs that help students stay engaged and motivated.



# Student Results



## Would be better if . . .

### West Chicago Community High School would be better if . . .

- **Communication:** Many parents expressed a desire for better communication from the district, particularly between teachers, administration, and families. This includes timely updates on academic progress, events, and issues affecting students.
- **Academic Rigor & College Preparation:** Several parents felt that the district should improve the academic rigor and focus more on preparing students for college and life after high school. Some parents mentioned a need for higher expectations for students, better AP programs, and enhanced academic support.
- **Student Support and Mental Health:** Some responses highlighted concerns about the availability and quality of student support services, including mental health resources and counseling. Parents emphasized the importance of more individualized attention for students who may be struggling academically or emotionally.
- **Curriculum and Educational Resources:** Parents suggested improvements in the curriculum, including offering more varied elective courses, technology integration, and ensuring that the material is up-to-date and relevant for today's world.
- **Teacher Quality and Consistency:** A few responses pointed out concerns about teacher quality and inconsistency, with parents wanting more professional development for teachers and ensuring that teaching methods engage students effectively.
- **Extracurricular Activities and Programs:** Some parents requested more variety and funding for extracurricular activities and sports programs, as well as greater emphasis on including students of all interest levels in these programs.
- **School Safety and Discipline:** A handful of parents mentioned concerns about discipline and behavior issues within the school. They requested improvements in maintaining discipline and ensuring that all students feel safe and respected in the school environment.



What do you think should be the single most important goal or priority of the school district .

**Safety and Well-Being:**

- Ensuring student safety and comfort is a recurring theme, emphasizing the need for a secure environment.
- Mental health and emotional well-being are highlighted, with calls for less stress and more support for students.

**Equity and Inclusion:**

- Many responses stress the importance of treating all students equally and providing equal opportunities for success, regardless of age or background.

**Academic Support and Achievement:**

- There is a strong emphasis on helping students achieve good grades and providing academic support for those struggling.
- Preparing students for life after high school, including college and career readiness, is frequently mentioned.

**Engaging Learning Environment:**

- Responses indicate a desire for a positive school culture that encourages enjoyment in learning, with calls for engaging teachers and relevant curricula.
- Suggestions for hands-on learning, extracurricular activities, and a focus on student interests are also prevalent.

**Community and Relationships:**

- Building relationships among students, staff, and the community is seen as vital for a supportive educational environment.
- Some responses emphasize the importance of involvement in school activities and fostering a sense of belonging.

**Practical Life Skills:**

- There are requests for education that focuses on real-life skills, including financial literacy, trades, and personal development.

**Food and Lunch Quality:**

- Many responses address concerns about school lunches, highlighting the need for better food options and reasonable pricing.

# Student Results

# Most Important Priority



**West Chicago Community High School**

*District 94: Learning. Leading. Living.*

# WEGO 2024 Parent Survey Results, Fall 2024 84 Responses

Parent Survey Question	Percent & Number Responding A or B	Percent & Number Responding D or F
<b>Students are often given grades of A, B, C, D, and F to denote the quality of their work. If West Chicago Community High School District 94 was graded in the same way, what grade would you give District 94?</b>	74%                      62	5%                      4 (1)
Parent Survey Question	Percent & Number Responding Strongly Agree, Agree	Percent & Number Responding Disagree, Strongly Disagree
<b>My child's school has the equipment, technology, and materials needed to support their learning.</b>	82%                      71	6%                      5 (1)
<b>District 94 does a good job listening and responding to parents' opinions.</b>	57%                      49	10%                      9 (0)
<b>District 94 is a good steward of its financial resources.</b>	61%                      52	5%                      4 (1)
Parent Survey Question	Percent & Number Responding Very Satisfied, Satisfied	Percent & Number Responding Dissatisfied, Very Dissatisfied
<b>How satisfied are you with the school's efforts to keep you informed about how your child(ren) is doing in school?</b>	71%                      62	10%                      9 (1)



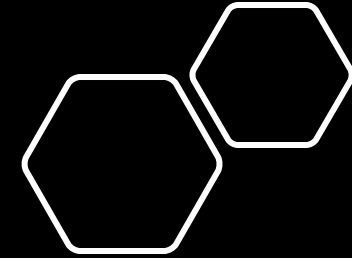
# West Chicago Community High School

District 94: Learning. Leading. Living.

## Top Ten Responses Most Often Given to these open-ended questions:

### I am most proud of District 94 for . . .

6. **Positive School Environment & Caring Staff (Teachers and Administration):** Many parents expressed pride in the dedication and caring attitude of the staff and teachers, as well as their concern for students' well-being, both academically and personally.
7. **Student Progress and Achievement:** Some parents noted that they are proud of the academic progress their children have made, as well as the programs offered that help students succeed.
8. **Diversity and Inclusivity:** Several responses highlighted pride in the district's diversity, inclusivity, and welcoming atmosphere for immigrant families.
9. **Safety and Security:** Safety measures within the school, the sense of security for students, and the tranquil environment of the school community were appreciated.
10. **Extracurricular and Support Programs:** Parents appreciated the extracurricular activities available and the support programs that help students stay engaged and motivated.



# Parent Results

# I am most proud of

# Parent Results

Would be better if . . .

Community High School would be better if . . .

**Communication:** Many parents expressed a desire for better communication from the district, particularly between teachers, administration, and families. This includes timely updates on academic progress, events, and issues affecting students.

- **Academic Rigor & College Preparation:** Several parents felt that the district should improve the academic rigor and focus more on preparing students for college and life after high school. Some parents mentioned a need for higher expectations for students, better AP programs, and enhanced academic support.
- **Student Support and Mental Health:** Some responses highlighted concerns about the availability and quality of student support services, including mental health resources and counseling. Parents emphasized the importance of more individualized attention for students who may be struggling academically or emotionally.
- **Curriculum and Educational Resources:** Parents suggested improvements in the curriculum, including offering more varied elective courses, technology integration, and ensuring that the material is up-to-date and relevant for today's world.
- **Teacher Quality and Consistency:** A few responses pointed out concerns about teacher quality and inconsistency, with parents wanting more professional development for teachers and ensuring that teaching methods engage students effectively.
- **Extracurricular Activities and Programs:** Some parents requested more variety and funding for extracurricular activities and sports programs, as well as greater emphasis on including students of all interest levels in these programs.
- **School Safety and Discipline:** A handful of parents mentioned concerns about discipline and behavior issues within the school. They requested improvements in maintaining discipline and ensuring that all students feel safe and respected in the school environment.



# Parent Results

# Most Important Priority

What do you think should be the single most important goal or priority of the school district .

1. **Student Safety** – A significant number of parents emphasized the importance of maintaining a safe environment for students, both inside and outside of school.
2. **Education Quality** – Many parents highlighted the need for strong academic programs that prepare students for life beyond high school.
3. **Support for Students** – This includes both academic and emotional support, with parents advocating for resources such as counseling and help for students with special needs or slower learning progress.
4. **Life Preparation** – Parents want the district to prioritize preparing students for real-world challenges, including post-secondary education and life skills.
5. **Student Motivation and Engagement** – Ensuring that students are motivated to succeed and that the school fosters a positive learning environment was a recurrent theme.

Overall, safety, educational quality, and preparation for life beyond school were seen as key priorities by parents.

# WEGO 2024 Staff Survey Results, Fall 2024 123 Responses

Staff Survey Question	Percent & Number Responding A or B	Percent & Number Responding D or F
Students are often given grades of A, B, C, D, and F to denote the quality of their work. If West Chicago Community High School District 94 was graded in the same way, <b>what grade would you give District 94?</b>	56%                      69	11%                      14 (2)
Staff Survey Question	Percent & Number Responding Strongly Agree, Agree	Percent & Number Responding Disagree, Strongly Disagree
School classrooms <b>have the equipment, technology, and materials needed to support student learning.</b>	79%                      98	1%                        1
District 94 does a good job <b>listening and responding to staff opinions.</b>	41%                      51	37%                      56 (16)
I am generally satisfied with being <b>employed at this school.</b>	52%                      76	6%                        8 (1)
I am generally satisfied with the <b>professional growth opportunities made available to me by the district.</b>	47%                      58	27%                      33 (12)
Staff Survey Question	Percent & Number Responding Very Satisfied, Satisfied	Percent & Number Responding Dissatisfied, Very Dissatisfied
How satisfied are you with district's efforts to <b>keep you informed about important information to you as a staff member?</b>	50%                      52	28%                      35 (5)

## Top Ten Responses Most Often Given to these open-ended questions:

I am most proud of District 94 for . . .

- 1. Community and Support:** Many responses emphasize the sense of community within the school, where students feel welcomed and supported. The relationships between teachers and students are highlighted as being genuine and caring.
- 2. Teacher Commitment:** Respondents express pride in the hard work and dedication of teachers, who go above and beyond to support their students, fostering academic and personal growth.
- 3. Diversity and Inclusion:** There is a strong appreciation for the diversity of the student body and the efforts made to create an inclusive environment for all learners, including English Language Learners and those from varied backgrounds.
- 4. Opportunities for Students:** The wide range of programs, including advanced courses, arts, and sports, is noted as a significant strength. Many staff members feel proud of the various extracurricular opportunities available to students.
- 5. Focus on Improvement:** Respondents recognize the ongoing efforts to improve the school facilities and the learning environment, with a commitment to addressing the unique challenges faced by students.
- 6. Collaboration and Morale:** The collaborative spirit among staff and the emphasis on supporting each other contribute to a positive school climate.

# Staff Results

# I am most proud of . . .



**West Chicago Community High School**

*District 94: Learning. Leading. Living.*

# Staff Results

## Would be better if . . .

West Chicago Community High School would be better if . . .

- **Community and Engagement:** There is a strong emphasis on fostering a sense of unity within the school and community, enhancing family engagement, and ensuring that all stakeholders are involved in the educational process.
- **Accountability and Policies:** Many responses stressed the need for students to be held accountable for their actions, particularly regarding attendance, behavior, and academic performance. Suggestions included revisiting grading policies and enforcing consistent rules, especially regarding cell phone use.
- **Teacher Support and Retention:** Staff highlighted the importance of competitive salaries to retain quality teachers, as well as creating a supportive environment that acknowledges their workload and challenges.
- **Curriculum Improvement:** There is a call for a comprehensive and expert-vetted curriculum that meets the needs of students, as well as for more opportunities for differentiated learning and post-secondary preparedness, including career paths beyond college.
- **Student Wellbeing:** Ensuring a safe and conducive learning environment for all students was frequently mentioned, along with the need to support both academic and social-emotional development.
- **Improving Attendance:** A recurring issue is student attendance, with calls for strategies to increase student presence and participation in school activities.
- **Collaboration and Communication:** Enhancing communication among teachers, administrators, and families was highlighted as vital for creating a cohesive approach to education and addressing student needs.

Overall, the responses indicate a desire for a holistic approach that balances high academic standards with supportive measures for both students and staff.



**West Chicago Community High School**

*District 94: Learning. Leading. Living.*

# What surprised you?

STUDENT	PARENT	STAFF



# 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**





# One Stop Communication Collaboration

- All team documents
- All team products and artifacts
- All team discussion activities
- Stakeholder feedback
- All team articles and research
- Great for stakeholders not on the team to get involved



# *Thanks to the Strategic Plan Team*

