WESTERN SPRINGS SCHOOL DISTRICT #101

STRATEGIC PLAN

2017-18 THRU 2020-21

FINAL DRAFT – APRIL 2017

ADOPTED: APRIL 24, 2017

A Place Where Children Thrive

WESTERN SPRINGS SCHOOL DISTRICT #101

MISSION

ENGAGE. INSPIRE. EMPOWER.

VISION

Grow each child to his/her fullest potential to create inquisitive and reflective life-long learners.

Reach beyond comfort zones to encourage responsible risk-taking and generate perseverance and resiliency in our children.

Own and advocate for innovative and effective learning experiences to foster the development of positive academic, social, and emotional skills.

Work together to create collaborative, compassionate children who enrich our community.

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VALUES

District 101 Values…

- *Academic Growth*
- *Academic Achievement*
- *Safe and Caring Learning Environments*
- *Differentiated Instruction that Promotes Student Ownership*
- *Attraction, Retention, and Development of Highly Qualified Staff*
- *Responsible Stewardship of Our District's Resources*

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DISTRICT GOAL #1 – ACADEMIC GROWTH

*District 101 staff will ensure that each student will **grow academically** to enhance the successful transition to high school and preparation for college and career readiness.*

Goal	Indicators & Measures	Target
What do we plan to achieve?	*How will we measure success and by what standards?*	*What is the objective we will meet? How do we define success?*
District 101 staff will ensure that each student grows academically to enhance the successful transition to high school and preparation for college and careers.	**Operational** *Annual academic growth as measured by the nationally normed MAP assessment*	D101 MAP growth will result in the District remaining in the NWEA-defined high achievement/high growth quadrant through the life of this plan. **2017 Present Level of Performance –**
	Annual growth as measured by AIMS, Fastbridge, and other progress-monitoring tools for students receiving intervention or special education services	Students receiving interventions and/or special education services will meet or exceed their expected rate(s) of improvement needed to meet the district goal of all students achieving at/above the 50th national percentile. **2017 PLoP of students meeting or exceeding personal rate of improvement goal –**
Alignment to District Priorities *Academic Growth represents the degree to which D101 students show learning over a given period of time, regardless of their initial levels of academic performance.*	**Tactical** *Annual magnitude of academic growth, as measured by MAP Cognitive Growth Index (CGI)*	Annual CGI's will be at or above .28 (2017 & beyond). **PLoP: 2019 2018 2017 2016 .26 2015 .35 2014 .29 2013 .28 2012 .17**
	Annual growth, as measured by special education students' Individual Education Plan (IEP) goals	Annually through the life of this Plan, the percentage of students meeting their IEP goals will increase. **2017 Present Level of Performance –**
	Strategic *Annual academic achievement as measured by the State-required PARCC assessment*	Percentage of students meeting/exceeding PARCC standards will improve annually. **PLoP: 2017 2016 73.2% 2015 73.6%**

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DISTRICT GOAL #2 – ACADEMIC ACHIEVEMENT

*Each student in District 101 will attain a high level of **academic achievement** to enhance the successful transition to high school and preparation for college and career readiness.*

Goal	Indicators & Measures	Target
What do we plan to achieve?	*How will we measure success and by what standards?*	*What is the objective we will meet? How do we define success?*

District 101 staff will ensure that each student attains high levels of academic achievement to enhance the successful transition to high school and preparation for college and careers.

Alignment to District Priorities

Academic Achievement represents the degree to which D101 students successfully meet and/or exceed State learning standards. These standards provide an external benchmark of our students' readiness, relative to other grade-level peers across Illinois, in addition to District criteria.

Operational
Annual academic achievement as measured by the nationally normed MAP assessment

Tactical
Achievement as defined by students':
1. *Annual placement into high school challenge level courses, and*
2. *Students reporting that they were well prepared for these courses*

Appropriately personalized achievement, as measured by special education students' Individual Education Plan goals

Strategic
Annual academic achievement as measured by the state required PARCC assessment and District performance ranking across Illinois

The percentage of students at or above the 50th national percentile on the MAP assessment will improve annually in reading (grades 1-8), math (1-8), & science (6-8).

2017 Present Level of Performance – Reading   Math   Science

Exiting 8th grade students from D101 will report on the annual LT freshmen perception survey that they were well prepared to succeed in their freshmen level courses.

2017 Present Level of Performance – 88.9%

Through the life of this plan, students will annually show an increased percentage of mastered IEP goals.

2017 Present Level of Performance -

The percentage of students meeting/exceeding PARCC standards will improve annually.

PLoP: 2017   2016 73.2%   2015 73.6%
State Rank: 2017   2016 14th   2015 9th

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DISTRICT GOAL #3 – LEARNING ENVIRONMENT

*District 101 staff will ensure that all **learning environments** will enhance student learning, provide for emotional and physical safety, and help students establish a personal sense of belonging within the school community.*

Goal	Indicators & Measures	Target
What do we plan to achieve?	*How will we measure success and by what standards?*	*What is the objective we will meet? How do we define success?*

Goal	Indicators & Measures	Target
District 101 staff will ensure classroom, school, and District learning environments: * **Enhance student learning** * **Provide for emotional and physical safety** * **Create a sense of belonging & community** * **Facilitate students' ownership of their own learning** <u>***Alignment to District Priorities***</u> *Learning environments represent a critical, and key qualitative component necessary to bring the District's Vision alive.*	**On the annual Student Climate Survey, students will report:** 1. *They feel safe – emotionally and physically – while at school.* 2. *They are knowledgeable about, and are able to apply, self-calming strategies during times of stress.* 3. *They have a sense of belonging within the school community, characterized by: having an adult they can talk to at school if they have a problem; having friends at school; and becoming consistently better learners.* *Annual attainment of Learning Environment goals, as measured by special education students' applicable IEP goals in this area* *Building-specific Annual Bullying Data*	District 101 students will report that they feel safe at school on the spring student climate survey. *(Questions # 17/20)* *(PFP Target Level is 98.5%)* **PLoP: 2019 2018 2017** **2016 98.5% 2015 99.2% 2014 97.3%** District 101 students will know and be able to apply appropriate calming strategies. *(Question #'s vary by grade level)* *(PFP Target Level is 93%)* **PLoP: 2019 2018 2017 2016 92.3%** District 101 students will report that they feel a part of the school community on the spring student climate survey. *(Questions # 17/20)* *(PFP Target Level is 98.5%)* **PLoP: 2019 2018 2017** **2016 98.5% 2015 99.2% 2014 97.3%** District 101 student reports of bullying will be minimal (annual goal of zero), with adult responses being timely and impactful in eliminating the behavior. **PLoP (# of reports):** **2018 2017 2016 3 2015 4**

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DISTRICT GOAL #4 – STAFF ATTRACTION, RETENTION & PROFESSIONAL DEVELOPMENT

*District 101 will provide the necessary resources and environments to **attract, retain, and professionally develop staff** who are best suited to carry out the District's Mission.*

Goal	Indicators & Measures	Target
What do we plan to achieve?	*How will we measure success and by what standards?*	*What is the objective we will meet? How do we define success?*

Goal	Indicators & Measures	Target
District 101 will ensure that the most qualified staff are in place to promote the District's Mission through: *** A work environment that promotes creativity, collaboration, & community** *** An environment of continuous adult learning that enhances classroom instructional practices & student learning** *** A salary & benefits plan that is regionally competitive** **Alignment to District Priorities** *Great strategic planning is only as impactful as those individuals charged with implementing these plans on behalf of students.*	*Operational Health Indicators (OHI) will be gathered annually or bi-annually, as identified, to assess staff perceptions of their work environment.* *1. On a biannual basis, a staff climate survey will be disseminated to provide direct feedback to the Board of Education in areas that include:* **professional development, relationships, communication, support, work stress, building conditions, and job satisfaction.** *2. Staff turnover rates and cohort tenure attainment rates will be reported annually to the Board of Education, inclusive of exit interview qualitative information/reasons for departing D101.*	**Staff will report positive feedback in the areas of:** *Professional Development* *Relationships With Peers, Principal, Administration, & BOE* *Communication* *Support in Their Work with Students* *Work Stress & Life Balance* *Building and Working Conditions* *Overall Job Satisfaction* ***2017 Present Level of Performance –*** Staff turnover rates due to working conditions, salary/benefits, culture, and other elements within the District's control will show a downward to flat trend over the life of this plan. **Entering 2013-14 Cohort of Staff** *2017 PLoP Turnover – 3 staff departures* *2017 PLoP Tenure Cohort – 4 of 5 (80%)*

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DISTRICT GOAL #5 – FINANCE AND FACILITIES

*The Board of Education will institute **financial and facility planning** to ensure that District and community resources are used efficiently to extend our Mission on behalf of the students of District 101.*

Goal	Indicators & Measures	Target
What do we plan to achieve?	*How will we measure success and by what standards?*	*What is the objective we will meet? How do we define success?*

Goal	Indicators & Measures	Target

The District 101 Board of Education will establish finances, facilities, and other local resources at the appropriate level to provide optimal learning experiences for each of our students.
 	
Alignment to District Priorities
Student learning is enhanced by having school buildings, classroom spaces, intervention areas, technology access, instructional materials, and personnel resources that facilitate the Mission of District 101.
	The District 101 Board commits to managing a budget that will remain within the financing structures currently in place, barring significant external funding changes at the state or federal level.
	
	District 101 buildings will be maintained to facilitate high levels of student learning in a cost-effective manner.
		Finances over the Life of the Plan
		1. Expenditures will increase at an annual rate similar to those of the past ten years in District 101.
		    Annual Avg. Budget Increase 3.8%
		2. Year-end reserves will average between 35 – 50% of annual budget, in line with best practice recommendations.
		    FY 2016 Year-End Fund Balance $10,455,000
		3. The District's credit rating from Moody's will remain strong.
		    FY 2016 Moody's Rating Aa1
		Facilities over the Life of the Plan
		1. A comprehensive building audit will be conducted by DLA to prioritize improvement and life safety work in D101 over the next five years.
		2. The Board of Education commits to continuing work to ensure safe and comfortable learning spaces, including:
		  a. Bi-annual roof inspections and repairs.
		  b. Regular safety testing and renovation work (water testing, radon testing, asbestos abatement, etc.).
		  c. Bathroom enhancements and renovations at all four buildings.
		  d. Learning space improvements that directly enhance learning.
		  e. Other needs as identified by building staff.

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DISTRICT IMPROVEMENT STRATEGY STUDENT OWNERSHIP OF LEARNING

*The staff of District 101 will develop curriculum, instruction, assessments, and learning environments that promote **students' ownership of their learning** to ensure that students thrive in the areas of academic growth and development of personal/learning characteristics.* *

Goal	Indicators & Measures	Target*
What do we plan to achieve?	*How will we measure success and by what standards?*	*What is the objective we will meet? How do we define success?*
Student learning & learning experiences will be enhanced by staff facilitation of students taking greater responsibility for their own learning. ***Alignment to District Priorities*** *Student ownership of learning is supported by research as a high-leverage and critically important factor in students' overall engagement, achievement, and attitudes towards learning.*	*Student, Teacher, and Principal assessment of classroom practices that promote Student Ownership of Learning, as defined by the Professional Learning Roadmap (PLR).* *D101 will utilize best-practice research to internally develop, communicate, utilize, and assess our impact on student growth in the identified areas for student development as outlined in our Strategic Vision.*	*Classroom Practices will continue to evolve in Formative and Constructivist Practices so that all District 101 classrooms regularly are identified as "We Do" and "You Do" on the PLR continuum.* *2017 Present Level of Performance -* *Define and Operationalize Success-Criteria for the Personal/Learning Characteristics Identified in The District 101 Vision:* *Reflective, Risk-Taking, Inquisitive, Resilient, Perseverant, Collaborative, Compassionate, Advocate* *Define and Operationalize Student Ownership as a construct that can be utilized as a key indicator of systematic success.*

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APPENDICES

The Wheel
District 101's Ten-Year Improvement Plan

Professional Learning Roadmap (PLR)
Defining Classroom Levels of Student Ownership Growth

Vision Driven Architecture
Structures of Leadership & Communication in District 101

Definitions of Key Operational Terms
Creating a Common Vocabulary and Understanding Across Strategic, Tactical, and Operational Groups

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The Wheel
Ten Year Strategic Improvement Vision (v.5)
District 101's long-range cycle for continuous instructional improvement

Formative Practices (Enhanced thru Descriptive Feedback)

Problem-Based Learning

Pedagogy (Constructivism) Inquiry-Based Learning

Socratic Seminar

Target 4: Variety of embedded Formative Practices

Target 3: Present level of Performance

Target 2: Demonstration of Mastery

Target 1: Student Friendly Targets

Target 1: Whole-to-Part Planning Facilitates Student Thinking & Ownership

Target 2: The Messy Process of Learning is Valued as Much as the Clean, Final Product

Target 3: Teacher Facilitates Engagement & Relevance

Target 4: Learning is a Social Experience Cultivated By Curiosity

Target 5: Students Have Voice & Choice in Determining Learning Path

LEARNING ENVIRONMENT

Collaborative · Reflective · Inquisitive · Risk-Taking · Resilient & Perseverant · Advocate

Exemplary Instructional Practices

Strategic: Strategic plan process, pay for performance, school and district improvement plans

Tactical: Admin team prof. goals, problem-solving curric., develop instructional leadership

Operational: Student learning goal, teacher professional goals, unit planning

Content: What students need to learn, or how they will access information

Process: Activities in which the student engages in order to make sense of, or master, content

Product: Culminating projects that ask the student to Rehearse, Apply, or Extend the learning

SMART Processes

Culture: Growth-minded collaborative professional community

Differentiated Instruction

2013

District 101 A Place Where Children Thrive

Striving toward enhanced Student Ownership

Consistent Goals of: Student Growth, Achievement, & Positive Learning Environment

V. 5 DLT July 2016

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District 101's Ten-Year Improvement Plan
2014 thru 2024

THE WHEEL

2014 – 2017
Focus on Formative Practices and the Descriptive Feedback that brings this work alive in assisting students understanding their academic successes, learning needs, and the "next-step thinking" that will help them close their learning gaps.

2017- 2021
Constructivist Practices that support students' high-level ownership of learning goals, paths, and experiences. Classroom practices steeped in constructivist design are evident. Tangible elements of the classroom experience are outlined in developmental stages in the District 101 Professional Learning Roadmap (PLR).

2021 – 2024
Differentiated Instruction implemented systematically across classrooms and grade-levels, supported by embedded SMART Goal planning. Each support the instructional foundational work of Formative Practices and Constructivism.

See Below for D101 Supporting Structures
Professional Learning Roadmap
Vision-Driven Leadership Architecture
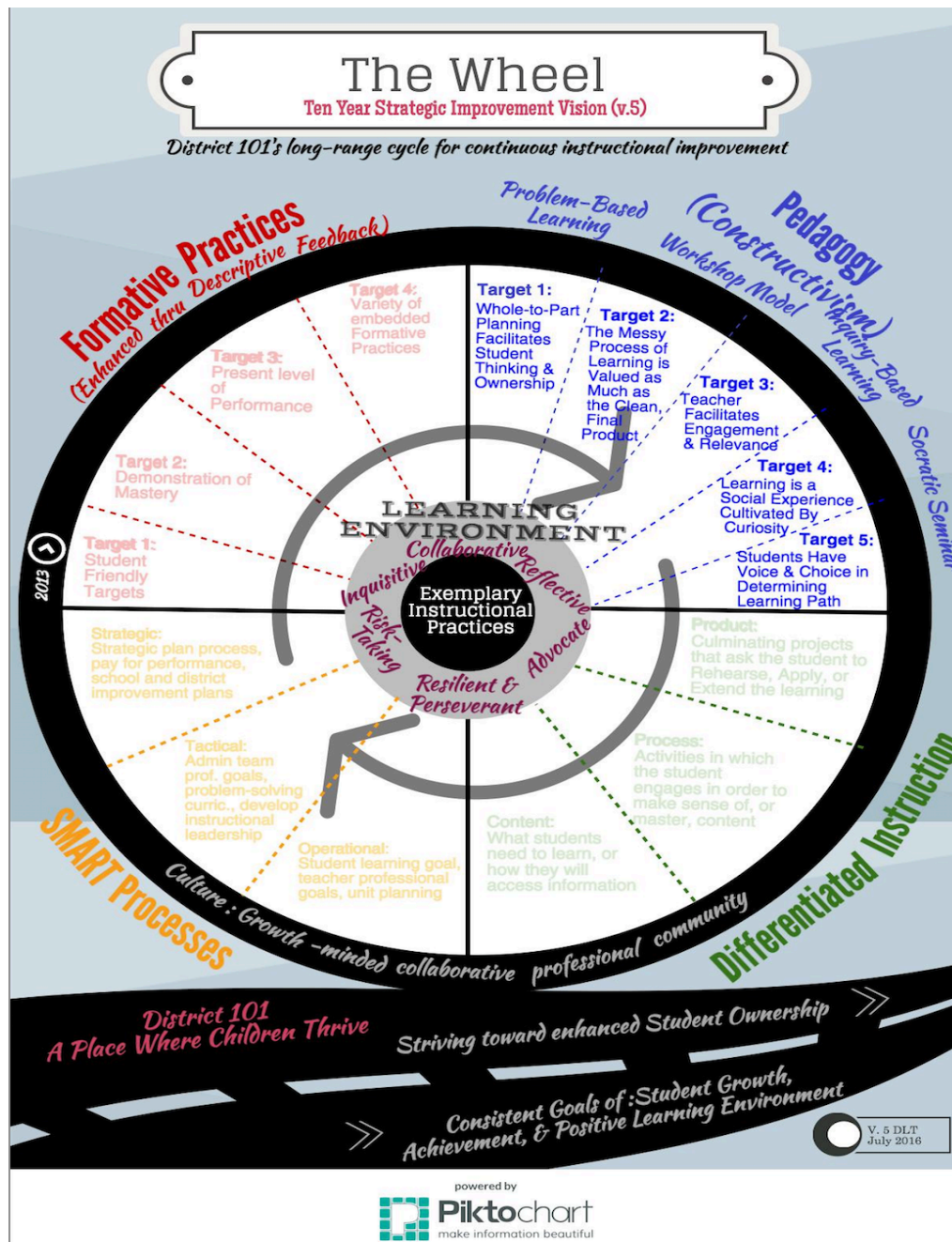
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Professional Learning Roadmap

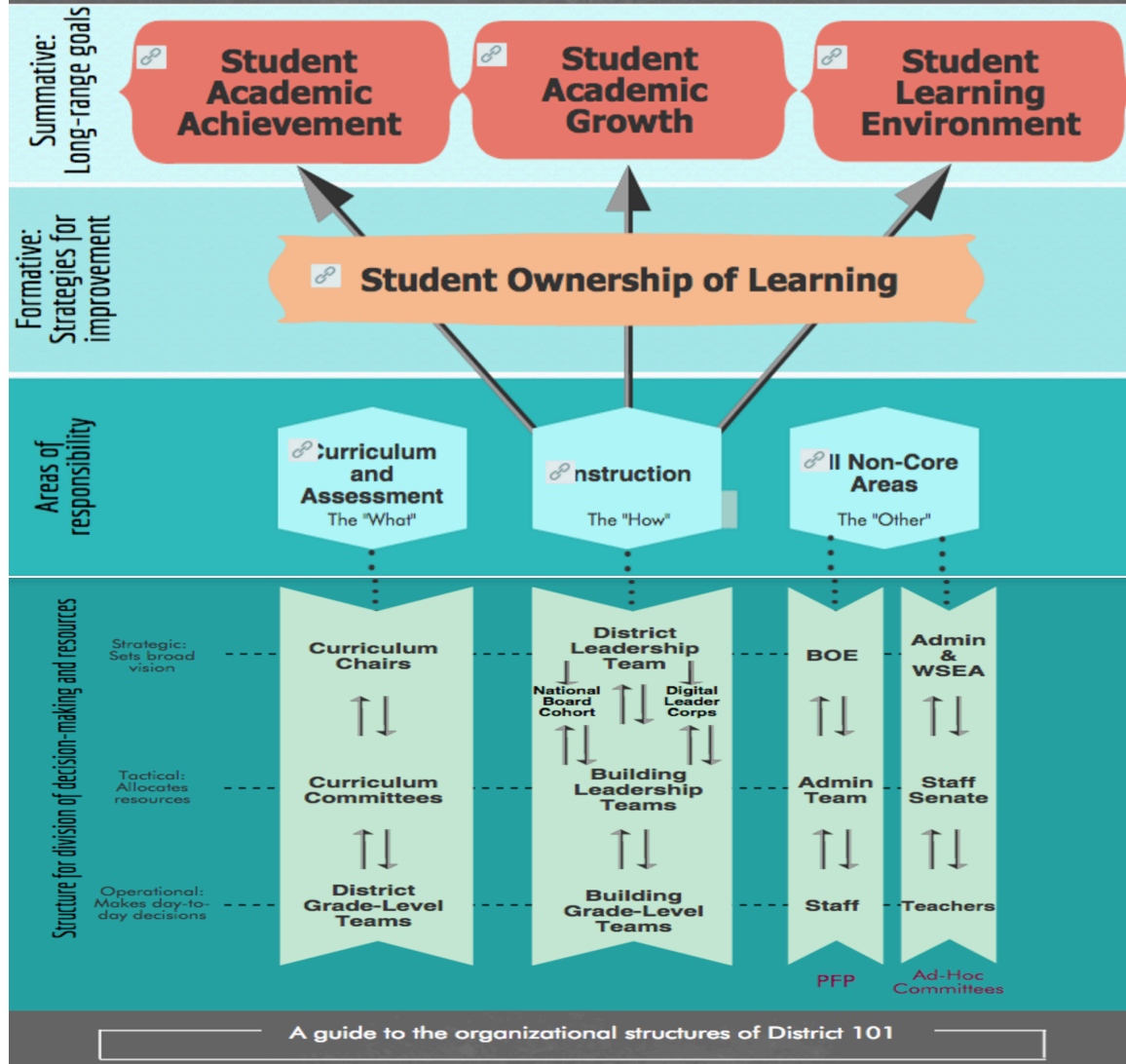|	Step 1 "I Do" Teacher (Behind the scenes)	Step 2 "I Do" Teacher (Behind the scenes & to the kids)	Step 3 "We Do" Teacher With Student (Teacher directed, student involvement)	Step 4 "We Do" Student With Teacher (Student directed, teacher supports)	Step 5 "You Do" Student (Student independence)
Constructivism Targets *A constructivist classroom is one which promotes and empowers student creation of meaning through intentional teacher-facilitation of student risk-taking, questioning, curiosity, and problem-solving.*	**T1**: Part-to-whole planning facilitates student compliance. **T2**: Products are emphasized. **T3**: Teacher is the sage: dictator & answerer. **T4**: Learning is a passive activity, where the teacher is the "expert deliverer". **T5**: Teacher plans for a single student learning path toward a district outcome of study.		**T1**: Whole-to-part planning exists, but articulation of students' learning paths are still owned by the teacher. **T2**: Products are valued over process. **T3**: Teacher is a facilitator. **T4**: Group work is built into lesson planning. **T5**: Teacher provides student choice of learning path toward a district outcome of study.		**T1**: Whole-to-part planning facilitates student thinking and ownership via authentic learning situations (ie. PBL) -?? **T2**: The messy process of learning is highly valued. **T3**: Teacher facilitates engagement and relevance. **T4**: Learning is a social experience cultivated by curiosity, risk-taking, and questioning. **T5**: Students have voice and choice in determining their own learning path(s) toward district outcome(s).
Target #1: Teacher shares outcomes and targets with students within a subject/unit of study in a student friendly manner. **Descriptive Feedback** 1. *Praise* 2. *Assessment* 3. *Next Steps* 4. *Learning Envt.* 5. *Process* 6. *Product* <----DF-------	Teacher unpacks the learning outcomes. *Unpacking:* • identify the nouns and verbs required in the targets. • identify the level of Bloom's taxonomy required in the target. • identify and define all key academic and content vocabulary • review what is taught in grades before/after • consider the knowledge and skills needed to master the outcome (Note: unpacking may be complete if targets have been thru CLI/ committee process.) -------DF--------	Teacher uses the outcome to create a learning pathway. Teacher begins with the end product in mind which leads to learning activities that are explicitly connected to each learning target. Teacher plans lessons and learning activities which center around the knowledge, skills, reasoning & products needed to achieve mastery of outcome. Teacher shares the learning outcomes and targets in student-friendly language. -------DF--------	Teacher explicitly connects learning activities to learning targets. Teacher explicitly connects current targets and skills to past experiences, the present outcome, and beyond, including how this learning might be applied outside of school. Students can articulate (in a verbal or written form) the purpose for a learning activity or the learning target of the day. ("I am learning_____ We are working on _____ Today we worked on _____.") ---------DF---------	Teacher evaluates the students' abilities to connect current targets and skills to past experiences, the present outcome, and beyond. Students examine a singular learning activity by articulating its connection to past experiences, next steps, or the present outcome. ("I am learning _____, because next I will _____. " or "We just learned _____, so now we are learning _____.") ---------DF---------	Students can analyze the learning outcome by determining and then explaining the progressive nature of targets. They can connect learning to larger real-world applications and purposes. **KEY:** rose=constructivist practices alignment ----------DF---------->

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Target #2: Teacher demonstrates mastery of outcomes prior to the onset of a new unit of study. **Descriptive Feedback** 1. *Praise* 2. *Assessment* 3. *Next Steps* 4. *Learning Envt.* 5. *Process* 6. *Product* <----DF------	Teacher determines the criteria for mastery of the learning outcome/targets of a unit and begins to collect student examples and nonexamples of mastery. Teacher generates and records an explanation in student-friendly language of why it is an example or nonexample of mastery. --------DF--------	Prior to the beginning of a new unit of study, teacher provides examples and nonexamples of mastery of the learning outcome/targets, explains in student-friendly language why they are an example(s) /nonexample(s), and models how to use the examples/non examples to monitor progress towards target/outcome mastery. ----------DF----	Teacher guides as students practice checking their progress towards mastery of learning outcome/target by comparing their progress to the examples of target/outcome mastery. Students check-in with teacher at times determined by the teacher to ensure accurate self-evaluation related to target/outcome mastery. --------DF---------	Students check their work towards mastery of learning outcome/target, with teacher guidance, by comparing their progress to the examples of target/outcome mastery. Students initiate check-in with teacher as needed to ensure accurate self-evaluation related to target/outcome mastery. ----------DF--------	Students independently or with peers use examples and nonexamples of target/outcome mastery to monitor progress and ensure accurate self-evaluation related to mastery. Exemplars are used as inspirational sources, used to draw parallels between defined mastery and real-world demonstration in student work. -------DF------->
Target #3: Teacher identifies students' present level of performance (PLOP) through informal and formal measures to inform instructional path. **Descriptive Feedback** 1. *Praise* 2. *Assessment* 3. *Next Steps* 4. *Learning Envt.* 5. *Process* 6. *Product* 	Teacher determines how to identify what students know and what they need to know through the use of formal and informal measures (such as questioning, pretests, and observation). --------DF--------	Teacher uses informal and formal measures to determine what students know and what they need to know (before and during unit of study). Teacher determines resources to guide the students' learning path toward target/outcome mastery. Teacher modifies the learning path when appropriate.	Teacher guides the process, as students use multiple measures to determine their own present level of performance (before and during unit of study). The teacher guides the students toward using the determined present level of performance to know what resources to use to guide their learning towards target/outcome mastery. The teacher will guide the students to adjust their learning path towards target/outcome mastery when needed.	Students, with teacher guidance, use informal and formal measures to determine what they know and need to know. Students collaborate with peers to use the determined present level of performance to know what resources to use to guide their learning toward target/outcome mastery. Students collaborate with the teacher and peers, moving towards independence to determine and adjust (when needed) their learning path towards target/outcome mastery.	Students can independently, or with peer collaboration, identify what they know and need to know to first determine and then adjust (when needed) their learning path towards target/outcome mastery. Students determine what resources (provided by teacher or students) to use to guide their learning toward target/outcome mastery. Students determine, based on interests, inspiration, and models, methods by which to do and demonstrate target/outcome mastery.

<----DF------ Target #4: Teacher identifies a variety of formative assessment techniques (formal and informal) & utilizes formative assessment information to inform instruction (for learning) while utilizing summative assessments to inform level of mastery (of learning). **Descriptive Feedback** 1. *Praise* 2. *Assessment* 3. *Next Steps* 4. *Learning Envt.* 5. *Process* 6. *Product* <----DF------	----------DF----- Teacher is aware of and begins evaluating the appropriate use of various methods of informal/formal FA. (Such as….. questioning, checks for understanding, exit slips, whiteboard work, etc.) Various Methods of Informal Assessment Teacher administers existing formative assessment as provided by District curricula. -------DF---------	----------DF----- Teacher examines, determines best fit of, and uses a variety of formal and informal FA. These FA function as a systematic part of the instructional process, informing instruction by providing information (observations, scores, data) to teachers regarding students' progress toward target/outcome mastery. --------DF---------	---------DF---------- Teachers selectively and intentionally utilize FA to differentiate instruction. Teachers explain to students the relevance of FA as a systematic part of the instructional process. Teacher leads students to both analyze and utilize FA feedback to identify their progress toward target/outcome mastery and make adjustments accordingly. (re-teaching, extension)	----------DF---------- Students examine FA feedback to reflect on their learning. Students collaborate with teacher, moving towards independence, to make adjustments to their learning path toward target/outcome mastery. (re-teaching, extension)	-------DF-------> Students will independently combine intentional, formal/informal ongoing feedback, along with their own reflections, to construct and revise their learning path toward target/outcome mastery and application. Students value the learning journey wherein the process is equally valuable as the outcome. They work at the pace and within the learning path that matches their needs/interests.
<----DF------	-------DF---------	--------DF---------	---------DF----------	----------DF----------	-------DF------->

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Western Springs District 101 Vision-Driven Architecture

Created July 2013

Summative: Long-range goals

- Student Academic Achievement
- Student Academic Growth
- Student Learning Environment

Formative: Strategies for improvement

Student Ownership of Learning

Areas of responsibility

- Curriculum and Assessment — The "What"
- Instruction — The "How"
- All Non-Core Areas — The "Other"

Structure for division of decision-making and resources

	Curriculum and Assessment	Instruction			Non-Core Areas
Strategic: Sets broad vision	Curriculum Chairs	District Leadership Team		BOE	Admin & WSEA
		National Board Cohort	Digital Leader Corps		
Tactical: Allocates resources	Curriculum Committees	Building Leadership Teams		Admin Team	Staff Senate
Operational: Makes day-to-day decisions	District Grade-Level Teams	Building Grade-Level Teams		Staff	Teachers
				PFP	Ad-Hoc Committees

A guide to the organizational structures of District 101

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OPERATIONAL DEFINITIONS OF KEY TERMS

Curriculum   Content-area targets, outcomes, and common instructional resources. (textbooks, technology, etc.). Referred to as "The What."

Instruction   The planning and delivery of the curriculum by teachers & staff. Referred to as "The How."

Strategic   Decisions that lead to a planned end which are consistent with our Vision.

Tactical   Planning that deploys resources to initiate action towards our strategic direction.

Operational   Decisions relating to the practical application of strategic- and tactical direction & planning.

S.M.A.R.T.   Specific, Measureable, Attainable, Results-oriented, and Time-defined goals & strategies.

Acad. Growth   Learning improvement as measured over a given period of time.

Achievement   The attainment of a predetermined learning standard or level of performance.

Learning Environment   The classroom/school elements that enhance or impede student academic, social, and personal development.

Mission   Answers the question, "Why do we exist?" and helps to clarify the fundamental purpose of us as an organization.

Vision   Answers the question, "What do we hope to become in order to accomplish our Mission?"

Values   Answers the question, "How must we act to achieve our Mission and Vision?"

Motto   Short phrase that encapsulates the beliefs and ideals of our organization.

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DEFINITIONS AND OPERATIONALIZATION OF KEY STUDENT ATTRIBUTES

Reflective	**TBD**
Risk-Taking	**TBD**
Inquisitive	**TBD**
Resilient	**TBD**
Perseverant	**TBD**
Collaborative	**TBD**
Compassionate	**TBD**
Advocate	**TBD**
Student Ownership Of Learning	**TBD**

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