

ACTION ITEM

Date: September 18, 2023

To: Members, Board of Education

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Subject: Approve the District 39 Strategic Plan: *Engage, Empower, Inspire* Action Steps for 2023-24

PROPOSED ACTION BY THE BOARD OF EDUCATION

Approve the District 39 Strategic Plan: *Engage, Empower, Inspire* Action Steps for 2023-24.

BACKGROUND

During 2019 - 2020 school year, District 39 launched efforts to begin a new strategic planning process to establish a multi-year plan. In building a multi-year plan, District 39 would be able to provide a framework that narrows the focus on the most essential, key initiatives while accomplishing excellence collectively. A critical component of building the next multi-year strategic plan is the involvement, expertise, and insights of all stakeholders. Therefore, an important part of the planning process is to actively engage stakeholders - Board of Education, District 39 staff and administrators, District 39 families and members of the community-at-large.

On February 10, 2020, strategic planning firms were interviewed and following the completion of the interview process, District 39 Board of Education and administration contracted with the Consortium for Educational Change (CEC). Unfortunately, Governor Pritzker's emergency declaration closed schools statewide on March 13, 2020. Due to the COVID19 pandemic and the shift in priority to transitioning District 39's teaching and learning from in-person to fully remote, the new strategic planning process was delayed. However, in mid-January 2021, District 39 reconnected with CEC to relaunch the strategic planning process.

District 39’s Strategic Planning Team was multifaceted, including staff, parents, students, community members, and leaders of other community organizations. All members of the Strategic Planning Team met throughout the year to engage in CEC’s process. The team also collected feedback from a variety of District 39 community members, including students as well as members of the Board of Education during Committee of the Whole and Board of Education Meetings. Detailed information and meeting materials were provided to the community through the Strategic Planning Process¹ page on the district’s website.

On September 27 2021, the D39 administration respectfully submitted the goals and strategies of the 2021-2026 District 39 Strategic Plan for Board of Education approval. Having received approval, the work continued to develop the specific, action steps for the first year (2021-2022) of a multi-year strategic plan. The action steps are monitored and progress updates are shared. Based on this information, the work to refine and/or develop specific, action steps for the following school year begins in the spring and continues through the summer/early fall.

2021-2026 District 39 Strategic Plan: Goals, Strategies, and 2023-24 Action Steps

District 39 administration respectfully submits the 2023-2024 Action Steps for approval to the Board of Education and would like to acknowledge the District Strategic Advisory Team for their contributions and input.

Goal 1: Student Achievement and Growth Ensure a differentiated education that provides a strong foundation of rigorous academic learning.
<p>Key Performance Indicators</p> <p>Outcome Indicators</p> <p>Kindergarten and 1st Grade: Spring aimswebPLUS</p> <ul style="list-style-type: none"> 80% of kindergarten and first grade students are on-track, defined as average or above, on aimswebPlus measures of early literacy. 85% of kindergarten and first grade students are on-track, defined as average or above, on aimswebPlus early numeracy skills. <p>2nd Grade - 8th Grade: Fall-Spring NWEA MAP Growth</p> <ul style="list-style-type: none"> 15% or less of students at district/aggregate level in the “Low” growth category. (ELA and Math) 25% or more of students at the district/aggregate level in the “High” growth category. (ELA) 30% or more of students at the district/aggregate level in the “High” growth category. (Math) <p>2nd Grade - 8th Grade: Spring NWEA MAP Achievement</p> <ul style="list-style-type: none"> 4% or less of students at district/aggregate level in the “Low” achievement category. (ELA and Math) 50% or more of students at the district/aggregate level in the “High” achievement category. (ELA) 55% or more of students at the district/aggregate level in the “High” achievement category. (Math) <p>Strategy Indicators</p> <ul style="list-style-type: none"> 100% of students will engage in setting academic goals and review their goals. 100% of certified/licensed staff will be trained on the effective collaborative protocol (Data Wise Improvement Process) so that they can participate in meaningful data review meetings. At least a 4.5 (5.0 scale) summative rating from a staff survey on the degree to which professional development opportunities are differentiated and focused on effective, innovative, and growth-focused classroom practices.
<p>Strategies:</p> <ol style="list-style-type: none"> Differentiate instruction and supports to ensure and monitor a strong academic foundation of challenging, meaningful, and growth-oriented experiences for all students.

¹https://www.wilmette39.org/about_d39/strategic_planning_process

2. Implement structured staff collaboration focused on data-informed practices to support rigorous achievement and growth for all students.
3. Provide differentiated professional development opportunities to support effective, innovative, and growth-focused classroom practices.

2023-2024 Action Steps

1. Building MTSS Teams will analyze student data after each benchmark period (e.g., MAP, aimswebPlus, classroom performance, etc.) and identify students who require Tier 3 services (intervention or enrichment) in either reading or math.
2. Building MTSS Teams will track the progress of students receiving Tier 3 services for intervention, and note those who require lesser intensive services by the next benchmark/end of the year.
3. Building MTSS Teams will be provided ongoing training and support throughout the year.
4. Special education staff (LBS) will be trained in research-based reading and math resources/strategies to increase the efficacy of instruction for students with disabilities (i.e. K-4 Orton-Gillingham; Number Worlds; etc.).
5. General education staff will continue to engage in professional learning about research-based reading and math Tier 1 instruction, assessment, and intervention, including math support and enrichment, reading intervention, and differentiation support.
6. District 39 teachers will provide explicit instruction to students on the goal setting process in line with students' developmental level, and engage all students in the goal setting for either class and/or individual goals across all tiers of instruction.

Goal 2: Supportive Community

Cultivate a supportive and inclusive learning community that is responsive to the social, emotional, and behavioral needs of each student.

Key Performance Indicators

Outcome Indicators

Strengths-based measure of student social-emotional competency development

- Baseline data from “strengths based social emotional measure” (i.e. DESSA, MESH) used to set targets for growth.

Behavior in common areas around the school

- Baseline data of number of behavioral incidents within common areas of the school. Target reduction in incidents for those areas.

Five Essentials STUDENT data

- Increase average across all D39 schools in the category of Supportive Environment from 78 (Strong) to 80 (Very Strong), as reported by students on the 5 Essentials Survey. This would indicate a maintained or increased average in the following four areas:
 - Peer Support For Academic Work - 87 (maintain)
 - Teacher/Student Trust - 83 (maintain)
 - Safety - 79 (increase to 80 or more)
 - Academic Personalism 61 (increase to 80 or more)
- Reach and maintain average score across 5-8 in supplemental categories of Student-Peer Relationships, Human and Social Resources at 80 (Very Strong) or above.
 - Student-Peer Relationships - 79 (increase to 80 or more)
 - Human and Social Resources - 88 (maintain)

Strategy Indicators

Staff confidence with ability to implement social-emotional learning framework

- Teacher feedback/survey to gather baseline data of implementation

Staff confidence and ability to implement behavioral framework at school

- 100% of D39 schools have a behavior committee focused on school-wide behavior and implementation of the behavioral framework.

Participation in extracurricular/co-curricular activities

<ul style="list-style-type: none"> Gather baseline data on the percentage of student participation (based on the entire student population) in school-sponsored, non-academic activities outside of the school day. Target an increase over following years. <p>Student self-reporting on sense of belonging (MESH) for students in grades 6-8.</p> <ul style="list-style-type: none"> Increase percentage of students feeling a positive sense of belonging at grades 6-8 from (current) 64% to 80%.
<p>Strategies:</p> <ol style="list-style-type: none"> Implement a consistent and proactive curriculum addressing social, emotional, and behavioral needs of students. Strengthen the sense of belonging, engagement, representation and agency for students through diverse, welcoming opportunities for community building, leadership, and student-to-student connections.
<p>2023-2024 Action Steps</p> <ol style="list-style-type: none"> Each school's building-based Foundations Behavior Teams will participate in eight days of training during the 2023-24 school year. The efficacy of Tier 1 procedures for common areas (e.g. recess at elementary, hallways 5-8) at each building will be measured and evaluated by each school's building-based Foundations Behavior Teams. Social-emotional curricular resources will be piloted at grades 5-8 with a focus on belonging. A new schedule for grades 5-8 will be recommended for implementation in the 24-25 school year, with specific time built in to support best practices with social-emotional skill instruction. Differentiated professional learning opportunities will take place to support staff with implementation of Tier 1 social-emotional and behavioral instruction, increasing staff competence and confidence in instructional practices and integration of social-emotional objectives. A reporting system to engage families and students in monitoring social-emotional growth and development at each grade level will be created and piloted for K-4 implementation in the 2024-25 school year. Building based MTSS teams will implement aligned processes for Tier 2 and Tier 3 SEL problem solving. Build staff capacity for Diversity, Equity, Inclusion and Belonging, through professional learning opportunities that support culturally responsive classroom communities.
<p>Goal 3: Professional Community Foster a professional community that values, supports, develops, and retains highly effective staff.</p>
<p>Key Performance Indicators</p> <p><i>Outcome Indicators</i></p> <ul style="list-style-type: none"> Achieve and maintain a 90% <i>teacher</i> retention rate. Achieve and maintain a 90% <i>staff</i> retention rate. Identify themes for why staff leave D39. All D39 schools will achieve and maintain a rating of at least "more" in the categories of Effective Leaders, Collaborative Teachers, and Involved Families as reported by staff on the 5 Essentials Survey. <p><i>Strategy Indicators</i></p> <ul style="list-style-type: none"> 100% of licensed/certified employees will be trained on the effective collaborative protocol (Data Wise Improvement Process) so that they can participate in meaningful data review meetings. Paraprofessionals will be pulled from their regular assignment to sub no more than twice per week across all schools. 10% or less of licensed and non-licensed staff will have 10 or more absences in a school year, not inclusive of FMLA, vacation days, or professional development. Collect baseline data on questions from Panorama Survey for Staff regarding cultural competency/culturally responsive teaching.
<p>Strategies:</p> <ol style="list-style-type: none"> Improve collaborative and shared decision-making structures to strengthen representation, engagement, and agency for staff.

2. Cultivate a more equitable and inclusive learning community by developing staff expertise to support diverse learners through differentiated instruction and culturally supportive teaching.

2023-2024 Action Steps

1. The District Strategic Advisory Team will monitor progress and offer suggestions for strategic goal refinement throughout the year. [Year 3]
2. District 39 will seek information from staff regarding onboarding, mentoring and support at key moments in their D39 career to identify themes using exit interviews, surveys and focus groups.
3. District 39 will continue to engage and include staff members on district and/or school committees so voices and expertise are represented and contribute to a collaborative, shared decision making structure.
4. The process/procedure developed will continue to offer all staff and administrators opportunities to share general/specific professional learning needs and priorities.
5. Staff survey will be identified that targets the needs in culture/climate.
6. A committee of faculty, staff and administrators will be established to identify culture/climate needs and make recommendations to address.
7. Student services faculty will be trained on how to engage in difficult conversations and facilitate difficult meetings.
8. Parent training will be provided regarding advocacy strategies for parents when perspectives of student needs differ.
9. Diversity, Equity, Inclusion, and Belonging (DEIB) Task Force will make recommendations for attracting, hiring and retaining employees of color.

Goal 4: Family Partnerships

Strengthen partnerships by connecting, collaborating, and communicating with families and communities to advance teaching and learning.

Key Performance Indicators

Outcome and Strategy Indicators

- Deliver a Communications Plan as a blueprint for strategic communications.
 - A communication plan will be created by Fall 2022 that will structure strategic messages to multiple constituent groups being responsive to the intended audience, timing of the message, and platform used.
 - 80% of parents by the 2025-2026 school year will report that they are “well informed” about their child's progress and school experience, school activities and district news.
- Increase District and school social media following and interaction.
 - District and school-level social media accounts will increase their reach by increasing followers by 15% by the end of the 2022-2023 school year and have 10% increases each year through the 2024-2025 school year.
- Redesign the District and school websites to streamline access to information.
 - 80% of parents by the 2024-2025 school year will report that they can find the information they need, including student performance data, on the district and school websites.
- Increase PowerSchool Parent Portal access statistics for report card viewing.
 - 98% of parents by the 2024-2025 school year will login to PowerSchool to view report cards during the report card window.
- Offering Parent Education Events that meet expectations of our parents and create a library of informational videos.
 - 95% of all district level parent education event attendees by the 2023-2024 school year will “strongly agree” that their expectations were met and they plan on using what they have learned after every presentation.
 - By the end of Summer 2023, an on-demand library of district webinars and short video clips for parents will be created with content not limited to building assessment literacy and conversation strategies regarding student data and goal setting. A short bulleted list of key takeaways will be posted with the video.
- Increase the rates of participation and satisfaction with the 4th to 5th grade transition by parents, students, and teachers.
 - 90% of families and students will report they had a “highly successful” transition from 4th to 5th grade by Fall 2024.

- 90% of students will participate in at least one of the new school transition activities for Highcrest Middle School and discuss the content with their parents prior to the 2024-2025 school year.
- 90% of parents/families will view 4th-5th grade transition videos and webinars and discuss the content with their children prior to 2024-2025.
- Staff will report measurable improvements in practices and communication as evidenced by %age gain and comments between 4th-5th grade transition from Fall 2022 to Fall 2023 and every year thereafter of this strategic plan.
- Increase the rates of participation and satisfaction with the 6th to 7th grade transition by parents, students, and teachers.
 - 90% of parents/families will view 6th-7th grade transition videos and webinars prior to the 2025-2026.
 - 90% of families and students will report they had a “highly successful” transition from 6th to 7th grade by Fall 2025.
 - Staff will report measurable improvements in practices and communication as evidenced by %age gain and comments between 6th-7th grade transition from Fall 2023 to Fall 2024 and every year thereafter of this strategic plan.

Strategies:

1. Improve school-home communication through consistent and effective strategies, especially those focused on communicating student performance, goal-setting, and growth monitoring.
2. Implement strategies to better support successful transitions from 4th-5th and 6th-7th for students and parents.

2023-2024 Action Steps

1. District and school social media followings and interaction will increase by completing social media advertising training, advertising to the community and parent base (new student recruitment, highlight positive news, 39exPRESS), and aligning social media channels for school based accounts.
2. District 39 will complete the redesign process for District and school websites to streamline access to information including information available through parent-teacher organizations at each school and review website content for relevancy.
3. District 39 will explore providing an online newsletter tool for consistency and email body embedding with analytics for all teachers, schools, and departments to use.
4. Implementation of the transition plan developed for 6th to 7th grade will be evaluated and improved upon using student and parent surveys and feedback.
5. An academic pathways and class descriptions document for 5-8th grade will be created to share class information with parents about the 5th through 8th grade academic process including class levels, homework expectations, and transition to high school.
6. Increase parent and community communication about D39’s commitment to Diversity, Equity, Inclusion and Belonging beliefs and practices.

Goal 5: Stewardship of Resources

Ensure the equitable and effective use of resources to sustain practices that promote growth.

Key Performance Indicators

Outcome Indicators

- Maintain an Annual Financial Profile Score of “Financial Recognition”
- Maintain ranking within referendum/NTHS districts on per student expenditures
- A plan for long-term capital projects (5 year period) will be annually reviewed and short-term goals to accomplish the plan established with board approval

Strategy Indicators

- Maintain Annual Operating Funds Balance between 40% and 65% of Expenditures
- Actual class size will be at or below the district guidelines
- Available classroom spaces at each school building are monitored for current and future needs. The goal is to efficiently use spaces at 100% capacity or less

Strategies:

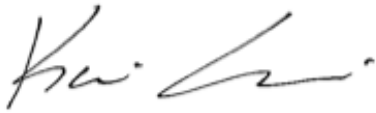
1. Implement long-term capital planning focused on facility maintenance.
2. Examine resource allocation practices, including staffing, based on best instructional models and techniques.

2023-2024 Action Steps

Action steps 1-3 are a regular item on Board of Education meeting agendas throughout the year. Therefore, the information, discussions, and presentations can be found on the district website.²

1. Review 5-year capital improvement plan bi-annually, with a focus on facility maintenance and upgrades to sustain practices that promote growth.
2. Review, plan, and prioritize building-based capital improvement projects to fit within the District's summer building use and construction schedule.
3. Monitor legislative adjustments related to property tax funding formulas, real estate tax appeal refunds, pension cost shifts, and other legislation from Springfield with a financial impact to anticipate, consider and plan for the potential impact on District 39 availability of resources, incorporating findings into the presentation of the annual 5-year projections.
4. Implement a process to evaluate class size and staffing patterns across non-homeroom instructional environments at the 5-8 grade level to identify where under/over enrollment patterns may emerge.

Recommended for approval to the Board of Education,



Kari Cremascoli, Ph.D., Superintendent

² <https://bit.ly/3Q3Wfld>