

Findings of West Chicago District 94 Setting Direction Retreat

The WEGO 2030 strategic plan team met on Thursday, February 6 to answer the question, ***“How do we get from where we are now to where we want to be in 2030?”*** The Setting Direction Retreat was an opportunity to learn from the Data and Vision Retreats to set long-range goals, indicators and measures. It also was the decision-making time to identify the critical work that needs to be done to make a difference in performance through strategies. **The agenda included:**

- **Activity One:** To review the Preferred Future Statement and feedback from stakeholder groups and representatives from the Vision Retreat product. **The strategic plan team gave a final look to the Preferred Future Statement and finalized mission, motto, vision, portraits and core values.**
- **Activity Two Part A:** This activity provided an opportunity for the team to learn about what makes a goal SMART. The team learned about the critical ingredient of Key Performance Indicators. **The strategic plan team learned that a SMART Goal had a results orientation with specific key indicators, measures and targets.**
- **Activity Two Part B:** The team then reviewed the current long-range goals. **Then learned about the criteria for setting a great goal and then identified seven long-range goals.**
- **Activity Three:** **The plan team reviewed design principles to ensure the transformation and set authentic, challenging goals and strategies. They were reminded of the importance of Future Ready Schools through a homework article.**
- **Activity Four:** The strategic plan team spent time **examining a list of possible key performance indicators (KPIs) aligned to each goal.** They understood it is the board of education’s responsibility to approve the KPIs but provided their input on a suggested list.
- **Activity Five:** The team learned about the difference between a goal and a strategy. **A goal is what needs to be achieved over time. A strategy is a component of the goal that is not currently effective and needs attention. Strategies identify the critical work necessary to move the district forward to a higher level of desired performance.**
- **Activity Six:** **It then identified the most urgent strategies that set forth the work to be done during the duration of the plan to accomplish the new mission, vision, portraits and core values.**

The findings of the plan team are summarized below. The members of the team consisting of representatives from students, students’ families, community partners, teachers/other staff, and administration met in small table teams of 8–9. Each team’s findings are identified. The facilitator then summarized in the colored box the performance indicators most often identified across all teams.

Findings of the West Chicago D94 Setting Direction Retreat

REVISION of the Preferred Future Statement

Mission

Table 1	Table 2	Table 3
Cultivate a commitment to Learning, Leading our diverse Wilcat Community and Living up to our potential for ourselves, our families, and our future.	Serve our community through igniting a passion for Learning, fostering a sense of Leading, and empowering all to Live with excellence.	Ignite a lifelong passion for learning, foster a sense of leading and responsibility within the community and instill personal student excellence to be successful in life
Table 4	Table 5	Table 6
Ignite a passion for learning, fostering the value of community and leading students to their personal excellence.	Ignite passion for learning, leadership within the community and empower students to excel in their lives.	Ignite a passion for learning, foster a sense of community through leadership and responsibility and instill personal excellence to be a successful in a global society.

Facilitator Summary:

Mission:

Ignite a passion for learning, foster leadership and responsibility and empower all learners to live their personal excellence.

Vision

Table 1	Table 2	Table 3
District 94 will promote the growth of each student and staff member by: - Valuing relationships and responsibility - Challenging individuals to seize opportunities and overcome adversity - Honoring culture and diversity to ignite Wildcat pride - Thriving at WEGO and in the world	Today's learners will become tomorrow's leaders as they pursue their unique interests, take responsibility for their learning, cultivate their well-being and confidence while utilizing the powers of communication and collaboration	Wilcats will be the future leaders, designers, and builders of tomorrow's world by: - Realizing potential with academic excellence - Cultivating well-being and confidence - Having a strong sense of pride in learning and personal success - Utilizing technology as a powerful tool - Contributing to a dynamic community and world
Table 4	Table 5	Table 6
Wilcats will become the future leaders, designers, and builders of tomorrow's world by: Taking responsibility for their own learning and furthering their aptitudes	Wildcats will realize their potential by becoming future leaders, designers, and builders of tomorrow's world by:	Wildcats will become the future leaders, designers, and builders of tomorrow's world by:

• Equipped to adapt in our ever-changing world • Cultivating their well-being and confidence • Utilizing technology as a powerful tool for communication, collaboration and exploration • Possessing the characteristics of a confident individual equipped with work and life skills.	• Building a stronger community to foster a sense of belonging • Maximizing technology as a powerful tool for communication, collaboration and exploration • Possessing the characteristics of a confident individual equipped with work and life skills' • Cultivating personalized learning opportunities leading to a strong sense of accomplishment.	• Taking responsibility for their own learning and furthering their interests • Utilizing technology as a powerful tool for communication and collaboration • Pursuing the well-being and confidence • Realizing their potential with personalized learning opportunities connecting to their pathway • Feeling they are part of a strong community contributing to a global world • Cultivating and contributing to a global society.
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Facilitator Summary:

Vision:

Today's Wildcats will become tomorrow's leaders, designers and builders by:

- Realizing personal potential for academic excellence
- Demonstrating responsibility for their own learning
- Cultivating their well-being and confidence
- Having a strong sense of personal pride in learning and success
- Utilizing technology as a powerful tool
- Honoring individual and cultural differences
- Adapting to an ever-changing and challenging world

Core Values

Table 1	Table 2	Table 3
None submitted	• Well-being and cultural awareness throughout our community • Excellence in academic, athletic, and extracurricular competencies • Growth and continuous improvement through respect, service and trust • Opportunities for innovation, exploration and relevant teaching and learning experiences	• Well-being • Excellence • Growth • Opportunity Expand in sentence description.
Table 4	Table 5	Table 6
• Well-being and cultural awareness throughout our community	Not submitted	• Well-being and cultural awareness throughout our community

● Excellence in academic, athletic, and extra-curricular competencies ● Growing respectful, trusting and inclusive relationships ● Opportunities for service, innovation, project-orientation leading to exploration of a pathway to career, college and life.		● Excellence in academic, athletic, and extracurricular competencies ● Growth and continuous improvement through respect, service and trust ● Opportunities leading to exploration of a pathway to career, college and life
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Facilitator Summary:

Core Values

- **Well-being** and **cultural awareness** throughout our **community**
- **Excellence** in academic, athletic, and extracurricular core **competencies**
- **Growth** and **continuous improvement** through **respect, service** and **trust**
- **Opportunities** for **innovation, exploration** and **relevant** teaching and learning experiences

Graduate Portrait

Table 1	Table 2	Table 3
None Submitted	● Critical & Creative Thinker ● Communicator & Collaborator ● Responsible & Accountable ● Problem Solver & Decision-maker ● Socially, Emotionally & Personally Confident ● Empathizer & Perseverant	● Critical & Creative Thinker ● Responsible & Accountable ● Problem Solver & Decision-maker ● Socially, Emotionally & Personally Confident ● Empathizer & Perseverant
Table 4	Table 5	Table 6
● Critical & Creative Thinker ● Communicator & Collaborator ● Responsible & Accountable ● Problem Solver & Decision-maker ● Literacy Performer ● Socially, Emotionally & Personally Confident	● Critical & Creative Thinker ● Communicator & Collaborator ● Responsible & Accountable ● Problem Solver & Decision-maker ● Academically Proficient ● Socially, Emotionally & Personally Confident	● Critical & Creative Thinker ● Communicator & Collaborator ● Responsible & Accountable ● Problem Solver & Decision-maker ● Literacy Performer ● Socially, Emotionally & Personally Confident ● Empathizer & Perseverant

Facilitator Summary:

Graduate Portrait

- Critical & Creative Thinker

• Communicator & Collaborator • Responsible & Accountable • Problem Solver & Decision- maker • Socially, Emotionally & Personally Confident • Empathizer & Perseverant		
Educator Portrait		
Table 1	Table 2	Table 3
• None Submitted	• Critical Thinker & Problem Solver • Student Centered • Team Player & Collaborator • Passionate Advocate • Lifelong Learner • Ethical Decision-maker • Empathizer and Perseverant • Listens, learns and Guides	• Critical Thinker & Problem Solver • Student Centered • Team Player & Collaborator • Empathizer and Perseverant • Listens, learns and Guides • Relevancy and Engagement • Teach for Transfer of Learning
Table 4	Table 5	Table 6
• Critical Thinker & Problem Solver • Student Centered Team Player & Collaborator • Passionate Educator • Lifelong learner • Empathizer & Perseverant	• Critical Thinker & Problem Solver • Student Centered • Team Player & Collaborator • Passionate Educator • Lifelong learner • Ethical Decision-maker • Empathizer & Perseverant	• Critical Thinker & Problem Solver • Student Centered • Team Player & Collaborator • Passionate Educator • Lifelong learner • Ethical Decision-maker • Empathizer & Perseverant
Facilitator Summary: Educator Portrait • Critical Thinker & Problem Solver • Student Centered • Team Player & Collaborator • Passionate Educator • Lifelong learner • Ethical Decision-maker • Empathizer & Perseverant		
System Portrait		
Table 1	Table 2	Table 3
None Submitted	• Promoter of learner interests, voice and choice • Believer in equity, diversity and inclusivity • Promoter of innovation and real-world relevance	• Promoter of learner interests, voice and choice • Promoter of hiring, retaining and development excellent employees • Believer in equity, diversity and inclusivity

	● Cultivator of relationships and safety ● Supporter of all staff ● Partner in collaboration and engagement ● Believer of continuous improvement and being solution-focused ● Believer of student responsibility for their learning	● Promoter of innovation and real-world relevance ● Valuer of relationships and safety ● Supporter of all staff ● Partner in collaboration and engagement ● Believer of continuous improvement and being solution-focused ● Believer of student responsibility for their learning
Table 4	Table 5	Table 6
● Promoter of learner interests, voice and choice ● Promoter of hiring, retaining and development excellent employees ● Believer in equity, diversity and inclusivity ● Promoter of innovation and real-world relevance ● Valuer of relationships and safety ● Supporter of all staff ● Partner in collaboration and engagement ● Believer of continuous improvement and being solution-focused	● Promoter of learner interests, voice and choice ● Promoter of hiring, retaining and development excellent employees ● Believer in equity, diversity and inclusivity ● Promoter of innovation and real-world relevance ● Valuer of relationships and safety ● Insurer of partnerships through engagement and collaboration ● Supporter of all staff ● Partner in collaboration and engagement ● Believer of continuous improvement ● Instills Lifelong learner mindset	● Promoter of learner interests, voice and choice ● Promoter of hiring, retaining and development excellent employees ● Believer in equity, diversity and inclusivity ● Promoter of innovation and real-world relevance ● Valuer of relationships and safety ● Insurer of partnerships through engagement and collaboration ● Believer of continuous improvement ● Believer in student responsibility for their own learning
Facilitator Summary: System Portrait ● Advocate for continuous improvement and being solution-focused ● Promoter of learner interests, voice and choice ● Believer in equity, diversity and inclusivity ● Supporter of innovation and real-world relevance ● Cultivator of relationships and safety ● Developer of all staff ● Partner in collaboration and engagement		

Goal One Statement		
Table 1	Table 2	Table 3
Accelerate student academic achievement for all students	Ensure paths to academic excellence while closing achievement gaps among all learners	Ensure pathways to academic excellence while working to close the achievement gaps among all learners
Table 4	Table 5	Table 6
Ensure all students have a personal pathway to excellence.	Create a variety of learning opportunities to ensure all students find their passion.	Refine graduation requirement to ensure academic success while working to close the achievement gaps among all students.
Facilitator Summary Goal One: Student Growth and Achievement Ensure all students have a personal pathway to academic success.		
Goal Two Statement		
Table 1	Table 2	Table 3
Create and develop a culture of belonging, engagement, respect and responsibility.	Empower students to take responsibility for their learning through trusting, respectful relationships and innovative use of practices.	Empower learners to take initiative in their learning through trusting relationships and collaboration.
Table 4	Table 5	Table 6
Empower students to take responsibility for their learning through trusting, respectful relationships and innovative use of practices.	Empower learners through trusting relationships and a variety of community involvement opportunities.	Expect and support relevant, rigorous, respectful and reflective learning environments.
Facilitator Summary Goal Two: Student Sense of Belonging and Accountability Provide all students with relevant, rigorous, respectful and reflective learning environment.		
Goal Three Statement		
Table 1	Table 2	Table 3
Create and develop a culture of belonging, engagement, respect and responsibility.	Recruit, support and retain an innovative workforce that encourages growth, and ensures having a voice in decisions that impact teaching and learning.	Recruit, support and retain an innovative workforce that encourages staff growth, learning and having a voice in decisions that impact teaching and learning.
Table 4	Table 5	Table 6

Recruit, support and retain an innovative workforce that encourages staff growth, learning and ensures having a voice in decisions that impact teaching and learning.	Equip the workforce to embrace innovation and competency-based teaching and learning.	Recruit, support and retain an innovative workforce that encourages growth and voice in decisions that impact teaching and learning.
Facilitator Summary Goal Three: Staff Sense of Belonging and Accountability Foster and celebrate an employee culture of belonging, engagement, respect and responsibility.		
Goal Four Statement		
Table 1	Table 2	Table 3
None Submitted	Foster partnerships with families and the community to support student success through an exchange of resources.	Partner with families and the community to support their engagement in student success and academic achievement.
Table 4	Table 5	Table 6
Partner with families and the community to support their engagement in student success and academic achievement.	Partner with families and the community to support student success through an exchange of resources.	Partner with families and the community to provide learner support, real world experiences and exchange of resources.
Facilitator Summary Goal Four: Communication, Engagement and Partnerships Partner with families and the community to provide learner support, real world experiences and exchange of resources.		
Table 1	Table 2	Table 3
None Submitted	Make effective use of resources.	Commit to effective operations and use of resources across the district to allow the school to maintain a focus on student success.
Table 4	Table 5	Table 6
Commit to effective operations and use of resources to maintain their focus on student success.	Make effective use of financial, facility, time, space and technology resources.	Commit to effective operations and use of resources to maintain their focus on student success.
Facilitator Summary Goal Five: Fiscal Stewardship & Resource Alignment Commit to effective operations and use of resources to align their focus on student success.		

Goal One Student Learning Key Performance Indicators	
Table 1	Table 2
• Freshman on Track • Graduation Rate • MAP Math • SPED Fastbridge Growth • ACCESS growth • Post Secondary Plan • Post Secondary Success • Students passing AP test • Earning dual credit • Earning certification • Earning Pathway Endorsement • Enrollment in honors, AP • Passing APPL test	• Graduation Rate • Standardized Illinois Assessment • ACCESS growth • Freshmen on Track • ESL and native languages assessment • Post secondary Plan • Post secondary Success • Advanced Placement, Honors, Dual Credit • Career Certifications
Table 4	Table 5
• Graduation Rate • Standardized Illinois Assessment • ACCESS growth • Freshmen on Track • ESL and native languages assessment • Post secondary Plan • Post secondary Success • Advanced Placement, Honors, Dual Credit • Career Certifications	• Graduation Rate • Standardized Illinois Assessment • ACCESS growth • Freshmen on Track • ESL and native languages assessment • Post secondary Plan • Post secondary Success
Facilitator Summary Suggested Indicators and Measures will be shared with the district. Final Indicators and Measures will be recommended to the Board of Education.	
Goal Two Student Culture of Belonging Key Performance Indicators	
Table 1	Table 2
• Illinois Youth Survey • Trusted Adult Survey • Participating in athletics • Participating in clubs & activities • Panorama Student Satisfaction Survey • 5 Essential Student Satisfaction Survey • Discipline Data • In school Out of School Suspension • Attendance • Chronic Absenteeism • Engagement Survey	• Attendance • Chronic Absenteeism • Diversity • English Language Learners • Student Behavior Referrals • In school and Out of school Suspensions • Student Satisfaction Panorama • Student Satisfaction 5 Essentials • Student Engagement • Participation in Athletics

• Belonging Survey • Demographics	• Participation in other Clubs and Activities
Table 4	
• Attendance • Chronic Absenteeism • Diversity • English Language Learners • Student Behavior Referrals • In school and Out of school Suspensions • Student Satisfaction Panorama • Student Satisfaction 5 Essentials • Student Engagement • Participation in Athletics • Participation in other Clubs and Activities	
Facilitator Summary Suggested Indicators and Measures will be shared with the district. Final Indicators and Measures will be recommended to the Board of Education.	
Goal Three Staff Culture of Belonging Key Performance Indicators	
Table 1	Table 2
• Competitive salary and benefits • Staff Satisfaction Survey • Attendance • Demographics • Retention • ESL certification • WEGO university credits • Faculty leadership opportunities/positions • Belonging Survey	• Employment Patterns • Demographics/Diversity • Retention • Certified Staff Satisfaction • Non-certified Staff Satisfaction • Salaries and Benefits • Profession Development Opportunities • WEGO university credits • Communication and Collaboration Satisfaction • Engagement
Table 4	Table 5
• Employment Patterns • Demographics/Diversity • English Language Learners Success • Retention • Attendance • Certified Staff Satisfaction • Non-certified Staff Satisfaction • Salaries and Benefits • Profession Development Opportunities • WEGO university credits	• Employment Patterns • Demographics/Diversity • English Language Learners Success • Retention • Attendance • Certified Staff Satisfaction • Non-certified Staff Satisfaction • Salaries and Benefits • Profession Development Opportunities

Facilitator Summary

Suggested Indicators and Measures will be shared with the district. Final Indicators and Measures will be recommended to the Board of Education.

Goal Four Partnerships Key Performance Indicators

Table 3

Table 6

- Family Engagement
- Family Attendance at conferences
- Family Satisfaction
- Volunteerism and Engagement
- Use of Digital Reporting Systems
- Community Service Projects
- Family Learning and Education Opportunities

- Family Engagement
- Family Attendance at conferences
- Family Satisfaction
- Use of Digital Reporting Systems
- Community Service Projects
- Internship Opportunities
- Family use of Reporting Systems
- Family Education Opportunities
- Foundation
- Family Liaison

Facilitator Summary

Suggested Indicators and Measures will be shared with the district. Final Indicators and Measures will be recommended to the Board of Education.

Goal Five Resources Key Performance Indicators

Table 3

Table 6

- Annual Balanced Budget
- Fund balance
- Expenditures less than Revenues
- State Financial Profile
- Operating Expense Per Pupil
- Instructional Expense Per Pupil
- Annual Audit Findings
- Grant/Other Resources
- Space Utilization
- Life Safety Compliance
- Facilities long range plan on track
- Cleanliness
- Safety and Security
- Maintenance
- Network/Wifi Capacity
- Classroom technology up to date

- Operating Expense Per Pupil
- Instructional Expense Per Pupil
- Annual Audit Findings
- Life Safety Compliance
- Facilities long range plan on track
- Cleanliness
- Safety and Security
- Maintenance
- Network/Wifi Capacity

Facilitator Summary

Suggested Indicators and Measures will be shared with the district. Final Indicators and Measures will be recommended to the Board of Education.

Strategies Aligned to Long-Range Goals		
Table 1	Table 2	Table 3
Student achievement gaps 1 Attendance/Absenteeism 2 Engagement, school spirit, effort, motivation. 2 Focus on whole child needs: social, emotional, physical well-being 2 Staff competitive compensation 3 Analyzing, Reporting and Use of Data 3 Communication & relationship building with families, associate districts and community partners 4 Spectrum of post-secondary planning, coursework, internships, etc. 4	Student achievement gaps 1 Attendance/Absenteeism 2 Engagement, school spirit, motivation. 2 Meeting student needs for the future 2 Staff Compensation. 3 Staff engagement and involvement in decisions that impact teaching and learning 3 Clear and transparent Communication with families, community partners and feeder elementary districts 4 Impactful Collaboration with families, community partners and feeder elementary districts Implement effective operational resource strategies 5	Student Achievement gaps 1 Personalized, Competency-based learning 1 Attendance and absenteeism 2 Student Engagement and Motivation 2 Meeting student needs for the future 2 Staff competitive Compensation 3 Innovation and real-life learning projects and experiences through staff professional development 3 Clear and transparent communication and collaboration with families, community partners and feeder elementary districts 4 Reimagining use of time, space, technology and finances. 5
Table 4	Table 5	Table 6
Student Achievement gaps 1 Personalized Pathways Competency-based learning 1 Attendance and absenteeism 2 Student Engagement and Motivation 2 Meeting student needs for the future 2 Staff competitive Compensation 3 Staff engagement with voice into decisions that impact teaching and learning 3 Clear and transparent communication and collaboration with feeder elementary districts 4 Reimagining use of time, space, technology and finances. 5	Student achievement gaps 1 Personalized, Competency-based learning 1 Student Engagement and Motivation 2 Meeting student needs for the future through post-secondary planning and exploration 2 Staff competitive Compensation 3 Innovation and real-life learning projects and experiences through staff professional development 3 Analyzing, Reporting and Use of Data 3 Staff Competitive Compensation. 3 Clear and transparent communication and collaboration with families and community partners to strengthen community engagement. 4 Feeder elementary districts connections and collaboration 4	Student Achievement gaps 1 Personalized, Competency-based learning 1 Attendance and absenteeism 2 Student Engagement and Motivation 2 Meeting student needs for the future 2 Staff competitive Compensation 3 Innovation and real-life learning projects and experiences through staff professional development 3 Analyzing, Reporting and Use of Data 3 Redefine current student requirements, schedule, use of innovative instructional practices, and needs to prepare students for life after graduation. 3 Equip staff with best practices and support to meet needs of all learners. 3 Clear and transparent communication and collaboration

	Reimagining use of time, space, technology and finances. 5	with families, community and partners Improve communication and collaboration with feeder elementary districts 4 Reimagining use of time, space, technology and finances. 5
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Facilitator Summary

Critical Strategies for Mission, Vision, and Goal Success

- **Goal One:** Equip students, staff and families with programs, procedures and practices to **close current academic achievement gaps.**
- **Goal One:** Build a competency-based curriculum to **establish student pathways that lead to preparation for college, career and life.**
- **Goal Two:** Equip students with programs, procedures and practices to **close current social, emotional and physical non-academic gaps.**
- **Goal Two:** Improve **student attendance, chronic absenteeism, engagement and motivation** through the identification, training and support for use of innovative instructional practices, programs and services.
- **Goal Three:** Provide opportunities to **ensure the retention and satisfaction of highly successful employees** through competitive compensation and benefits, career enhancement/leadership opportunities, professional development experiences, and recognition and appreciation.
- **Goal Three:** Enhance the current use of data collection, analysis, monitoring and reporting and informing to ensure **students, staff, families and the community understands changes in performance over time.**
- **Goal Four:** Partner with families and the community to provide communication and collaboration that leads to **effective learner support, real world experiences and an exchange of resources.**
- **Goal Four:** Partner with feeder elementary districts to **ensure students are ready for high school.**
- **Goal Five:** Reimagine the **use of time, space, technology and financial resources** to better meet future needs of students and enhance both teaching and learning.

WEGO STRATEGIC PLAN (DRAFT)

Mission		Motto
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Ignite a passion for learning, foster leadership and responsibility and empower all learners to live their personal best.		LEARNING. LEADING. LIVING.
Vision- North Star		
Today's Wildcats will become tomorrow's leaders, designers and builders by: - Realizing personal potential for academic excellence - Demonstrating responsibility for their own learning - Cultivating their well-being and confidence - Having a strong sense of personal pride in learning and success - Utilizing technology as a powerful tool - Honoring individual and cultural differences - Adapting to an ever-changing and challenging world		
Graduate Portrait	Educator Portrait	System Portrait
- Critical & Creative Thinker - Communicator & Collaborator - Responsible & Accountable - Problem Solver & Decision-maker - Socially, Emotionally & Personally Confident - Empathizer & Perseverant	- Critical Thinker & Problem Solver - Student Centered - Team Player & Collaborator - Passionate Educator - Lifelong learner - Ethical Decision-maker - Empathizer & Perseverant	- Advocate for continuous improvement and being solution-focused - Promoter of learner interests, voice and choice - Believer in equity, diversity and inclusivity - Supporter of innovation and real-world relevance - Cultivator of relationships and safety - Developer of all staff - Partner in collaboration and engagement
WILDCATS Core Values		
Well-being and cultural awareness throughout our community Excellence in academic, athletic, and extracurricular core competencies Growth and continuous improvement through respect, service and trust Opportunities for innovation, exploration and relevant teaching and learning experiences		
Long-range Goals, Suggested Indicators, Aligned Strategies		
Goal	Suggested Indicators	Aligned Strategies
Goal One: Ensure all students have a personal pathway to academic success.	- Freshman on Track - Graduation Rate - MAP Math - SPED Fastbridge Growth - ACCESS growth - Post Secondary Plan - Post Secondary Success - Students taking and passing AP test - Earning dual credit - Earning certification - Earning Pathway Endorsement - Enrollment in honors, AP	- Equip students, staff and families with programs, procedures and practices to close current academic achievement gaps. - Build a competency-based curriculum to establish student pathways that lead to preparation for college, career and life.

	• Passing APPL test	
Goal Two: Provide all students with relevant, rigorous, respectful and reflective learning environment.	• Illinois Youth Survey • Trusted Adult Survey • Students participating in athletics • Students participating in clubs & activities • Student Satisfaction Panorama Survey • Student Satisfaction 5 Essentials Survey • Discipline Data: Referrals, In and Out of School Suspensions • Attendance and Chronic Absenteeism • Student Engagement Survey • Student Belonging Survey • Student Demographics • Entrance and Exit MTSS interventions	• Equip students with programs, procedures and practices to close current social, emotional and physical non-academic gaps. • Improve student attendance, chronic absenteeism, engagement and motivation through the identification, training and support for using innovative instructional practices, programs and services.
Goal Three: Foster and celebrate an employee culture of belonging, engagement, respect and responsibility.	• Employee Employment Patterns • Employee Demographics/Diversity • Employee Retention • Certified Staff Satisfaction • Non-certified Staff Satisfaction • Employee Salaries and Benefits • Employees Profession Development Opportunities • WEGO university credits • Employee Communication and Collaboration Satisfaction • Employee Engagement	• Provide opportunities to ensure the retention and satisfaction of highly successful employees through competitive compensation and benefits, career enhancement/leadership opportunities, professional development experiences, and recognition and appreciation. • Enhance the current use of data collection, analysis, monitoring, reporting and informing to ensure students, staff, families and the community understands changes in performance over time.
Goal Four: Partner with families and the community to provide learner support, real world experiences and exchange of resources.	• Family Engagement • Family Attendance at conferences • Family Satisfaction • Family use of Digital Reporting Systems • Community Service Projects • Internship Opportunities • Family Education Opportunities • Foundation	• Partner with families and the community to provide communication and collaboration that leads to effective learner support, real world experiences and an exchange of resources • Partner with feeder elementary districts to ensure students are ready for high school.
Goal Five: Commit to effective operations and use of resources to align their focus on student success.	• Annual Balanced Budget • Fund balance • Expenditures less than Revenues • State Financial Profile • Operating Expense Per Pupil • Instructional Expense Per Pupil • Annual Audit Findings • Grant/Other Resources • Space Utilization • Life Safety Compliance • Facilities long range plan on track • Cleanliness • Safety and Security • Maintenance • Network/WiFi Capacity • Classroom technology up to date • Devices to Student Ratio	• Reimagine the use of time, space, technology and financial resources to better meet future needs of students and enhance both teaching and learning.



Between now and February 20 the district will collect feedback from students, staff and families on the draft of the plan. On February 20 the strategic plan team will meet one last time to consider the feedback and turn the draft into a recommendation.