



# September 2020 Progress Update

## Strategic Goal 1: Focusing on Learning

Enhance and support learning to meet the needs of all students.

### OBJECTIVE 1.1: Rigor: Enhance the rigor of curriculum and outcomes for all students.

#### Strategies:

- a. Establish and articulate a definition of "rigor" as it relates to preK-8 academic instruction.

#### TIMELINE: Fall-Winter 2018

→ Progress Update (6/2019) - Completed - The Curriculum Council has reached consensus on the following definition of "rigor" as it relates to preK-8 academic instruction:

- Rigor is achieved when students are motivated to persevere and inspired to take ownership of their learning experiences. Rigorous experiences engage students in a productive struggle that moves them toward deeper understanding, resulting in the ability to apply their learning, knowledge and skills to new situations.

→ Progress Update (3/2019) - Making Expected Progress - The Curriculum Council reviewed multiple pieces of research around the concept of "rigor" and began to identify commonly accepted characteristics of rigorous instruction. The council will revisit the topic with the intent of resolving a definition of the concept as it relates to instruction in District 58.

→ Progress Update (12/2018) - Not Yet Initiated - The Curriculum Council will begin this discussion at its December 12, 2018 meeting.

- b. Promote and sustain a district culture in which:

- Rigorous instruction is valued, understood and pursued.
- Opportunities for open and honest reflection on current practices are created.
- Areas for growth in our current instructional strategies are collaboratively identified and pursued by administrators and teachers.
- Professional learning, curricular goals and resources support and align to rigorous instruction.

#### TIMELINE: 2018-19 school year for initial development; ongoing review

#### LEADER: Assistant Superintendent for Curriculum and Instruction

→ Progress Update (9/2020) Making Expected Progress. The district spent the summer reviewing data from spring learning feedback, holding Remote Learning Task Force meetings, Grade Level/Department working groups for remote learning and onsite learning, and curriculum development groups all leading to maintaining and enhancing the quality and alignment of instruction for Fall 2020.

→ Progress Update (6/2020) - Making Expected Progress - In the past three months, we have created a remote learning plan for 5,000 students that demonstrates our commitment to the pursuit of rigorous instruction; we have provided opportunities for remote professional learning and support for teachers to support this plan. We have also provided consistent opportunities to receive feedback via surveys of all stakeholder groups - staff, families and students (in grades 3-8) during this time. The initial feedback received in April informed revisions to our plan in May, and the quantity of that feedback has been significant.

→ Progress Update (3/2020) - Making Expected Progress - District-wide efforts and systems continue to support these targets as we continue to solicit feedback from all professional learning opportunities and committee meetings; we are working in each of our curricular areas and district-wide to articulate areas for growth and areas of celebration. This is an area that will never be "complete" but will be part of ongoing review of our communication and actions.

→ Progress Update (12/2019) - Making Expected Progress - In the fall of 2019, we focused on the rigor of our assessments and questioning, particularly as they relate to the rigor of the state-mandated assessments. Our administrative and teaching teams have spent time reflecting on assessment practices, their purpose and their accuracy in communicating student growth and achievement. We continue to review standardized assessment data as we review ongoing opportunities for growth. Honest reflection opportunities continue with open dialogue at all meetings and exit slips that ask open-ended questions.



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- Progress Update (9/2019) - Making Expected Progress - We are looking forward to the ongoing work of our committees and councils and intend to continue based upon the areas of focus identified in the spring. We will continue the use of exit slips to provide feedback after all meetings.
- Progress Update (6/2019) - Making Expected Progress - At the conclusion of each curriculum committee meeting this school year, members were asked to identify areas of focus for the 2019-20 school year; similarly, the administrative team is asked annually at this time of year to consider areas of focus for professional learning in the coming school year. These collaborative steps will create the goals and intended outcomes of professional learning in the coming year. Feedback forms and meeting exit slips continue to be used, with an intention to review and revise these forms in conjunction with the work of the various working groups.
- Progress Update (3/2019) - Making Expected Progress - Three councils now meet with each exit slip recognizing continued open, honest discussions. Both the Professional Learning Council and the Curriculum Council have made recommendations thus far regarding the first steps to take that will enhance the professional learning opportunities for staff and provide additional curricular resources in specific disciplines (science and math).
- Progress Update (12/2018) - Making Expected Progress - The Curriculum Council has met twice and the Professional Learning Council has met once; both council groups have begun with open, honest reflection on current practices and the current state of District 58's curriculum and professional learning opportunities. Future meetings will lead to specific recommendations around areas for growth and future direction.

### **OBJECTIVE 1.2: Alignment: Establish a consistent structure for preK-8 curriculum and instruction.**

#### **Strategies:**

- a. Review and define the curricular goals and programs of instruction by grade level cluster, including consideration of vertical alignment to the high school.
  - Establish a process to clarify the definition of curricular goals and outcomes as part of the curricular committee, including and incorporating the "Portrait of a Graduate."
  - Establish a process to clarify the definitions and instructional models for district specialized educational programs.
  - Develop a consistent outcome format/structure of the district curricular committees.
  - Establish a review process for curriculum committee outcomes, possibly utilizing the Curriculum Council for this purpose.
  - Establish a specific procedure to review and ensure vertical alignment, particularly at natural transition years (PreK-K, Elementary-Middle School, Middle School-High School).

**TIMELINE:** Processes developed by second trimester of 2019-20 school year

**LEADER:** Assistant Superintendent for Curriculum and Instruction

- Progress Update (9/2020) - Not Making Expected Progress Due to COVID-19 - Due to COVID-19 and the suspension of in-person learning, the Curriculum Council has not met since the last update. Our work will continue in the fall of 2020 (virtually or otherwise) and we expect to be back on track with discussions around the Portrait of a Graduate.

- Progress Update (6/2020) - Not Making Expected Progress Due to COVID-19 - Due to COVID-19 and the suspension of in-person learning, the Curriculum Council has not met since the last update. Our work will continue in the fall of 2020 (virtually or otherwise) and we expect to be back on track with discussions around the Portrait of a Graduate.



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- Progress Update (3/2020) - Making Expected Progress - The Curriculum Council is deeply involved in discussion around vertical alignment, with this topic as a major focus of our May 2020 meeting. Their initial conversations around this topic have acknowledged that vertical alignment is connected to the “portrait of a graduate” concept, so it is likely that these two pieces will be the next focal point of the Curriculum Council’s work.
- Progress Update (12/2019) - Making Expected Progress - The Curriculum Council met once this fall and affirmed the outline for our curricular review process, including a calendar that identifies target years for that process to be initiated. This process combines the positive steps that have been taken by current committees, and is likewise informing the next steps of those committees. The completion of this task is the culmination of a year of intensive work, and addresses bullets 2 and 3 in their entirety. We began discussion of the “Portrait of a Graduate” aspect of the Strategic Plan and look forward to initiating discussions on vertical alignment this year.
- Progress Update (9/2019) - Making Expected Progress - The Curriculum Council has developed a draft outline for curricular review, including steps that would be taken on a regular (annual) basis as well as steps that would be taken to initiate a formal review process by committee, with the potential for resource adoption. This process includes the identification of general goals and outcomes as well as specific outcomes based on the initial steps of review. While elements of this process are already being implemented in our Math and Social Studies curriculum committees, based upon continued commentary and dialogue with the Curriculum Council, the final process outline will be shared in the 2019-20 school year, including the incorporation of the “Portrait of a Graduate.”
- Progress Update (6/2019) - Making Expected Progress - The Curriculum Council has developed a draft outline for curricular review, including steps that would be taken on a regular (annual) basis as well as steps that would be taken to initiate a formal review process by committee, with the potential for resource adoption. This process includes the identification of general goals and outcomes as well as specific outcomes based on the initial steps of review. While elements of this process are already being implemented in our Math and Social Studies curriculum committees, based upon continued commentary and dialogue with the Curriculum Council, the final process outline will be shared in the 2019-20 school year, including the incorporation of the “Portrait of a Graduate.”
- Progress Update (3/2019) - Making Expected Progress - The Curriculum Council is working diligently to develop a consistent format/structure for curricular committees, with potential outcomes identified, while recognizing that there may be some variation based on the content area of each specific committee. The council is on track to complete this work by mid-year of the 2019-20 school year.
- Progress Update (12/2018) - Making Expected Progress - While much of this has not yet been formally initiated, the Curriculum Council has begun to discuss the format and structure of district curriculum committees, with a goal of standardizing portions of the process district-wide while recognizing that the specific content areas (and associated pedagogy) causes certain elements of each committee’s purview to be approached with a unique lens.

- b. Evaluate the implementation and outcomes of instructional programming and delivery models (pre-K, K-5, 6-8).
  - Review current research on delivery models as it relates to overall student success.
  - Establish District standards of best practices in instructional programming across all environments.
  - Develop an implementation plan with appropriate training and time allocated.

**TIMELINE:** Review beginning in 2019-20 school year

**LEADER:** Assistant Superintendent for Curriculum and Instruction

- Progress Update (9/2020) - Not Making Expected Progress Due to COVID-19 - Due to COVID-19 and the suspension of in-person learning, the Curriculum Council has not met since the last update. Our work will continue in the fall of 2020 (virtually or otherwise) and we expect to be back on course with our continued work in this area.



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- Progress Update (6/2020) - Not Making Expected Progress Due to COVID-19 - Due to COVID-19 and the suspension of in-person learning, the Curriculum Council has not met since the last update. Our work will continue in the fall of 2020 (virtually or otherwise) and we expect to be back on course with our continued work in this area.
- Progress Update (3/2020) - Making Expected Progress. - Conversations continue around best practice in instructional programming at several levels; the implementation plans are a part of the Curriculum Council work, and the best practices in specific content-area pedagogy are a part of the curriculum implementation process. The Instructional Model Review Council continues to read, research, review and discuss instructional practices to build a solid background as we consider how to articulate district standards of best practice in instructional programming.
- Progress Update (12/2019) - Making Expected Progress - The Instructional Model Review Council has met twice this fall. While our work last year focused on exploring the middle school model, we have now broadened our focus to talk about instructional models in each classroom across the district. Our work centers around articulating quality instruction and those elements that have the greatest impact on student achievement; members are currently exploring the research and work of John Hattie, Carol Ann Tomlinson and others in an effort to build a consistent foundational background that will ultimately guide our conversations around standards for district practice across environments.
- Progress Update (9/2019) - Making Expected Progress - The Instructional Model Review Council has not met since the June 2019 progress update but looks forward to meeting this school year to continue their work focused on instructional programming.
- Progress Update (6/2019) - Making Expected Progress - The Instructional Model Review Council held five meetings this year and spent considerable time reviewing research, local data and curriculum configurations, and discussing the implications of all of these when considering both the academic and social-emotional/developmental needs of young adolescents. The council concluded that the feasibility of a 6th-8th grade middle school model in District 58 should be considered, provided that the elements that are found to meet the needs of young adolescents are also considered as a part of any middle school model. The Council recognizes that it has accomplished high-level work, but as a true instructional model moves all the way to the granular level of implementation, there is much more work to be done for this group.
- Progress Update (3/2019) - Making Expected Progress - The Instructional Model Review Council met for the first time in February, and will meet three more times prior to May. This group, comprised of parents, teachers and administrators, will look at research and local data around the instructional, social-emotional and community impact of various instructional models, with an early emphasis on grade 6-8 vs. grade 7-8 middle schools. We will join this council's work with the Facility Planning Council later this spring.
- Progress Update (12/2018) - Not Yet Initiated - A new group will be formed in conjunction with the work of Goal 3 to earnestly explore the educational implications of a 6-8 middle school vs. a 7-8 middle school, with the hope of making a value- and research-based recommendation in the spring.

- c. **Provide opportunities for ongoing review, alignment and professional learning through collaborative teacher processes.**
  - Define, articulate and annually review the short-term and long-term professional learning goals for District 58.
  - Develop a process for accessing professional learning opportunities outside of the District.
  - Ensure the development of learning goals both with District direction and teacher initiative.
  - Create systems to identify, support and encourage teacher leadership of professional learning opportunities.
  - Create opportunities for teachers to connect with each other and outside resources in pursuit of professional learning.

**TIMELINE:** 2018-19 school year for initial development; annual review of goals

**LEADER:** Assistant Superintendent for Curriculum and Instruction



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- Progress Update (9/2020) - Making Expected Progress - Summer working groups developed and articulated professional learning needs specific to each potential instructional model for Fall 2020. In the opening days for staff, we have provided a variety of learning experiences for all staff while continuing to respond to staff feedback. As an example, the teacher responses from our opening Institute Day informed the details and planning of professional learning experiences for later in the week for certified staff.
- Progress Update (6/2020) - Making Expected Progress - The Professional Learning Council and administrative team continue to develop professional learning goals for the 2020-21 school year based upon curricular initiatives and teacher feedback; professional learning will also be determined based upon the construction of the opening of school based upon current health department guidance. We expect to have small groups working over the summer to consider the needs of our staff if we continue with any components of remote learning.
- Progress Update (3/2020) - Making Expected Progress - The Board and community were provided with an update on professional learning in District 58 that included parent and teacher feedback on our systems; we can acknowledge that there have been some tremendous successes with our new model and also areas that we will continue to reflect upon and revise. The administrative team will be developing our professional learning outline and calendar for the 2020-21 school year and presenting it to various groups for feedback over the course of the next several weeks.
- Progress Update (12/2019) - Making Expected Progress - The Professional Learning Council has essentially completed this work; because of the newness of the Professional Learning Mondays model, we hesitate to mark this \*complete\* until we have this year to review the effectiveness of the model. The administrative team, with input through the collaborative processes of each district committee and council, establishes broad learning targets for the year. Reading through the previous updates highlights the opportunities for accessing professional learning outside of District 58 for teachers as well as the balance of teacher-initiated and district/building-initiated professional learning targets. Teachers are regularly encouraged to share professional learning sessions with their colleagues formally and informally, notably at the Dec. 2 Institute Day, where a number of teachers are offering sessions for other staff to attend.
- Progress Update (9/2019) - Making Expected Progress - The development of the Professional Learning Model for 2019-20 accomplishes many of these strategies. The early student release on Mondays provides certified staff in grades K-8 with 90 minutes of dedicated professional learning time each Monday that school is in session. These Mondays will be balanced between district-directed (where the district administration creates the agenda), building-directed (where the building administration creates the agenda) and teacher-directed (where teachers themselves have the ability to identify and direct their own learning). The development of this plan will outline specific district and building goals as well as allow for teacher initiative. We will review this model with feedback from teachers, administrators and parents throughout the 2019-20 school year and will revise the process as necessary based upon that feedback.
- Progress Update (6/2019) - Making Expected Progress - The development of the Professional Learning Model for 2019-20 accomplishes many of these strategies. The early student release on Mondays provides certified staff in grades K-8 with 90 minutes of dedicated professional learning time each Monday that school is in session. These Mondays will be balanced between district-directed (where the district administration creates the agenda), building-directed (where the building administration creates the agenda) and teacher-directed (where teachers themselves have the ability to identify and direct their own learning). The development of this plan will outline specific district and building goals as well as allow for teacher initiative. We will review this model with feedback from teachers, administrators and parents throughout the 2019-20 school year and will revise the process as necessary based upon that feedback.
- Progress Update (3/2019) - Making Expected Progress - District administrators created a professional learning proposal based on the work of the Professional Learning Council and with input from District faculty and administration. The proposal recommends that District 58 create consistent professional learning time for certified staff, enabling them to meet the targets of this Strategic Plan strategy. At the February Board meeting, District administration presented this proposal to the Board.



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- Progress Update (12/2018) - Making Expected Progress - Teachers are now able to apply for up to two professional leave days, to be used to attend conferences or other professional learning opportunities outside of District 58. The Professional Learning Council at its first meeting began conversations around both goals and opportunities for District 58's professional learning practices, and looks forward to coming to more concrete recommendations at subsequent meetings this year. Both the Professional Learning Council and the Curriculum Council have recognized the need for increased professional learning time within the District calendar without impacting classroom instruction.

### **OBJECTIVE 1.3: Curriculum: Ensure equitable access to appropriate resources and programming.**

A District Curriculum Council will be established in September 2018. The Curriculum Council shall consist of representatives from each active curriculum committee (Math, English-Language Arts, Science, Social Studies, Exploratory) and will include representation across buildings and grade levels. Building administrators and parents will be invited to join the council as well. The council will meet at least six times during the 2018-19 school year and will begin with the following tasks.

#### **Strategies:**

- a. Collaboratively develop a district-level curriculum timeline with short- and long-term goals for review, alignment, professional learning and implementation.
  - i. Curricular areas addressed include but are not limited to Math, English/Language Arts, Science, Social Studies, Art, Music, P.E., Social-Emotional Learning.
  - ii. Curricular development shall address alignment of district specialized educational programs (i.e., gifted, special education, English learner)
    - Identify and assess the current status of all district curricula (comprehensive list of all programs).
    - Review the results of the analysis to identify areas of prioritization.
    - Develop a timeline for review, adoption and implementation/professional learning for each curricular area.

**TIMELINE: Fall 2018-Winter 2019**

**LEADER: Assistant Superintendent for Curriculum and Instruction**

- Progress Update (3/2020) - Completed - The Council has established a calendar and process for curricular review that extends to the year 2030 (with some assumptions made in the timeline.) This is presented in two formats and will be made available on our Strategic Plan website. The Curriculum Council also compared the current status of district curricula from October 2018 to February 2020 and noted the significant progress that has been made in several areas.
- Progress Update (12/2019) - Making Expected Progress - The Curriculum Council has affirmed a timeline for many curricular areas; the last step toward completion is to identify curricular review targets for each curricular area across the district. Alignment with District-specialized programs is a component of the established curricular review process that has been determined by the Curriculum Council.
- Progress Update (9/2019) - Making Expected Progress - The progress noted in Objective 1.2a is connected to this objective. Our short-term calendar has been defined (Science adoption in 2019-20; Math pilot in 2019-20 with potential adoption in 2020-21; Social Studies potential pilot in 2020-21 with potential adoption in 2021-22.) All of the "potential" language in the previous sentence recognizes that any commitment to pilot or adoption is the result of committee work or recommendation and ultimate Board action. As the process for curricular review has reached draft form, so has a long-term calendar that reflects that process. The Curriculum Council recognizes the need to establish a regular review cycle, but also acknowledges the need to stagger the potential future adoption of new curricular resources. A 10-to-12-year curriculum calendar will be finalized in the 2019-20 school year.



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- Progress Update (6/2019) - Making Expected Progress - The progress noted in Objective 1.2a is connected to this objective. Our short-term calendar has been defined (Science adoption in 2019-20; Math pilot in 2019-20 with potential adoption in 2020-21; Social Studies potential pilot in 2020-21 with potential adoption in 2021-22.) All of the “potential” language in the previous sentence recognizes that any commitment to pilot or adoption is the result of committee work or recommendation and ultimate Board action. As the process for curricular review has reached draft form, so has a long-term calendar that reflects that process. The Curriculum Council recognizes the need to establish a regular review cycle, but also acknowledges the need to stagger the potential future adoption of new curricular resources. A 10-to-12-year curriculum calendar will be finalized in the 2019-20 school year.
- Progress Update (3/2019) - Making Expected Progress - The Curriculum Council is developing a process for regular curricular review and support (described under points “b” and “c” below.) Once that process is established, it will inform a long-term timeline for curricular review.
- Progress Update (12/2018) - Making Expected Progress - The Curriculum Council has identified and assessed the current district curricula, has worked to prioritize needs and expects to recommend a short-term (~2-3 year) timeline following its December 12, 2018 meeting, with a long-term (~10 year) proposed timeline recommendation before the end of this school year.

- b. **Review and identify quality instructional resources including core curricular materials, supplemental curricular materials, personnel, instructional tools and technology.**
- **Develop a consistent process for each District committee to review and assess instructional resources to include core and supplemental materials, personnel, instructional tools and technology.**

**TIMELINE:** Ongoing/Define process by second trimester of 2019-20 school year

**LEADER:** Assistant Superintendent for Curriculum and Instruction

- Progress Update (12/2019) - Completed - The work of the Curriculum Committee as noted in 1.2a has finalized the process that will ensure consistent review of each curricular area going forward, as well as a timeline. The process includes focus on core curricular materials, supplemental curricular materials, instructional tools and technology; the curriculum committees would not directly address staffing, but would rather communicate with district leadership if staffing concerns were identified for implementation.

- Progress Update (9/2019) - Making Expected Progress - The progress toward this objective is similarly aligned with the Curriculum Council work that is outlined in 1.2a and 1.3a; the process to review and assess resources is embedded in the overall curricular review process, which is expected to be formally presented in the 2019-20 school year.

- Progress Update (6/2019) - Making Expected Progress - The progress toward this objective is similarly aligned with the Curriculum Council work that is outlined in 1.2a and 1.3a; the process to review and assess resources is embedded in the overall curricular review process, which is expected to be formally presented in the 2019-20 school year.

- Progress Update (3/2019) - Making Expected Progress - The Curriculum Council is working diligently to develop a process that will guide all curricular committee work around analysis, research, review, potential adoption, implementation and ongoing support for all curricular areas, recognizing that there may be slight variations based on the individual content areas. This process includes the specific review and adoption of curricular materials and the instructional tools and technology that accompany the curricular review and support.

- Progress Update (12/2018) - Making Expected Progress - The Curriculum Council has reviewed our current practice as a significant component of building the timeline outlined above. The Council’s ongoing work will eventually lead to a specific outline of resource adoption, aligned with the work in 1.2A.

- c. **Ensure the fidelity of resource implementation with learning and support structures for students, staff, and parents.**



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- Develop an implementation process and timeline for all curricular resource adoptions.
- Develop support structures for parents to be available with all curricular resource adoptions.
- Develop a system to provide ongoing monitoring and support of implementation that ensures equitable access for all students.

**TIMELINE:** Ongoing/Define process by second trimester of 2019-20 school year

**LEADER:** Assistant Superintendent for Curriculum and Instruction

→ Progress Update (9/2020) - Not Making Expected Progress - The implementation process is ongoing with our new math resource as trainings have shifted to virtual implementation of this resource. Parent education opportunities for remote learning are in place for Fall 2020 with opportunities for feedback embedded.

However, there has been an adjustment to the timeline for our Social Studies pilot process. Considering the impact of COVID-19 on the instructional model and needs for Fall 2020, it was determined by the social studies committee that we would pursue the pilot process for grades 6-8, but postpone the pilot for Grades K-5 to the following year. Teachers expressed a desire in K-5 to approach the pilot with full fidelity, and concerns that it would be a significant challenge to do so in this particular moment.

→ Progress Update (6/2020) - Making Expected Progress - The implementation process is ongoing with our new math resource, and the pilot process is being followed as we approach potential new social studies resources. The work of the Curriculum Council and the Superintendent's Community Advisory Council has yielded a plan for a parent education series beginning in August 2020 and continuing throughout the year. These plans will consider - and potentially adjust based upon - parent needs around remote learning.

→ Progress Update (3/2020) - Making Expected Progress - A series of parent education opportunities has been developed jointly by the Curriculum Council and Superintendent's Community Advisory Council; these begin with the February 2020 Curriculum Workshop and continue with plans for the fall of 2020. These events will include in-person opportunities as well as digitally-available content for parents; once this first series of events has occurred, we hope to reflect upon their effectiveness and create a template to be followed annually. Discussions around fidelity of implementation continue in multiple areas; the Curriculum Council has spent time defining that fidelity, and the Curriculum department is working on a series of tools for building administrators as they work to support curriculum implementation at each building.

→ Progress Update (12/2019) - Making Expected Progress - The implementation process is outlined in the established curricular review process; The Curriculum Council will continue to expand the details of that process to include specific checkpoints for monitoring and support. The Curriculum Council has discussed parent education/support structure and is in the process of developing opportunities for parents to further learn how to support their child(ren)'s learning experiences. There is crossover with the work of the Superintendent's Community Advisory Council, which has also established a goal of establishing parent education opportunities; the Assistant Superintendent for Curriculum and Instruction is working with both groups to ensure consistency in our messaging to parents around student learning.

→ Progress Update (9/2019) - Making Expected Progress -The implementation and timeline processes are embedded in the full curricular review structure outlined elsewhere in Goal 1 updates. The Curriculum Council at its last meeting began to discuss the support structures for parents; we expect to refine a list of parental supports and begin to implement them in the 2019-20 school year.

→ Progress Update (6/2019) - Making Expected Progress - The implementation and timeline processes are embedded in the full curricular review structure outlined elsewhere in Goal 1 updates. The Curriculum Council at its last meeting began to discuss the support structures for parents; we expect to refine a list of parental supports and begin to implement them in the 2019-20 school year.



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- Progress Update (3/2019) - Making Expected Progress - The Curriculum Council is working diligently to develop a process that will guide all curricular committee work around analysis, research, review, potential adoption, implementation and ongoing support for all curricular areas, recognizing that there may be slight variations based on the individual content areas.
- Progress Update (12/2018) - Making Expected Progress - The English/Language Arts curriculum is in its first year of full implementation, and we are following a process for potential Science curriculum implementation in the 2019-20 school year, with training and learning opportunities for teachers that are already occurring. By reflecting and soliciting feedback on these processes, we will continue to refine our implementation plans and strategies.

### **OBJECTIVE 1.4: Commitment: Develop collaborative team structures to ensure the research-based best practices, local common assessment data, and alignment to the Illinois Learning Standards inform proactive instructional decision making.**

#### **Strategies:**

- a. Evaluate current team structures throughout the district - who is involved, what data is utilized, what is the frequency.
- b. Establish a level of District consistency in team structure and format - defining the foundational structure, rooted in best practice, acknowledging differences in individual schools.
- c. Implement established structures with appropriate training and time allocated.
- d. Create an ongoing review process to ensure fidelity of implementation and continued appropriateness of established structures.

**TIMELINE: Evaluation in 18-19 school year; implementation not before fall of 2019**

**LEADER: Assistant Superintendent for Curriculum and Instruction**

- Progress Update (9/2020) - Making Expected Progress - The Differentiation & Assessment committee will convene in September 2020 to confirm a timeline for gathering student data and continuing to apply the framework that has been developed in response to that student data. An additional component of this data set will be the consideration of its interpretation alongside the acknowledged potential learning loss based upon the suspension of in-person instruction in Spring 2020.
- Progress Update (6/2020) - Making Expected Progress - The work of the Differentiation & Assessment Committee is essentially finalized, and ready for the beginning of implementation in the 2020-21 school year. The suspension of in-person instruction has hindered our ability to assess students and gather the data necessary for some of the decision-making components of the plan, so it is highly likely that the timeline for implementation will be adjusted in the Fall of 2020.
- Progress Update (3/2020) - Making Expected Progress - The Differentiation & Assessment Committee's work has continued this school year with the target of rolling out recommendations for data analysis structure and frequency, which includes the structure of the teams reviewing that data. Our administrative team has also engaged in training around "Cycles of Inquiry," a set of guiding principles that can help a school district identify and establish consistency around data review structures. The synthesis and resulting products of these two working groups are on track for implementation in the 2020-21 school year.
- Progress Update (12/2019) - Making Expected Progress - The District's Differentiation & Assessment Committee has focused its work this year on articulating goal practices for data analysis structure and frequency, which specifically includes and addresses consistent team structures across the District. This group will likely become the working team that makes specific recommendations around establishing consistent structures with appropriate training and time, and we anticipate that recommendation arriving toward the end of the 2019-20 school year.



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- Progress Update (9/2019) - Making Expected Progress - The evaluation of team structures currently in place is well underway at the district administration level, having surveyed each building to gain a broader understanding of each team's structure, frequency of meeting and data utilization. Our entire administrative team has completed a study of Professional Learning Councils (PLCs) as one possible model for team structures districtwide. Our next steps are to establish the working group that will determine the final structure and format that will be recommended as well as what the training and implementation steps will be.
- Progress Update (6/2019) - Making Expected Progress - The evaluation of team structures currently in place is well underway at the district administration level, having surveyed each building to gain a broader understanding of each team's structure, frequency of meeting and data utilization. Our entire administrative team has completed a study of Professional Learning Councils (PLCs) as one possible model for team structures districtwide. Our next steps are to establish the working group that will determine the final structure and format that will be recommended as well as what the training and implementation steps will be.
- Progress Update (3/2019) - Not Yet Initiated.
- Progress Update (12/2018) - Not Yet Initiated.



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### District 58 Key Performance Indicators

*Note: All Key Performance Indicators are only included in the Detailed Notes sheets.*

**Key Performance Indicator:** By Spring of 2021, the median student percentile achievement in **Reading** as measured by **NWEA MAP Growth** shall be **80% or greater** in grades Kindergarten through 8.

June 2020: Due to the suspension of in-person instruction pursuant to the Governor's Executive Order, we were unable to obtain NWEA MAP data for students in Spring of 2020. Therefore, there is no available data for the Year 2 Key Performance Indicators.

Grade Level	Baseline (Spring 2018)	Year 1 Target (Spring 2019)	Year 1 Actual (Spring 2019)	Year 2 Target (Spring 2020)	Year 2 Actual (Spring 2020)	Year 3 Target (Spring 2021)
Kindergarten	75%	75%	71%	78%	N/A	80%
Grade 1	82%	75%	79%	78%	N/A	80%
Grade 2	73%	75%	78%	78%	N/A	80%
Grade 3	73%	75%	69%	78%	N/A	80%
Grade 4	73%	75%	73%	78%	N/A	80%
Grade 5	73%	75%	74%	78%	N/A	80%
Grade 6	74%	75%	73%	78%	N/A	80%
Grade 7	76%	75%	76%	78%	N/A	80%
Grade 8	78%	75%	77%	78%	N/A	80%

**Key Performance Indicator:** By Spring of 2021, the median student percentile achievement in **Math** as measured by **NWEA MAP Growth** shall be **77% or greater** in grades Kindergarten through 8.

June 2020: Due to the suspension of in-person instruction pursuant to the Governor's Executive Order, we were unable to obtain NWEA MAP data for students in Spring of 2020. Therefore, there is no available data for the Year 2 Key Performance Indicators.

Grade Level	Baseline (Spring 2018)	Year 1 Target (Spring 2019)	Year 1 Actual (Spring 2019)	Year 2 Target (Spring 2020)	Year 2 Actual (Spring 2020)	Year 3 Target (Spring 2021)
Kindergarten	78%	71%	75%	74%	N/A	77%
Grade 1	81%	71%	81%	74%	N/A	77%
Grade 2	67%	71%	70%	74%	N/A	77%
Grade 3	68%	71%	68%	74%	N/A	77%
Grade 4	62%	71%	65%	74%	N/A	77%
Grade 5	70%	71%	70%	74%	N/A	77%
Grade 6	69%	71%	69%	74%	N/A	77%
Grade 7	72%	71%	70%	74%	N/A	77%
Grade 8	74%	71%	74%	74%	N/A	77%



# September 2020 Progress Update

## Strategic Goal 1: Focusing on Learning

Enhance and support learning to meet the needs of all students.

**Key Performance Indicator:** By Spring of 2021, **60%** of District 58 students will meet or exceed expectations on the **Illinois Assessment of Readiness in English/Language Arts**.

June 2020: Due to the suspension of all state assessments pursuant to the Governor's Executive Order, we were unable to obtain Illinois Assessment of Readiness for students in Spring of 2020. Therefore, there is no available data for the Year 2 Key Performance Indicators.

Baseline (Spring 2018)	Year 1 Target (Spring 2019)	Year 1 Actual (Spring 2019)	Year 2 Target (Spring 2020)	Year 2 Actual (Spring 2020)	Year 3 Target (Spring 2021)
Spring 2017: 39.4%	50%	49.5%	55%	N/A	60%
Spring 2018: 48.8%					

**Key Performance Indicator:** By Spring of 2021, **60%** of District 58 students will meet or exceed expectations on the **Illinois Assessment of Readiness in Math**.

June 2020: Due to the suspension of all state assessments pursuant to the Governor's Executive Order, we were unable to obtain Illinois Assessment of Readiness data for students in Spring of 2020. Therefore, there is no available data for the Year 2 Key Performance Indicators.

Baseline (Spring 2018)	Year 1 Target (Spring 2019)	Year 1 Actual (Spring 2019)	Year 2 Target (Spring 2020)	Year 2 Actual (Spring 2020)	Year 3 Target (Spring 2021)
Spring 2017: 37.9%	50%	48.2%	55%	N/A	60%
Spring 2018: 46.7%					

**Key Performance Indicator:** Annually, all subgroups (as defined by ESSA) shall see **50% or more** conditional growth as measured by **NWEA MAP Growth in Reading**.

June 2020: Due to the suspension of in-person instruction pursuant to the Governor's Executive Order, we were unable to obtain NWEA MAP data for students in Spring of 2020. Therefore, there is no available data for the Year 2 Key Performance Indicators.

Baseline (Spring 2018)	Year 1 Target (Spring 2019)	Year 1 Actual (Spring 2019)	Year 2 Target (Spring 2020)	Year 2 Actual (Spring 2020)	Year 3 Target (Spring 2021)
N/A	50%	24 out of 36 achieved 50% or more growth	50%	N/A	50%

**Key Performance Indicator:** Annually, all subgroups (as defined by ESSA) shall see **50% or more** conditional growth as measured by **NWEA MAP Growth in Math**.

June 2020: Due to the suspension of in-person instruction pursuant to the Governor's Executive Order, we were unable to obtain NWEA MAP data for students in Spring of 2020. Therefore, there is no available data for the Year 2 Key Performance Indicators.

Baseline (Spring 2018)	Year 1 Target (Spring 2019)	Year 1 Actual (Spring 2019)	Year 2 Target (Spring 2020)	Year 2 Actual (Spring 2020)	Year 3 Target (Spring 2021)



## September 2020 Progress Update

### Strategic Goal 1: Focusing on Learning

Enhance and support learning to meet the needs of all students.

N/A	50%	29 out of 36 achieved 50% or more growth	50%	N/A	50%
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# September 2020 Progress Update

## Strategic Goal 2: Connecting the Community

Cultivate and strengthen community relationships by focusing on communication, collaboration and consistency.

### **OBJECTIVE 2.1: Communication: Foster a culture of trust by proactively and openly sharing District processes, decisions and information in a transparent and timely manner.**

#### **Strategies:**

- a. Establish a districtwide communication plan that fosters consistency, collaboration and transparency.
  - Review current communication plan.
  - Create a framework for a new communication plan.
  - Draft a communication plan that is reflective of all stakeholder input.

**TIMELINE:** October 2018-January 2020

**LEADER:** Community Relations Coordinator

- Progress Update (9/2020) - Making Expected Progress on Amended Timeline - District 58 created a complete and comprehensive communication plan draft that is reflective of stakeholder input contributed through Strategic Plan Goal 2 working groups, as well as from the 2019 Communication Satisfaction and Preferences Survey and the 2019 School Environment Survey. The plan has been reviewed by the District 58 leadership team, Superintendent's Community Advisory Group 2, and the District Leadership Team before being finalized. This process is taking place a couple of months later than previously expected, largely due to challenges related to COVID-19. The plan will be published later this fall when the Community Relations Coordinator returns from leave.
- Progress Update (6/2020) - Making Expected Progress on Amended Timeline - District 58 created a complete and comprehensive communication plan draft that is reflective of stakeholder input contributed through Strategic Plan Goal 2 working groups, as well as from the 2019 Communication Satisfaction and Preferences Survey and the 2019 School Environment Survey. The plan will be reviewed by the District 58 leadership team, Superintendent's Community Advisory Group 2, and the District Leadership Team before being finalized this June. This process is taking place a couple of months later than previously expected, largely due to challenges related to COVID-19.
- Progress Update (3/2020) - Not Making Expected Progress - A thorough communication plan template was created and shared with the Superintendent's Community Advisory Council (SCAC) for review in January 2020. The SCAC provided feedback and agreed that the template should be followed to guide the plan's final, detailed development. The SCAC believed that additional time, beyond the initial January 2020 deadline, would be needed to fully develop a comprehensive communication plan reflective of stakeholder input and recommended that this deadline be postponed. The new, more realistic goal, is to create a final communication plan for the administrative/principal team's review in March and for the SCAC to review at its April 6 meeting, with the goal of finalizing it in April.
- Progress Update (12/2019) - Making Expected Progress - Communication plan development is in progress.
- Progress Update (9/2019) - Making Expected Progress - The Community Relations Coordinator began communication plan development by seeking exemplar plans from surrounding districts. Work will continue this school year. The communication plan will be developed using inspiration from exemplar plans, as well as feedback from the spring/summer 2019 communications survey and from the District's communications-related committees.
- Progress Update (6/2019) - Making Expected Progress - Communication plan development will begin in June 2019.
- Progress Update (3/2019) - Making Expected Progress - The Strategic Plan's Goal 2 council teams -- including the Superintendent's Community Advisory Council, the Superintendent's Staff Communications Council and the Communications Feedback Council -- continued their analysis of District 58's communication strategies. Their work will inform the development of a communication plan beginning in June 2019.



# September 2020 Progress Update

## Strategic Goal 2: Connecting the Community

Cultivate and strengthen community relationships by focusing on communication, collaboration and consistency.

→ Progress Update (12/2018) - Making Expected Progress - Council Teams of the Strategic Plan, including the Superintendent's Community Advisory Council, the Superintendent's Staff Communications Council and the Communications Feedback Council, have initiated their review of external exemplars and District 58 communication strategies, and have begun to identify gaps in communication that may benefit from improved or increased strategic action within a districtwide communication plan. The results of these analyses will inform efforts to improve both internal and external communications and will be used to begin to inform the development of a communications plan beginning in June 2019.

- b. Provide regular Strategic Plan updates that reflect the school district's joint ownership of strategic goals.
- Provide quarterly updates regarding the Strategic Plan to the Board, staff and community.

**TIMELINE:** Annual goal presentation in August; Progress updates in December, March and June

**LEADER:** Community Relations Coordinator

→ Progress Update (9/2020) - Making Expected Progress - District 58 will present a Strategic Plan update to the District Leadership Team on August 31 and to the Board of Education on September 14. The Strategic Plan dashboard will be updated after the June 8 Board meeting.

→ Progress Update (6/2020) - Making Expected Progress - District 58 will present a Strategic Plan update to the District Leadership Team on May 18 and to the Board of Education on June 8. The Strategic Plan dashboard will be updated after the June 8 Board meeting.

→ Progress Update (3/2020) - Making Expected Progress - District 58 will present a Strategic Plan update to the District Leadership Team on Feb. 24 and to the Board of Education on March 9. The Strategic Plan dashboard will be updated after the March 9 Board meeting.

→ Progress Update (12/2019) - Making Expected Progress - District 58 will present a Strategic Plan update to the District Leadership Team on Nov. 18 and to the Board of Education on Dec. 9. The Strategic Plan dashboard will be updated after the Dec. 9 Board meeting.

→ Progress Update (9/2019) - Making Expected Progress - District 58 will present a Strategic Plan update to the District Leadership Team on Aug. 27 and to the Board of Education on Sept. 9. The Strategic Plan dashboard will be updated after the Sept. 9 Board meeting.

→ Progress Update (6/2019) - Making Expected Progress - District 58 will present a Strategic Plan update to the District Leadership Team on May 21 and to the Board of Education on June 5. The Strategic Plan dashboard will be updated after the June 5 Board meeting.

→ Progress Update (3/2019) - Making Expected Progress - District 58 leaders will present the second quarterly Strategic Plan update to the District Leadership Team on Feb. 25, and to the Board of Education and community at the March 11 Board of Education meeting. The District created an online [Strategic Plan dashboard](#) in November 2018 to track the District's progress toward achieving its goals.

→ Progress Update (12/2018) - Making Expected Progress - The first quarterly update is being presented to the District Leadership Team on November 27, and will be shared with the Board of Education and Community at the December 10, 2018 Regular Meeting of the Board of Education. A Strategic Plan District Dashboard is being refined and progress updates will available online on the district website for public review following the November DLT Meeting and the December Board of Education Meeting.

- c. Enhance internal communications to build employee trust and morale by informing employees of District planning, decisions, improvement efforts and celebrations.



# September 2020 Progress Update

## Strategic Goal 2: Connecting the Community

Cultivate and strengthen community relationships by focusing on communication, collaboration and consistency.

- Define a small group to review strong examples of internal communication structures in comparable organizations. (Sept 2018)
- Review and define current internal communication structures and identify gaps in internal communication opportunities. (Oct 2018)
- Develop additional internal communication structures for gaps. (Dec 2018)
- Implement plans to enhance current structures. (Jan 2019)
- Biannually review gaps and improvement opportunities. (Biannually by September and March)

**TIMELINE:** September 2018-January 2019 with first bi-annual review by September 2019

**LEADER:** Community Relations Coordinator

- Progress Update (9/2020) - Making Expected Progress - District 58 temporarily suspended its 58 Connects staff newsletter due to the COVID-19 pandemic. Instead, the District sends regular staff communication updates specific to COVID-19, remote learning and related topics. The District intends to start the newsletter back up in mid-September.
- Progress Update (6/2020) - Making Expected Progress - District 58 temporarily suspended its 58 Connects staff newsletter due to the COVID-19 pandemic. Instead, the District sends regular staff communication updates specific to COVID-19, remote learning and related topics. We have included questions related to these efforts in staff surveys to ensure we are effectively communicating with staff.
- Progress Update (3/2020) - Making Expected Progress - District 58 consistently publishes 58 Connects staff newsletter, including updates from all central departments. The District will survey staff in spring 2020 to see if this newsletter continues to be a helpful communication mechanism and to possibly identify other areas of improvement.
- Progress Update (12/2019) - Making Expected Progress - The Superintendent's Staff Communications Council met in September 2019 to review their progress and agreed that the group could disband this year; however, they offered to regroup should any internal communication issue come up. The central office launched a new, biweekly internal newsletter, called "58 Connects." This new newsletter was formed using feedback that the Staff Communications Council and the spring 2019 Inside Scoop survey provided. "58 Connects" features succinct, timely and helpful information from each District department that helps connect and inform all District 58 staff.
- Progress Update (9/2019) - Making Expected Progress - The District's internal communication enhancements made during the 2018-19 school year were shared with the new District 58 Superintendent. The Superintendent will work with the Superintendent's Staff Communications Council to determine next steps for the 2019-20 school year. The Superintendent formed a new hashtag, #dg58pride, intended to better communicate internal achievements and build employee morale.
- Progress Update (6/2019) - Making Expected Progress - "The Inside Scoop" survey was shared with all staff in early April to gather internal communication feedback. During the April 16 Superintendent's Staff Communications Council meeting, the Council reviewed the survey responses, made a list of common themes, and used this feedback to recommend combining the biweekly staff curriculum update with "The Inside Scoop." The survey feedback was also shared with the incoming District 58 superintendent. In May 2019, the District published its District 58 Communication Guide. This resource describes how to access the District's different communication tools, as well as their frequency and purpose. This guide was created with input from the Superintendent's Staff Communications Council and the Superintendent's Community Advisory Council.
- Progress Update (3/2019) – Making Expected Progress – The Superintendent and central administration launched "The Inside Scoop," a new e-newsletter that succinctly communicates information to all District 58 staff, in December 2018. The Community Relations Coordinator created a draft communication toolkit that will provide staff and community members with easy access to information. During the Feb. 12 Superintendent's Staff Communications Council meeting, Council members reviewed "The Inside Scoop" and designed a staff survey to gather additional feedback. This survey will be shared with staff in March 2019. The Council



# September 2020 Progress Update

## Strategic Goal 2: Connecting the Community

Cultivate and strengthen community relationships by focusing on communication, collaboration and consistency.

also reviewed the communications toolkit and provided suggestions. Finally, the Council discussed opportunities to communicate, promote and encourage staff participation in the superintendent search.

→ Progress Update (12/2018) - Making Expected Progress - In October, the Superintendent's Staff Communications Council reviewed the three Strategic Plan Objective areas assigned to the group, discussed and prioritized the work, and agreed to focus first on connecting the community through communications: specifically, enhancing internal communications to build employee trust and morale by informing employees of District planning, decisions, improvement efforts and celebrations. A small group of representatives from the Council convened to review strong examples of internal communication structures in comparable organizations, and the Council met again in November to review these examples and identify gaps and opportunities in our own internal communication structures. Additional internal communication structures for these gaps were developed based on the exemplars, including 1) an easy-to-reference communications tool for reference and easy access to information, and 2) regular, coordinated and succinct communications from the superintendent and central office team members directly to faculty and staff at the schools (similar to the internal newsletters found in many exemplars, the weekly communications sent from the superintendent to the Board and to the principals, and the internal newsletter previously used within District 58). The team recommends implementing both of these internal communication structures in December, with effectiveness and feedback evaluated by the Council in February and the possibility of a future survey being considered at that time.

- d. Enhance external communications by providing the community with timely and consistent information regarding District planning, decisions, improvement efforts and celebrations.
- Define a small group to review strong examples of external communication structures in comparable organizations. (Sept 2018)
  - Review and define current external communication structures and identify gaps in external communication opportunities. (Oct 2018)
  - Develop additional external communication structures for gaps. (Dec 2018)
  - Implement plans to enhance current structures. (Jan 2019)
  - Biannually review gaps and improvement opportunities. (Biannually by September and March)

**TIMELINE:** September 2018-January 2019 with first bi-annual review by September 2019

**LEADER:** Community Relations Coordinator

→ Progress Update (9/2020) - Making Expected Progress - The District successfully launched the new website prior to the start of the 2020-2021 school year.

→ Progress Update (6/2020) - Making Expected Progress - The Superintendent's Community Advisory Council met remotely in May 2020 to review and seek additional feedback on the upcoming new District 58 website, future parent education opportunities, the draft communication plan, a parent "questions for the community" resource, additional remote learning FAQs and more. The meeting also gave members the opportunity to openly ask the Superintendent questions. District 58 will incorporate feedback from this meeting into these projects.

→ Progress Update (3/2020) - Making Expected Progress - The Superintendent's Community Advisory Council met in January 2020 and continued its work on the following topics: new District 58 website host review; spring 2019 communications survey results/feedback and next steps; communication plan development; parent education opportunities; and a parent "questions from the community" resource development. The District will re-administer its annual communication survey in spring 2020 and review results to identify any additional gaps and improvement opportunities.

→ Progress Update (12/2019) - Making Expected Progress - District 58 reconvened the Superintendent's Community Advisory Council and held two meetings this fall. During these meetings, the Council reviewed the District 58 website, began planning future parent education opportunities, reviewed the summer 2019 Communication Satisfaction & Preferences Survey results, began discussing communication gaps identified through the survey, and discussed creating a "Questions from the Community" page to improve transparency and help parents become more informed. The Council meetings also included an open Q&A session with



# September 2020 Progress Update

## Strategic Goal 2: Connecting the Community

Cultivate and strengthen community relationships by focusing on communication, collaboration and consistency.

Superintendent Dr. Russell, during which time parents could ask any questions. The District will use feedback from these recent meetings to improve its website, communications, parent education and parent-decision making opportunities.

- Progress Update (9/2019) - Making Expected Progress - The District published its Annual Report in August, which highlighted the Communications Guide and encouraged community members to take the Communication Satisfaction and Preference Survey. The District used early communication survey feedback to make improvements to its Communicate 58 newsletter; for example, the newsletter will be published biweekly on a mid-week day. The District will reconvene the Superintendent's Community Advisory Council in the fall and continue its work.
- Progress Update (6/2019) - Making Expected Progress - District 58 updated its community communication toolkit, using feedback from the Superintendent's Community Advisory Council and Staff Communications Council. The final toolkit, called the District 58 Communications Guide, was published in May 2019. The District is developing an external communication satisfaction and preference survey, which will be published and promoted in late May. This summer, the District will continue making improvements to external communications, using the Superintendent's Community Advisory Council feedback and the external survey feedback as a guide.
- Progress Update (3/2019) - Making Expected Progress – A subgroup of the Superintendent's Community Advisory Council met in November to analyze communication exemplars from neighboring districts. On Dec. 3, the entire Council convened, and the subgroup reported their discoveries related to parent communication, Board communication, communication staffing and parent onboarding. The Council discussed actionable ways District 58 can enhance its external communications, along with the resources and supports needed. Through this meeting, the District initiated improvements, including developing a kindergarten parent onboarding webpage and creating a community communication toolkit. The Council also began creating an FAQ reference tool for parents and the community. Finally, the School Board began video recording its Board meetings and posting the video on the District's YouTube page. During the Council's Feb. 20 meeting, members provided feedback on the communications toolkit, the kindergarten onboarding webpage, and Board video recordings/Board communication. The Council also discussed creating a parent FAQ page, middle school onboarding page and other recommendations to improve parent communication.
- Progress Update (12/2018) - Making Expected Progress - The Superintendent's Community Advisory Council met in October and reviewed the three Strategic Plan Objective areas assigned to the group as focus areas for this year. They discussed and prioritized the work, and identified potential gap areas within the district's current external communications. The team agreed to focus first on four primary areas for improvement: Communication to parents; Board transparency, communication, decision-making, and how do we better inform our community about what is happening at the board level; Communication staffing; and Parent on-boarding/orientation. Smaller working groups of the Council volunteered to collect and review strong examples of external communication structures in comparable organizations with a focus on these identified areas, and gathered again in November to review these examples and begin to identify gaps and opportunities in our own external communication structures in each of these areas. Using feedback from the first meeting combined with the external communication exemplar review, the Council will discuss actionable ways to enhance external communication structures for gaps, and will evaluate and prioritize those ideas with the greatest potential impact at its December 3rd meeting.

- e. Create a feedback structure that supports the District in evaluating its processes and communication.
  - Define a small group (Communications Feedback Council) to initiate a review of feedback structures in comparable organizations, starting with invitations to the Connections Development Team. (Sept 2018)
  - Review and define current feedback structures and identify gaps in feedback opportunities. (Oct 2018)
  - Develop additional feedback structures for gaps and enhancement. (Dec 2018)
  - Identify a representative Joint Communication Team (2 DGEEA, 2 Admin, 1-2 Board) to regularly monitor these data. (Dec 2018)
  - The Joint Communication Team quarterly reviews feedback and reports progress within Strategic Plan updates. (May 2019)



# September 2020 Progress Update

## Strategic Goal 2: Connecting the Community

Cultivate and strengthen community relationships by focusing on communication, collaboration and consistency.

**TIMELINE:** September 2018-December 2018, with reports beginning in May 2019

**LEADER:** Community Relations Coordinator

- Progress Update (9/2020) - Making Expected Progress - The District administered the Communication Satisfaction and Preferences Survey in late May/early June. The results will be used to measure the District's communication and feedback efforts, along with continually understanding the community's communication preferences. The results will also be shared with the Board of Education this fall.
- Progress Update (6/2020) - Making Expected Progress - Despite the COVID-19 pandemic, District 58 intends to administer the Communication Satisfaction and Preferences Survey in late May/early June. These results will continue to be used to measure the District's communication and feedback efforts, along with continually understanding the community's communication preferences.
- Progress Update (3/2020)- Making Expected Progress - At the November 2019 District Leadership Team, the team concurred with the Communications Feedback Council's recommendation that the District Leadership Team take on Joint Communication Team responsibilities. The District Leadership Team will review the upcoming spring 2020 communication survey results.
- Progress Update (12/2019) - Making Expected Progress - The Communications Feedback Council met in September and reviewed the 2019 Communication Satisfaction & Preference Survey results. The Council noted that the District had seen improved satisfaction between 2012 (last communication survey) and 2019, and recommended the District administer a communication survey on an annual basis to better track progress. Last year, the Communications Feedback Council developed criteria for a future "Joint Communication Team," which would be tasked with monitoring District feedback. The Council recommended that rather than create a new committee, instead the District could ask the District Leadership Team to take on "Joint Communication Team" responsibilities. If the District Leadership Team agrees, they would review District feedback, such as data from external and internal communication surveys, and make recommendations using this data. The Communications Feedback Council concluded their Sept. 30 meeting by disbanding; however, they would be willing to regroup if a feedback issue comes up. Meanwhile, the Superintendent's Community Advisory Council reviewed the Communication Feedback Council's feedback improvement recommendations from 2018-19 and began creating "Where to Go for Help" and "Questions from the Community" web pages, which would help stakeholders better understand who to contact with feedback and offer a new structure to provide feedback. Finally, the District's new Employee Stakeholder Expectations for staff were widely circulated. This document shares the District's beliefs regarding feedback and sets staff expectations regarding how to appropriately respond to community feedback.
- Progress Update (9/2019) - Making Expected Progress - More than 630 stakeholders took the Communication Satisfaction and Preferences Survey in late May and June. To reach more residents without students enrolled in District 58 schools, the District reopened the survey in August and promoted it in the Annual Report, which is mailed to all residences. The new Joint Communication Team will be forming and reviewing the communication survey data.
- Progress Update (6/2019) - Making Expected Progress - The Communications Feedback Council met March 12 and April 4. The Council finalized its *District 58 Feedback: Beliefs and Expectations* (previously called *Customer Service Expectations*) for fall 2019 implementation and continued developing the purpose and charge of the new Joint Communication Team. This new group will comprise two administrators, two union representatives and one or two Board members who will meet quarterly to monitor feedback related to Strategic Plan goals. The group's first meeting will focus on reviewing the spring 2019 internal "Inside Scoop Survey" results, as well as the 2019 external "Communication Satisfaction and Preferences Survey," which is a new survey created by Communications Feedback Council members. Stakeholders will be invited to take this external survey in late May. The Communications Feedback Council also reviewed Let's Talk, an online feedback platform. The group found this platform valuable, but opted to wait until communications survey feedback data is compiled and initially reviewed by the Joint Communication Team, as well as after the new Board and superintendent are seated, before deciding whether to pursue implementing this tool.



# September 2020 Progress Update

## Strategic Goal 2: Connecting the Community

Cultivate and strengthen community relationships by focusing on communication, collaboration and consistency.

- Progress Update (3/2019) - Making Expected Progress - The Communications Feedback Council met on Dec. 4, Jan. 8 and Feb. 5. The group developed draft *Customer Service Expectations* that were shared with the District Leadership Team on Feb. 25 for review and feedback. The final version of the *Customer Service Expectations* will be communicated more broadly, with the goal of implementing them in Fall 2019. The Council reviewed the composition of the Joint Communication Team and developed the purpose and charge of the group. During future meetings, the group will explore online applications that can support the development of districtwide systems for gaining feedback from all stakeholders. Additional meetings have been scheduled for March 12 and April 4, 2019.
- Progress Update (12/2018) - Making Expected Progress - The Communications Feedback Council formed and met on Oct. 18 and Nov. 6, with a third meeting scheduled for Dec. 4. The group discussed its charge, reviewed District 58's current feedback opportunities and began to identify gaps. Next, the group will continue to identify feedback gaps, develop solutions and recommendations, and appoint a representative Joint Communication Team to regularly monitor District 58 stakeholder feedback.

### **OBJECTIVE 2.2: Collaboration: Improve engagement and outreach connecting the community, staff, administration and Board of Education to achieve their shared mission.**

#### **Strategies:**

- a. Provide parents, staff and other stakeholders opportunities to participate in District decision-making processes.
  - Identify systems already in place that provide opportunities for participation in decision-making processes.
  - Develop an easily-accessible portal or other communication system that helps the community better understand District information, goals and performance metrics.
  - Identify an effective structure to foster meaningful collaboration between the Board and staff, as well as between the Board and parents.
  - Identify an effective structure to provide parents, staff and other stakeholders opportunities to provide input in and feedback regarding District decision-making.
  - Biannually review gaps and improvement opportunities.

**TIMELINE:** October 2018-June 2020, with a mid-term progress report in June 2019 and biannual reviews thereafter

**LEADER:** Superintendent

- Progress Update (9/2020) - Making Expected Progress - Throughout the spring and summer of 2020, the District has actively sought community feedback. The District assembled a Remote Learning Task Force in the summer of 2020 to help refine its current plan for the fall. The District also surveyed families and staff when the first plan for fall learning was approved by the Board on July 13, 2020. The data was shared with the Board and community and the feedback provided was incorporated into the decision making process. Additionally, the District formed several working groups for staff to plan for the fall and assembled the District Leadership Team to provide feedback. The District will continue to assemble committees that incorporate all stakeholders during SY 20-21, including the Superintendent's Community Advisory Council (SCAC).
- Progress Update (6/2020) - Making Expected Progress - The District continues to make progress in this area and continually seeks feedback from stakeholder groups, including the Superintendent's Community Advisory Council (SCAC). The SCAC has recently provided additional feedback regarding the District's website, parent education opportunities and remote learning. The District has adopted a new website based on input from the SCAC. The SCAC helped design the parent education sessions for the Curriculum Workshop at Hillcrest on 2/24/20. Additionally, the District has surveyed teachers and families multiple times during e-learning and remote learning. The District has incorporated the feedback into its decision-making process and has made modifications to the plan. Finally, based on feedback received, the District will convene a Remote Learning Task Force in the summer of 2020 to help refine its current plan in the event this type of learning must take place in the fall.
- Progress Update (3/2020) - Making Expected Progress - The District continues to make progress in this area and continually seeks feedback from stakeholder groups, including the Superintendent's Community Advisory Council (SCAC). The SCAC has recently



# September 2020 Progress Update

## Strategic Goal 2: Connecting the Community

Cultivate and strengthen community relationships by focusing on communication, collaboration and consistency.

provided additional feedback regarding the District's website and parent education opportunities. The District has incorporated the feedback into its decision making process. The District will adopt a new website later this spring based on input from the SCAC. Additionally, the SCAC has helped design the parent education sessions for the Curriculum Workshop at Hillcrest on 2/24/20.

- Progress Update (12/2019) - Making Expected Progress - The District continues to make progress in this area and continually seeks feedback from stakeholder groups, including the Superintendent's Community Advisory Council (SCAC). The SCAC has recently provided feedback on making the District's website more accessible and easier to navigate. Additionally, the SCAC has also advised that the District create a "Questions from the Community" section on the website so community members are informed about key questions asked to the Board of Education and other administrators. Additionally, the group has advised that a "Where to Go for Help" page also gets created so stakeholders know exactly who to contact to get questions answered. The administration will bring options for the new pages to the next SCAC meeting in January of 2020.
- Progress Update (9/2019) - Making Expected Progress - The District intends to continue the progress it made toward this objective during the 2018-19 school year into the 2019-20 school year.
- Progress Update (6/2019) - Making Expected Progress - The Superintendent's Community Advisory Council and the Superintendent's Staff Communications Council have worked in tandem to evaluate communication structures that help to inform and involve various stakeholders in District decision-making processes. Internal and external communication systems and exemplar reviews were completed, with gaps and actionable ways to enhance communication identified. The District 58 Communications Guide along with a parent onboarding webpage have been launched, and the School Board began posting video recordings of its Board meetings in January 2019. The Superintendent's Staff Communications Council helped to guide the launch of "The Inside Scoop," and the Council has conducted an evaluation of this strategy with suggestions for ongoing work in this area. Each Council and district committee continues to gather feedback on committee work and decision-making through exit slips at the conclusion of each meeting; the results of which are reviewed by Chairs for evaluation and improvement opportunities. The Board continues its community engagement efforts through various events, including Staff and Community Meet & Greet Events with the Board, tri-annual Board representative meetings with the DGEEA Executive Board and the ASC Team, PTA Visits and School Tours, and Extended Reception of Visitors at Workshop Meetings. A review of the usability of the district website has been initiated with work to continue in earnest throughout the summer 2019. Next steps include implementation of the strategies developed by the Communications Feedback Council, including launch of the Joint Communication Team and other feedback platforms to help evaluate and inform the District's decision-making processes.
- Progress Update (3/2019) - Making Expected Progress - Early feedback from the Council combined with the external communication exemplar reviews completed in November informed Council discussions of actionable ways to enhance external communication structures for gaps. The District initiated improvements, including creation of a community communication toolkit, developing parent onboarding webpages, and reviewing usability of the district website. The Council also began creating an FAQ reference tool for parents and the community. Finally, the School Board began video recording its Board meetings and posting the video on the District's YouTube page. During the Council's Feb. 20 meeting, members provided feedback on these strategies for ongoing improvement. Meanwhile, the Superintendent's Staff Communications Council helped to guide the launch of "The Inside Scoop" in December 2018, a new e-newsletter that succinctly communicates information to all District 58 staff, and to inform development of the draft communication toolkit that will provide staff and community members with easy access to information. During the Feb. 12 Superintendent's Staff Communications Council meeting, Council members reviewed "The Inside Scoop" and designed a staff survey to gather additional feedback.
- Progress Update (12/2018) - Making Expected Progress - The Superintendent's Community Advisory Council discussed and prioritized their work, and agreed to focus first on four primary areas for improvement: Communication to parents; Board transparency, communication, decision-making, and how do we better inform our community about what is happening at the board level; Communication staffing; and Parent on-boarding/orientation. Using feedback from the first meeting combined with the external communication exemplar review completed in November, the Council will discuss actionable ways to enhance external



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## Strategic Goal 2: Connecting the Community

Cultivate and strengthen community relationships by focusing on communication, collaboration and consistency.

communication structures for gaps, and will evaluate and prioritize those ideas with the greatest potential impact at its December 3rd meeting. Meanwhile, The Superintendent's Staff Communications Council met twice since the beginning of the school year, and an additional small working group of the Council also convened in late October. As a team, the Council reviewed the three Strategic Plan Objective areas assigned to the group, discussed and prioritized the work, and agreed to focus first on connecting the community through communications. Specifically, the team will focus on "enhancing internal communications to build employee trust and morale by informing employees of District planning, decisions, improvement efforts and celebrations" (Objective 2.1C).

The objective of improving engagement and outreach connecting the community, staff, administration and Board of Education to achieve their shared mission will be considered by both Councils in February.

**b. Provide parents opportunities for education and collaboration.**

- Survey parents regarding the best medium for parent learning.
- Provide regular parent workshops or educational opportunities regarding educational issues and District initiatives.
- Create a link to attach to District communications to take a survey and give feedback to the Board of Education.
- Create a portal to share feedback and survey responses.

**TIMELINE:** October 2018-June 2020, with a mid-term progress report in June 2019 and biannual reviews thereafter

**LEADER:** Superintendent

→ Progress Update (9/2020) - Making Expected Progress - The District continues to make progress in this area and continually seeks feedback from stakeholder groups, including the Superintendent's Community Advisory Council (SCAC). The SCAC has recently provided feedback regarding the District's website and parent education opportunities. The District incorporated the feedback into its decision-making process. This feedback culminated in the launch of a new website prior to the start of the school year. The District plans on surveying stakeholders multiple times during the fall to gauge the effectiveness of the learning scenarios that will be deployed. The District will continue to incorporate feedback into its decision-making process.

→ Progress Update (6/2020) - Making Expected Progress - The District continues to make progress in this area and continually seeks feedback from stakeholder groups, including the Superintendent's Community Advisory Council (SCAC). The SCAC has recently provided additional feedback regarding the District's website and parent education opportunities. The District has incorporated the feedback into its decision-making process. Recently, the District hosted a parent education event in conjunction with the Herrick PTA on parenting during the pandemic. Additionally, the District has surveyed teachers and families multiple times during e-learning and remote learning. The District has incorporated the feedback into its decision-making process and has made modifications to the plan. Finally, based on feedback received, the District will convene a Remote Learning Task Force in the summer of 2020 to help refine its current plan in the event this type of learning must take place in the fall.

→ Progress Update (3/2020) - Making Expected Progress - The District continues to make progress in this area and continually seeks feedback from stakeholder groups, including the Superintendent's Community Advisory Council (SCAC). The SCAC has recently provided additional feedback regarding the District's website and parent education opportunities. The District has incorporated the feedback into its decision making process. The District will adopt a new website later this spring based on input from the SCAC. Additionally, the SCAC has helped design the parent education sessions for the Curriculum Workshop at Hillcrest on 2/24/20.

→ Progress Update (12/2019) - Making Expected Progress - The District intends to continue the progress it made toward this objective during the 2018-19 school year into the 2019-20 school year. Mr. Sisul and Dr. Eichmiller have joined the Superintendent's Community Advisory Council (SCAC) to help with this effort. The SCAC and assistant superintendents are in the planning phase of more parent education opportunities for parents around District initiatives and will finalize plans at the January 2020 SCAC meeting.

→ Progress Update (9/2019) - Making Expected Progress - The District intends to continue the progress it made toward this objective during the 2018-19 school year into the 2019-20 school year.



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→ Progress Update (6/2019) - Making Expected Progress - The objective of providing parents opportunities for education and collaboration was considered by the Superintendent's Community Advisory Council and the Superintendent's Staff Communications Council, and discussions of early ideas for parent education were initiated at the spring Council meetings. Early in the 2019-20 school year, the Councils will need to begin to identify specific topics for parent education and collaboration that will be relevant and meaningful for parents in light of the District initiatives. Some of these topics may include parent education series related to student technology use in the classroom, the new STEM curricula, and parent-teacher communication. Next steps with regard to a feedback portal may include implementation of a feedback platform considered by the Communications Feedback Council.

→ Progress Update (3/2019) - Making Expected Progress - The Superintendent's Community Advisory Council prioritized their work to focus first on enhancing external communications by providing the community with timely and consistent information regarding District planning, decisions, improvement efforts and celebrations (Objective 2.1d), and on providing parents, staff and other stakeholders opportunities to participate in District decision-making processes (Objective 2.2a). The Superintendent's Staff Communications Council prioritized their work to focus first on enhancing internal communications to build employee trust and morale by informing employees of District planning, decisions, improvement efforts and celebrations (Objective 2.1c), and on providing staff opportunities to participate in District decision-making processes (Objective 2.2a). The objective of providing parents opportunities for education and collaboration was considered by both Councils in February, with plans to discuss early ideas for parent education at the upcoming spring Council Meetings.

→ Progress Update (12/2018) - Not Yet Initiated - The Superintendent's Community Advisory Council and the Superintendent's Staff Communications Council each met, and prioritized their work. The Community Advisory Council will focus first on enhancing external communications by providing the community with timely and consistent information regarding District planning, decisions, improvement efforts and celebrations (Objective 2.1d), and on providing parents, staff and other stakeholders opportunities to participate in District decision-making processes (Objective 2.2a). The Superintendent's Staff Communications Council will focus first on enhancing internal communications to build employee trust and morale by informing employees of District planning, decisions, improvement efforts and celebrations (Objective 2.1c), and on providing staff opportunities to participate in District decision-making processes (Objective 2.2a). The objective of providing parents opportunities for education and collaboration will be considered by both Councils in February.

c. **Foster districtwide relationships with local organizations to enhance student learning.**

- Audit current relationships with local organizations that directly support/enhance student learning and curriculum objectives (with a focus on equitable access across the district).
- Identify gaps and opportunities for enriching partnerships in connection with curricular objectives.
- Annually review partnerships and opportunities for improvement.

**TIMELINE:** Begin in 2020

**LEADER:** Assistant Superintendent for Curriculum and Instruction

- Progress Update (9/2020) - Not Yet Initiated
- Progress Update (6/2020) - Not Yet Initiated - Work toward this objective is planned to begin in fall 2020.
- Progress Update (3/2020) - Not Yet Initiated - Work toward this objective is planned to begin in fall 2020.
- Progress Update (12/2019) - Not Yet Initiated - Work toward this objective is planned to begin in fall 2020.
- Progress Update (9/2019) - Not Yet Initiated - Work toward this objective is planned to begin in fall 2020.
- Progress Update (6/2019) - Not Yet Initiated - Though individual partnerships, most notably through the Downers Grove Park District, have been reviewed and discussed as they relate to certain science initiatives and field trips, the formal task of auditing all current relationships with local organizations remains slated to begin in the Fall of 2020.



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- Progress Update (3/2019) - Not Yet Initiated - Work in this area to begin Fall 2020
- Progress Update (12/2018) - Not Yet Initiated.

### **OBJECTIVE 2.3: Consistency: Develop systems to promote equity and consistency of the student learning experience.**

#### **Strategies:**

- a. Develop consistent and equitable policies and procedures districtwide.
  - Gather current building procedures and practices.
  - Review current building procedures and practices in conjunction with Board policies and procedures, and communication thereof.
  - Identify areas where there could be more consistency in building procedures and practices.
  - Develop baseline procedures and practices that will become consistent districtwide.
  - Review common identified practices with PTA representatives and gather feedback.
  - Communicate and implement identified procedures and practices.

**TIMELINE:** Begin work upon completion of Policy Committee's Board policy/procedure review (anticipated Fall 2020)

**LEADER:** Assistant Superintendent for Personnel

- Progress Update (9/2020) - Making Expected Progress; the District 58 Board of Education adopted the updated Board Policy Manual on July 13, 2020.

- Progress Update (6/2020) - Not Yet Initiated; work in this area to begin Fall 2020.
- Progress Update (3/2020) - Not Yet Initiated; work in this area to begin Fall 2020
- Progress Update (12/2019) - Not Yet Initiated; work in this area to begin Fall 2020
- Progress Update (9/2019) - Not Yet Initiated; work in this area to begin Fall 2020
- Progress Update (6/2019) - Not Yet Initiated; work in this area to begin Fall 2020
- Progress Update (3/2019) - Not Yet Initiated; work in this area to begin Fall 2020
- Progress Update (12/2018) - Not Yet Initiated

- b. Allocate district resources consistently and equitably.

- Review and communicate current staffing allocations and rationale behind current staffing levels. (Sept-Nov 2018)
- Review and communicate available metrics to support staffing decisions and consider whether additional metrics would better support decision making. (Sept-Nov 2018)
- Review and communicate current programs/learning experiences and identify potential inequities and/or perceptions related to inequities. (Sept-Nov 2018)
- Define/develop vision and metrics of "equitable," related to the learning experience. (Nov 2018-March 2019)
- Define/develop vision and metrics of "equitable," related to curricular resources and staffing. (Nov 2018-March 2019)
- Define baseline learning experiences and supports. (April 2019 - March 2020)
- Define baseline requirements for minimum staffing levels. (April 2019 - March 2020)



# September 2020 Progress Update

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- Explore current ways to make threshold decisions. (April 2019 - March 2020)
- Explore alternative ways to make threshold decisions. (April 2019 - March 2020)
- Develop communication systems to share open and transparent communications related to staffing decisions. (April 2019 - March 2020)

**TIMELINE:** Sept 2018-March 2020 (Beginning in September 2018, with outcome report by March 2020)

**LEADER:** Assistant Superintendent for Personnel

→ Progress Update (9/2020) - Making Expected Progress - The District administration continues to focus on staffing allocations and "equitable" services while developing plans for Remote Learning and Modified Onsite Instruction. No other update is available at this time.

→ Progress Update (6/2020) - Making Expected Progress - The Resources Review Council was not scheduled to meet since the last progress update. Staffing plans for the 2020-21 school year were developed by the district administration based on the work of the Resources Review Council, Math Committee, Differentiation and Assessment Committee, and larger administrative team. The plan for 2020-21 includes restructuring instructional models to support lower class sizes, social work services, intervention services and math instruction. Due to the COVID-19 pandemic, a meeting was not scheduled with the Council for the end of the 2019-20 school year. A meeting will be scheduled with the Council in early September 2020 to review enrollment related to the established targets, initial plans for expanding intervention services, and plans for supporting math instruction. At that time, the Council will develop next steps and areas of focus for the 2020-2021 school year.

→ Progress Update (3/2020) - Making Expected Progress - The Resources Review Council met on Jan. 14, 2020; the Council is "on hold" and will not meet again until additional work is completed by various working groups. The Resources Review Council has had initial conversations related to equity across the schools related to math instruction and intervention. The Math Committee and Differentiation and Assessment Committee will examine the structures more closely and will develop a more consistent framework for use across all schools within the District. The systems developed will be shared with the Resources Review Council for feedback. Other subgroups are working on better defining roles for social workers and resource teachers. The Resources Review Council will reconvene when there are draft plans in place for review and discussion by the Council.

→ Progress Update (12/2019) - Making Expected Progress - The Resources Review Council met on Sept. 17, Oct. 1 and Nov. 5 to continue their work in establishing systems and structures for staffing decisions related to all positions across the District. The Council reviewed progress toward staffing targets that were established in May 2019. They also discussed class organization at each building, combination classes and proposed maximum class sizes. Though combination classes in grades 1 through 6 were effective delivery models for many years, the model is less effective and presents significant challenges with the delivery of instruction in the current system of education. The Council also discussed the significant challenges for both students and staff when class sizes increase beyond 29 students. The Council recommends a guideline of 29 for maximum class size. At 29 students, the Board, administration, and staff shall consider all possible options and develop an action plan in the event that an individual class size reaches 30 or more students. At 30 students, it is recommended that the class be split into two classes given space, budget, and timing of the situation.

The Resources Review Council also reviewed preliminary information related to current math blocks and acceleration, as well as reviewing models of intervention used at each elementary and middle school. The Council began initial conversations related to equity across the schools related to math instruction and intervention. The Math Committee and Differentiation and Assessment Committee will examine the structures more closely and will develop a more consistent framework for use across all schools within the District. The systems developed will be shared with the Resources Review Council for feedback. Other subgroups have begun working on better defining roles for social workers and resource teachers. The Resources Review Council will reconvene when there are draft plans in place for review and discussion by the Council.



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## Strategic Goal 2: Connecting the Community

Cultivate and strengthen community relationships by focusing on communication, collaboration and consistency.

→ Progress Update (9/2019) - Making Expected Progress - The Resources Review Council will meet on Sept. 17, 2019 to review the 2019-20 student enrollment information that was shared with the Board at the August Board meeting. The Council will continue their work in establishing systems and structures for staffing decisions related to all positions across the District.

→ Progress Update (6/2019) - Making Expected Progress - The Resources Review Council has developed a plan for increasing communication related to staffing allocations and staffing decisions across the district. As a first step, a presentation was shared with the Board and community at the May meeting of the Board of Education. The presentation provided information about the staffing process, as well as providing initial staffing projections and class sizes for the upcoming school year. An update on staffing decisions and enrollment information will be shared at the September 2019 Board meeting.

The Resources Review Council has finalized the definition of “equitable” and has begun sharing the definition more broadly across the school community. The definition will be shared with committees, councils and any other decision-making groups at the start of the 2019-20 school year, asking each group to consider the definition to guide decisions by the group. The Council has set a meeting date for September 2019 and will continue their work in establishing systems and structures for staffing decisions related to all positions across the District.

→ Progress Update (3/2019) - Making Expected Progress - The Resources Review Council developed a *draft* definition of “equitable” to be shared with the District Leadership Team, Differentiation and Assessment Committee, Special Education Committee, Curriculum Council, Facility Planning Council, and the District and Building Administrative Team for comment and feedback. Upon consideration of the feedback, the Resources Review Council will finalize the definition of “equitable,” with the goal of sharing the definition more broadly during the Strategic Plan update to the Board in June.

The Resources Review Council has also developed “targets” for staffing decisions in an effort to support and promote equity and consistency of the student learning experience across the District 58 schools. Along with recommending class size “targets,” the group is developing procedures that will be followed when targets are not achieved, with specific focus on clear communication regarding the decision-making. The Council is scheduled to continue their work during meetings in March and April 2019.

→ Progress Update (12/2018) - Making Expected Progress - The Resources Review Council has met three times, beginning on October 1, 2018, with the 4th meeting scheduled for December 10, 2018. The group has reviewed the current staffing allocations and rationale. We have discussed available metrics and are at the beginning stages of brainstorming additional metrics to better support decision-making. The upcoming meeting will include continued conversations about possible metrics, as well as, a discussion focusing on the identification of inequities and/or perceptions related to inequities.

- c. Set districtwide expectations and supports for the delivery of consistent messages regarding the District's policies, procedures and resources.
  - Establish and communicate minimum expectations for the frequency of building communications from principals to parents.
  - Establish criteria for the content on building websites and designate a person to keep it up to date.
  - Establish practices to ensure that the District is effectively communicating with non-English speaking parents as well as with parents without access to technology.

**TIMELINE:** Set criteria by March 2019; Full implementation by Fall 2019

**LEADER:** Assistant Superintendent for Personnel

→ Progress Update (9/2020) - Making Expected Progress - District 58 launched a new website in summer 2020. The new website provides greater consistency from school-to-school. Principals and secretaries received training on how to effectively update the school sites. They will receive consistent website content and update expectations. The criteria was be created using feedback from the 2.3c group of principals who met several times over the past two years to work on the items listed in this goal.



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## Strategic Goal 2: Connecting the Community

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- Progress Update (6/2020) - Making Expected Progress - District 58 will launch a new website in summer 2020. The new website will provide greater consistency from school-to-school, and principals and secretaries will receive training on how to effectively update the school sites, along with consistent website content and update expectations. These criteria will be created using feedback from the 2.3c group of principals who met several times over the past two years to work on the items listed in this goal.
- Progress Update (3/2020) - Making Expected Progress - The small group of administrators that has been working on this goal has begun to discuss expectations for school websites. As a part of this conversation, the District has begun the process of selecting a new solution for the District website. The group of administrators provided input on selecting a vendor for the new website platform. This input was guided by our conversations around our goals for the functionality of school websites. As the Technology and Community Relations departments move forward with this transition and we build the websites on the new platform, we will work to build and finalize a consistent set of guidelines and processes for what information will be available on school websites.
- Progress Update (12/2019) - Making Expected Progress - All building administrators initiated a weekly parent newsletter at the start of the school year and have been working this fall to refine and improve the content of the communication. The Community Relations Coordinator created a "Principal Communication Toolkit" to provide consistent topics and content suggestions for principals' weekly school newsletters. A small group of administrators reviewed a sample of each weekly school newsletter to ensure quality of content was consistent districtwide. To support the successful implementation, district administrators will continue to offer feedback and support to assist with the consistency of the communication from each school. Building administrators will seek feedback from parents about the newsletters during the 2019-20 school year to guide improvement efforts.

A small group of principals and administrators met in October 2019 to begin developing school website content expectations, as well as to begin brainstorming how schools can better communicate with non-English speaking parents and parents without access to technology. This work is ongoing and will continue throughout the remainder of the 2019-20 school year. The Community Relations Coordinator will explore ideas for adding resources to the website that support new parent onboarding.

- Progress Update (9/2019) - Making Expected Progress - All building administrators initiated a weekly parent newsletter and will seek feedback from parents regarding improvements throughout the 2019-20 school year. A small group of building and district administrators will develop building website content expectations this fall.
- Progress Update (6/2019) - Making Expected Progress - A small group of building administrators, along with the Director of Innovative Technology and Learning, English Learner Coordinator, Community Relations Coordinator, and Assistant Superintendent for Personnel, has continued to meet to develop minimum expectations for the frequency of communication from principals to parents, as well as, developing a framework for the contents of the communications. The group will implement consistent communication from all building administrators in the 2019-20 school year and will seek feedback from parents to guide improvement efforts. The group has begun conversations regarding the content on building websites and will continue establishing criteria throughout June and July 2019.
- Progress Update (3/2019) - Making Expected Progress - A small group of building administrators, along with the Director of Innovative Technology and Learning, English Learner Coordinator, Community Relations Coordinator, and Assistant Superintendent for Personnel, met Jan. 25 and Feb. 8 to review the current communications sent to parents from building principals and to begin developing a districtwide principal communication framework that focuses on meaningful, timely and consistent parent information. The Council met with principals Feb. 22 to discuss the framework and request feedback. Following this meeting, the Council met to discuss the principal feedback and to begin reviewing building and teacher website expectations.
- Progress Update (12/2018) - Not Yet Initiated



# September 2020 Progress Update

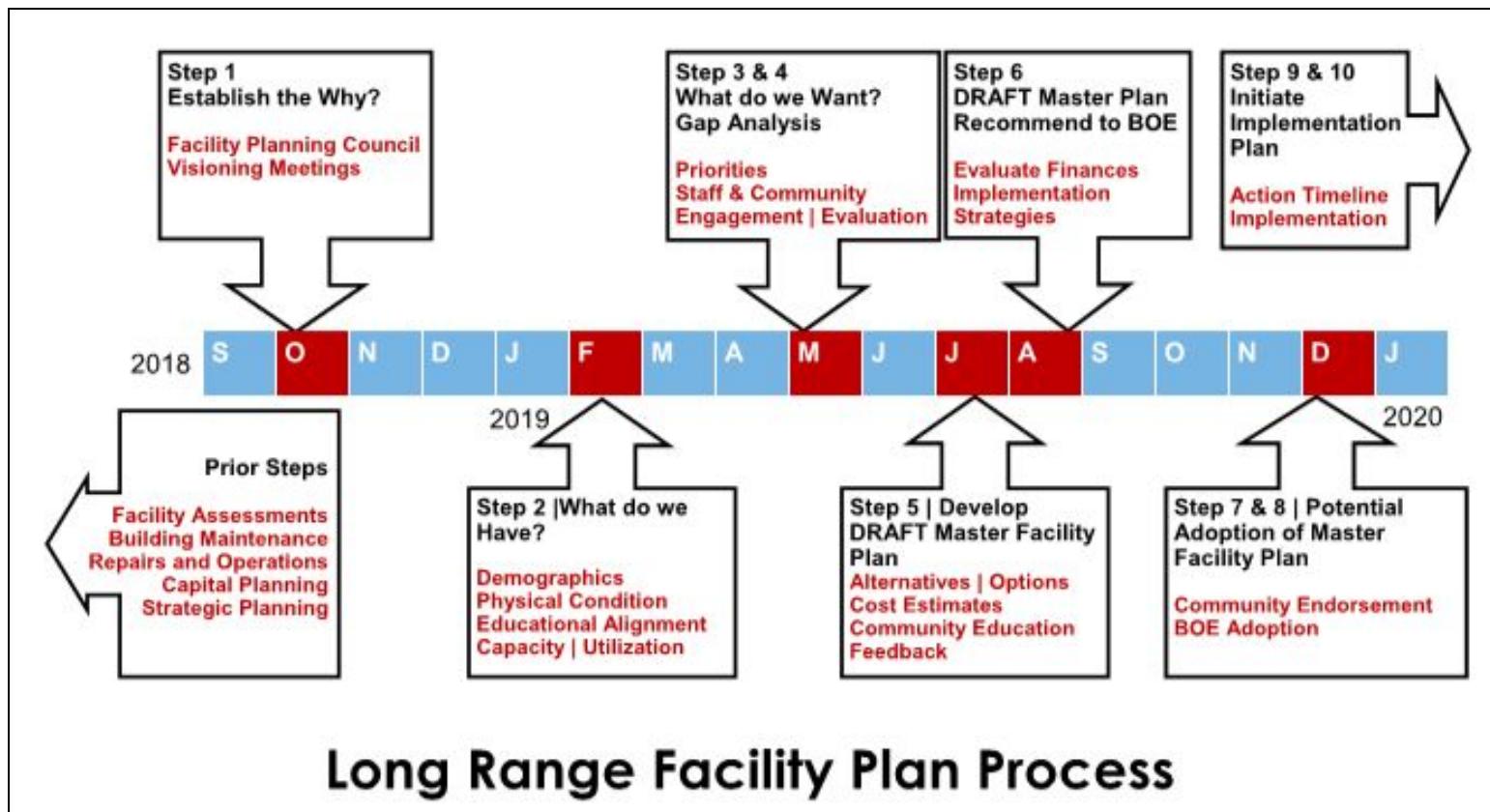
## Strategic Goal 3: Securing the Future

Provide safe and effective learning environments in fiscally-responsible ways.

**OBJECTIVE 3.1: Facilities:** Develop a focused and long-term facility improvement plan that ensures safe, modernized, and effective learning environments for all students, and considers the following:

- a. Safety/security;
- b. Air conditioning;
- c. 6th-8th grade middle schools;
- d. Class size and enrollment projections; and
- e. District facility use.

**Timeline:** Please note, the timeline has been adjusted at the direction of the Board. The new timeline incorporates the creation of a Citizen Task Force and this group will make a final recommendation to the Board in June of 2020.



Strategies:



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## Strategic Goal 3: Securing the Future

Provide safe and effective learning environments in fiscally-responsible ways.

**Step 1: Establish the “Why?” - Clearly articulate the needs of students to best prepare them for their future.** - What will our students need to be ready for success as they enter high school? What will they need to know and be able to do to be prepared for success after high school? What do our school facilities and programs need to include in order to accomplish this?

- Establish a Facility Planning Council
- Define the visioning process.
- Conduct visioning meetings.
- Review understanding and visioning consensus to develop and refine the vision.
- Hold visioning feedback meeting with a broad representative group.

**TIMELINE:** September 2018-December 2018

**LEADER:** Superintendent

→ Progress Update (3/2019) - Completed - Stage 1 was completed with a report to the Board of Education at the February Board meeting. The district through the months of December and January had visioning sessions with staff at every building and held two separate community visioning sessions in January. The sessions helped document the prioritization of needed improvements to district facilities.

→ Progress Update (12/2018) - Making Expected Progress - The Facility Planning Council (FPC) was established in September 2018, and has met in October and November to define the visioning process and begin to conduct visioning meetings. These meetings were first held with the FPC members, and will expand to include feedback from all district faculty during the November 26th Institute Day. In addition, a process for building-level self-assessments has been designed in collaboration with the district architects, with a focus on high level education alignment needs and a review of improvements to school buildings beyond just "upkeep and repairs," asking teams to consider improvements to buildings that are required to support best practices in learning. A report of findings from visioning efforts and facility studies (Steps 1 and 2) is planned to be presented to the Board of Education at the Regular Meeting of the Board of Education in January. Community engagement visioning sessions for parents and other community members are being planned for January.

**Step 2: What do we have? Study facility needs.** - Conduct a Facility Needs Assessment (by Architect)

- Engage Architect of Record to complete the Facility Needs Assessment.
- Architect of Record completes assessment and summarizes results into a Comprehensive Facility Assessment Report.
- Update the Most Recent Demographic Study
- Continue District Facility Use Study reviewing current and future functions of Longfellow and ASC

**TIMELINE:** September-December 2018, with a January BOE presentation update summarizing steps 1-2 outputs

**LEADER:** Director of Buildings and Grounds

→ Progress Update (3/2019) - Completed - At the February Board of Education meeting, the Board received a report from Wight & Company, the District's architects, which included the staff and community priorities developed during the December and January visioning sessions. The report also documented the current status of District 58 facilities and the District's ability to meet the needs of students and staff. As part of this process, a group of staff and community members walked each school building and submitted a report. That data and observations were included in the report submitted to the Board of Education at the February meeting.

→ Progress Update (12/2018) - Making Expected Progress -The District's Architect of Record has been engaged to complete the Facility Needs Assessment and is working to review current records, study results and other available information, complete additional assessments and analyses of current facilities, and summarize results into a Comprehensive Facility Assessment Report. Building walkthroughs are scheduled for December with building administration, school and FPC representatives, operation staff and architects. The updated demographic report was presented to the Board of Education at the October Board meeting. A report of findings from visioning efforts and facility studies (Steps 1 and 2) is planned to be presented to the Board of Education at the Regular Meeting of the Board of Education in January. A sub-committee of the Finance Advisory Committee (FAC) is reviewing needs and options pertaining to district central support and administrative future needs of the ASC/Longfellow buildings.

**Step. 3: What do we need? Review facility needs assessment considering student needs, vision and priorities.** (Done by the Facility Planning Council with support from Architect)



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## Strategic Goal 3: Securing the Future

Provide safe and effective learning environments in fiscally-responsible ways.

- FPC reviews and considers results of Comprehensive Facility Assessment Report, demographic study and facility use study.
- FPC considers modernization needs and explores exemplars.
- FPC refines list of needs and priorities.
- Conduct focus groups with staff to gather feedback on visioning and needs.
- Launch Community Engagement Effort.

**TIMELINE:** January-February 2019

**LEADER:** Assistant Superintendent for Business

→ Progress Update (9/2020) - Not Making Expected Progress Due to COVID-19 - The District Citizen Task Force is on hold due to the COVID-19 pandemic. The task force was ready to survey the community on options to consider to meet the facility needs of the District when the District, state and country were shut down due to the pandemic. Once the pandemic issues are resolved, the task force will reconstitute to consider next steps.

→ Progress Update (6/2020) - Not Making Expected Progress Due to COVID-19 - The District Citizen Task Force is on hold due to the COVID-19 pandemic. The task force was ready to survey the community on options to consider to meet the facility needs of the District when the District, state and country were shut down due to the pandemic. Once the pandemic issues are resolved, the task force will reconstitute to consider next steps.

→ Progress Update (03/2020) - Making Expected Progress on Modified Timeline - The District Citizen Task Force has met two times since December and reviewed the information from the Facility Planning Council and saw a presentation of the grade 6-8 middle school model. The task force has given some feedback for the administration and Board to consider. The Board met in February after the last task force meeting to consider some initial direction. As a result of that dialogue, the Board has asked that the task force have an additional meeting in early March to review potential options to be reviewed by the community.

→ Progress Update (12/2019) -Not Making Expected Progress/Modified the Timeline- The District is scheduling its first meeting with the Citizen Task Force for December of 2019. The task force will work with the consultants to evaluate the work that has been done to this point and to help determine overall community support for the draft plan as developed by the FPC.

→ Progress Update (9/2019) - Making Expected Progress - The Board of Education received the DRAFT Master Facility Plan as scheduled in July. In addition, the Board directed the Superintendent to seek proposals from third party consultants because it felt a robust community engagement initiative must be deployed so the plan could be prioritized and stakeholder input could be gathered. At the August meeting, the Board voted to direct the Superintendent to create a contract with consultant Paul Hanley, based on the proposal his firm submitted for community engagement. Hanley was highly recommended by several local districts including Community High School District 99. He will present his final plan to the Board at the September meeting. The robust engagement process will immediately start this fall. During the process, options will be generated and a final plan will be presented to the Board at a date to be determined.

→ Progress Update (6/2019) - Making Expected Progress - The Facility Planning Council presented an initial report to The Board of Education at the May 2019 meeting regarding the guiding principles and an outline of the work to be completed across the District. There will be two community engagement sessions and one staff engagement session in May to review guiding principles and results of findings to date.

→ Progress Update (3/2019) - Not Yet Initiated

→ Progress Update (12/2018) - Not Yet Initiated

**Step 4: Complete a Gap Analysis - Review highest priorities and the possible costs associated.**

- Define gaps and prioritization of them.



# September 2020 Progress Update

## Strategic Goal 3: Securing the Future

Provide safe and effective learning environments in fiscally-responsible ways.

- Explore cost estimates.
- Refine list of priorities in consideration of community feedback and vision.
- Conduct staff engagement and feedback sessions.
- Conduct community engagement and feedback sessions.
- FPC reviews and incorporates feedback.
- Develop consensus on Future Direction: Aligning vision, needs and community priorities.

**TIMELINE:** February-March 2019 with a BOE update presentation in March 2019 summarizing steps 3-4 outputs

**LEADER:** Director of Buildings and Grounds

- Progress Update (9/2020) -Not Making Expected Progress Due to COVID-19 - The District is reviewing prioritization of capital items to focus on projects that must be completed in the short term without the use of referendum bond funds for the near future.
- Progress Update (6/2020) -Not Making Expected Progress Due to COVID-19 - The District is reviewing prioritization of capital items to focus on projects that must be completed in the short term without the use of referendum bond funds for the near future.
- Progress Update (03/2020) - Making Expected Progress on Modified Timeline - The District has pushed the timeline back to ensure more community input on all the work that has been done to date. The initial work to review needs has been done and a draft report is complete; the Citizen Task Force started in December 2019 and is currently working through the data to determine what should go to the community to be tested.
- Progress Update (12/2019) -Not Making Expected Progress/Modified the Timeline - The District has pushed the timeline back to ensure more community input on all the work that has been done to date. The initial work to review needs has been done and a draft report is complete; the next steps of further community engagement is being done through a taskforce that will start in December 2019.
- Progress Update (9/2019) - Not Making Expected Progress/Modified the Timeline - While the Facility Planning Council completed all of the work outlined above, the Board of Education directed the Superintendent to work with a community engagement consultant to further prioritize the list of recommended projects. The Facility Council will be asked to re-engage with the community so the highest priorities can be identified and finalized. This will help reduce cost and complete essential projects.
- Progress Update (6/2019) - Making Expected Progress - The Facility Planning Council, with support from the District's architect team, completed a gap analysis to identify and review the highest priorities in facility needs. Through a review of maintenance needs and facility reports, building tours, and staff/community engagement sessions, the FPC has developed guiding principles, key drivers and the four ingredients of the District's Facility Master Plan. In addition, exploration of the feasibility of grade 6-8 middle schools continues. The report to the Board of Education at the May 2019 meeting summarized the outputs of Facility Steps 3 and 4, and provided an early look into the examination of the feasibility of grade 6-8 middle schools in anticipation of work to be completed for Step 5. Two additional community engagement sessions and one staff engagement session are scheduled for the end of May to gather feedback regarding the guiding principles and the key drivers of the Facility Master Plan. The Committee will review initial cost estimates at its May 28 meeting based on the gaps. The FPC plans to present initial cost estimates to the Board of Education at its Board meeting on June 5.
- Progress Update (3/2019) - Not Yet Initiated
- Progress Update (12/2018) - Not Yet Initiated

**Step 5: Develop Facility Master Plan (FMP) - Define, build and refine FMP options** based on needs assessment, gap analysis, and staff, stakeholder and community feedback.

- Develop FMP options and cost estimates.



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- Launch community engagement and feedback sessions on FMP options.
- Refine and recommend FMP, based on community engagement and feedback.
- Conduct community engagement and education regarding the FMP recommendation, with opportunities for refinement.
- Draft preliminary Facility Master Plan.

**TIMELINE:** February-June 2019

**LEADER:** Superintendent

→ Progress Update (9/2020) - Not Making Expected Progress Due to COVID-19 - The Citizen Task Force made significant progress at its last meeting on March 2, 2020. The task force recommended that the Board of Education engage in a robust community engagement process and move forward with a potential referendum question for November of 2020. The Board unanimously approved the plan and directed the Superintendent to move forward. As soon as the plan was agreed upon, COVID-19 devastated the economy. The Board of Education decided to pause the work of the Citizen Task Force and will discuss when to restart the process (the Board will discuss this on an ongoing basis at every regular business meeting moving forward).

The Superintendent is in the process of engaging the Board in alternatives to a referendum if the pandemic continues and the economy does not bounce back. These include finding alternative sources of funding, building consolidation, restructuring staffing, and selling assets. Please note that any potential changes would only take place after a robust community engagement process.

→ Progress Update (6/2020) - Not Making Expected Progress Due to COVID-19 - The Citizen Task Force made significant progress at its last meeting on March 2, 2020. The task force recommended that the Board of Education engage in a robust community engagement process and move forward with a potential referendum question for November of 2020. The Board unanimously approved the plan and directed the Superintendent to move forward. As soon as the plan was agreed upon, COVID-19 devastated the economy. The Board of Education decided to pause the work of the Citizen Task Force and will discuss when to restart the process (the Board will discuss this on an ongoing basis at every regular business meeting moving forward).

→ Progress Update (3/2020) - Making Expected Progress on Modified Timeline - The Citizen Task Force has met twice and a third meeting is scheduled for March 2. The agendas, presentations and other materials for the task force can be found on the District's website under the [Facility Planning Tab](#). The Board held a special meeting on Feb. 3 and asked the task force to consider options for a DRAFT final plan. The goal for the task force will be to develop a DRAFT final plan that can be presented to the community after spring break and before the end of the school year. The task force is scheduled to conclude its work in June of 2020. The Board must decide whether to place a question on the ballot (referendum) by August of 2020.

→ Progress Update (12/2019) - Making Expected Progress on Modified Timeline - The Board of Education has contracted a third party consultant to assist the District as it finalized the DRAFT Master Facility Plan. The company hired is Beyond Your Base, a Wight and Company Consulting Group. Beyond Your Base is led by Paul Hanley who also assisted District 99 with its community engagement process. A Citizen Task Force will be formed in November of 2019 and the first meeting will take place on Dec. 18, 2019.

→ Progress Update (9/2019) - Not Making Expected Progress/Modified the Timeline- The Board of Education received the DRAFT Master Facility plan as scheduled in July. In addition, the Board directed the Superintendent to seek proposals from third party consultants because it felt a robust community engagement initiative must be deployed so the plan could be prioritized and stakeholder input could be gathered. The Board also received the cost estimates (July 2019) and supporting documentation (August 2019) for the Draft Master Facility Plan. Due to the push for a robust community engagement process, the expected timeline will be delayed.

→ Progress Update (6/2019) - Making Expected Progress- The Facility Planning Council has identified priorities and key ingredients for Facility Master Plan development. Feasibility of grade 6-8 middle schools has been initially explored along with the highest priorities of work identified across all elementary schools. Initial drafts of middle school facility options have been presented by the architect and reviewed by the FPC. The Committee will review initial cost estimates of the highest priority work at its May 28 meeting. Upon review of this information as well as the additional feedback gathered through the staff and community engagement



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sessions, the FPC will refine and recommend FMP priorities and plans to present an initial cost estimates for the highest priorities and 4 main ingredients of the FMP to the Board of Education at its June Board meeting. Draft FMP Options will be developed over the next several months with additional community engagement. As next steps, additional community engagement efforts will be helpful in the late summer and early fall, and the Board may wish to consider the services of a community engagement expert to assist in the coordination, planning and implementation of these efforts.

- Progress Update (3/2019) - Not Yet Initiated
- Progress Update (12/2018) - Not Yet Initiated

### Step 6: Finalize the FMP proposal.

- Review and evaluate FMP.
- Consider alternatives and possible refinements.
- Evaluate financial/funding scenarios.
- Consider implementation strategies and timelines, including additional community engagement and feedback efforts.
- Update Plan as needed.

**TIMELINE: June-August 2019 - Presentation to the BOE at the September Board Meeting of Facility Master Plan**

**LEADER: Assistant Superintendent for Business**

- Progress Update (9/2020) - Not Making Expected Progress Due to COVID-19 - While the Citizen Task Force completed its work and made a recommendation to the Board, the COVID-19 pandemic has caused a delay. This delay has made it impossible to meet the timeline. Therefore a new timeline must be established when the work resumes.
- Progress Update (6/2020) - Not Making Expected Progress Due to COVID-19 - While the Citizen Task Force completed its work and made a recommendation to the Board, the COVID-19 pandemic has caused a delay. This delay has made it impossible to meet the timeline. Therefore a new timeline must be established when the work resumes.
- Progress Update (3/2020) - Making Expected Progress on Modified Timeline - The Citizen Task Force has met twice and a third meeting is scheduled for March 2. The agendas, presentations and other materials for the task force can be found on the District's website under the [Facility Planning Tab](#). The Board held a special meeting on Feb. 3 and asked the task force to consider options for a DRAFT final plan. The goal for the task force will be to develop a DRAFT final plan that can be presented to the community after spring break and before the end of the school year. The task force is scheduled to conclude its work in June of 2020. The Board must decide whether to place a question on the ballot (referendum) by August of 2020.
- Progress Update (12/2019) - Making Progress/Modified Timeline- Due to the push for a robust community engagement process, the expected timeline will be delayed. The Master Facility Plan is still in a draft format.
- Progress Update (9/2019) - Not Making Expected Progress/Modified the Timeline- Due to the push for a robust community engagement process, the expected timeline will be delayed. The Master Facility Plan is still in a draft format.
- Progress Update (6/2019) - Not Yet Initiated
- Progress Update (3/2019) - Not Yet Initiated
- Progress Update (12/2018) - Not Yet Initiated



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### Step 7: Recommend FMP to Board for Consideration.

- Bring preliminary FMP back out to the community for evaluation and endorsement.
- Bring recommended final FMP and funding plan back to the Board for adoption (and action if appropriate).

**TIMELINE:** September-December 2019, with a Board discussion during the November Board meeting and a recommendation for action at the December Board meeting

**LEADER:** Superintendent

→ Progress Update (9/2020) - Not Making Expected Progress Due to COVID-19 - While the Citizen Task Force completed its work and made a recommendation to the Board, the COVID-19 pandemic has caused a delay. This delay has made it impossible to meet the timeline for a ballot question to appear in the November 2020 ballot. Therefore a new timeline must be established when the work resumes. As of May of 2020, there are tentative plans to target April of 2021 for a ballot question.

→ Progress Update (6/2020) - Not Making Expected Progress Due to COVID-19 - While the Citizen Task Force completed its work and made a recommendation to the Board, the COVID-19 pandemic has caused a delay. This delay has made it impossible to meet the timeline for a ballot question to appear in the November 2020 ballot. Therefore a new timeline must be established when the work resumes. As of May of 2020, there are tentative plans to target April of 2021 for a ballot question.

→ Progress Update (3/2020) - Making Expected Progress on Modified Timeline - The Citizen Task Force has met twice and a third meeting is scheduled for March 2. The agendas, presentations and other materials for the task force can be found on the District's website under the [Facility Planning Tab](#). The Board held a special meeting on Feb. 3 and asked the task force to consider options for a DRAFT final plan. The goal for the task force will be to develop a DRAFT final plan that can be presented to the community after spring break and before the end of the school year. The task force is scheduled to conclude its work in June of 2020. The Board must decide whether to place a question on the ballot (referendum) by August of 2020.

→ Progress Update (12/2019) - Making Progress/Modified Timeline - The newly formed Citizen Task Force will meet on Dec. 18, 2019 to begin this work. The Task Force will examine all aspects of the plan and address the concepts of 6-8 middle schools as a first step. With the modified timeline, the District expects to make a final recommendation to the Board at the August of 2020 meeting. The District will host several community engagement sessions in the winter/spring that will be open to all community members. Additionally, the Superintendent will introduce the process to every PTA in the fall/winter of 19/20.

→ Progress Update (9/2019) - Not Yet Initiated

→ Progress Update (6/2019) - Not Yet Initiated

→ Progress Update (3/2019) - Not Yet Initiated

→ Progress Update (12/2018) - Not Yet Initiated

### Step 8: Seek Community Support for FMP and Funding Plan.

- Ask for community support of identified plan.
- Receive approval from community for FMP and funding plan.

**TIMELINE:** January-November 2020

→ Progress Update (9/2020) - Not Making Expected Progress due to COVID-19 - While the Citizen Task Force completed its work and made a recommendation to the Board, the COVID-19 pandemic has caused a delay. This delay has made it impossible to meet the timeline for a ballot question to appear in the November 2020 ballot. Therefore a new timeline must be established when the work resumes. As of May of 2020, there are tentative plans to target April of 2021 for a ballot question, however that timeline will likely need to change.



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- Progress Update (6/2020) - Not Making Expected Progress due to COVID-19 - While the Citizen Task Force completed its work and made a recommendation to the Board, the COVID-19 pandemic has caused a delay. This delay has made it impossible to meet the timeline for a ballot question to appear in the November 2020 ballot. Therefore a new timeline must be established when the work resumes. As of May of 2020, there are tentative plans to target April of 2021 for a ballot question.
- Progress Update (3/2020) - Making Expected Progress on Modified Timeline - Not yet initiated, pending this spring and summer's community engagement.
- Progress Update (12/2019) -Not Yet Initiated/Modified Timeline
- Progress Update (9/2019) - Not Yet Initiated
- Progress Update (6/2019) - Not Yet Initiated
- Progress Update (3/2019) - Not Yet Initiated
- Progress Update (12/2018) - Not Yet Initiated

### Step 9: Develop Implementation Timeline

- Establish working teams and process for defining educational, curricular and instructional shifts to be accomplished in support of the FMP.
- Implement process for educational, curricular and instructional shifts to be accomplished in support of capital improvements to be accomplished within FMP.
- Define capital improvement project timeline.
- Develop and refine transition plans.

#### TIMELINE: TBD

- Progress Update (9/2020) -Not Yet Initiated
- Progress Update (6/2020) -Not Yet Initiated
- Progress Update (03/2020) - Not Yet Initiated
- Progress Update (12/2019) - Not Yet Initiated
- Progress Update (9/2019) - Not Yet Initiated
- Progress Update (6/2019) - Not Yet Initiated
- Progress Update (3/2019) - Not Yet Initiated
- Progress Update (12/2018) - Not Yet Initiated

### Step 10: Initiate Implementation Plan

#### TIMELINE: TBD

- Progress Update (9/2020) -Not Yet Initiated
- Progress Update (6/2020) -Not Yet Initiated
- Progress Update (03/2020) - Not Yet Initiated



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- Progress Update (12/2019) - Not Yet Initiated
- Progress Update (9/2019) - Not Yet Initiated
- Progress Update (6/2019) - Not Yet Initiated
- Progress Update (3/2019) - Not Yet Initiated
- Progress Update (12/2018) - Not Yet Initiated

**OBJECTIVE 3.2: Finance:** Ensure the availability of resources necessary to reinvigorate and sustain District facilities, support quality programming, and attract and retain highly effective staff to meet the needs of all students.

**Strategies:**

- a. Build short-term and long-term fiscal plans that take into account current and future needs of students, including the annual budgeting process of the district that considers:
  1. Review of projected revenues and expenses
  2. Analysis of resource utilization and allocation
  3. Incorporation of legislative changes in school funding formulas
  4. Review and use best practices in school operational management
- b. Conduct long-term sustainability and cost impact analyses incorporating all elements of the Strategic Plan, including:
  1. 5-year projection analysis and planning
  2. Recommendations for adjustments to support sustainability of programming
  3. Hold public discussions and presentations at Financial Advisory Committee meetings and Bi-annual Board Budget/Finance Workshops.

**TIMELINE:** Annually, with no less than 6 Financial Advisory Committee Meetings, 2 Board Workshops and 1 Approved Budget

**LEADER:** Assistant Superintendent for Business

**WORKING GROUP:** Financial Advisory Committee, Facility Planning Council

→ Progress Update (9/2020) - Not Making Expected Progress Due to COVID-19 -The District's tentative budget has a \$2.0 million deficit largely due to lost revenue from programs, taxes, and fees collected annually for programs. Additionally, the District has had to increase spending on operational items in connection with meeting the IDPH/ ISBE COVID regulations. The District will work through the next year to develop a new strategy to address its fund balance, immediate capital needs and the operational deficit.

→ Progress Update (6/2020) -Making Expected Progress -Fiscal year 2020 will end with larger fund balances than budgeted in September 2019 due to the closure of physical facilities for almost 30% of the school year due to the pandemic. The largest amount of the savings is due to lack of transportation needs during this time. The reduction in expenditures and increase in fund balance will be largely spent in fiscal year 2021, which will very likely be a deficit budget due to significant reductions in revenue. The budget goal will still be to meet the 31% fund balance proposed policy. The 31% is estimated as the amount required to cover expenditures during the low-cash period of the fiscal year. Additionally, the District is reviewing budgeting formats that would help build over the long term a level of capital funding to fund capital projects. Because funding of the significant portion of the Master Facility Plan is on hold, the District is exploring ways to fund some of the priority items that are specific to roofs, building envelope and health life safety that need to be done on a more immediate basis.

→ Progress Update (03/2020) - Making Expected Progress - The District is working to create a balanced budget for 2020-2021, which would also incorporate a fund balance policy that would include an ending balance of 31% of budgeted expenditure. The 31% is estimated as the amount required to cover expenditures during the low-cash period of the fiscal year. Additionally, the District is



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reviewing budgeting formats that would help build over the long term a level of capital funding to fund capital projects. This will be reviewed with the Financial Advisory Committee in March and will be part of the budget presentation in April.

→ Progress Update (12/2019) - Making Expected Progress - The District held its annual fall financial Workshop in November 2019. At the Workshop, the Board was presented with a review of the District budget aligned to the mission, vision and goals of the District. The presentation included a fiscal year 2020 budget overview/summary as well as a review of the prior fiscal year (which incorporated revenue projections and expenses associated with curriculum updates, personnel changes, special education and programs, and technology). Projections for fiscal years 2020-2025 were presented along with the fiscal year 2021 budget calendar. The current projections reflect a balanced budget for fiscal year 2020; however, the District expects to experience dangerously low fund balances in May 2020 as it awaits disbursements of revenue funds. As a result, the Financial Advisory Committee has tasked the administration with developing a fund balance policy that will be implemented prior to the conclusion of SY 19-20.

→ Progress Update (9/2019) - Making Expected Progress - The District held its annual fall Budget Workshop in August 2019. At the Workshop, the Board was presented with a review of the District budget aligned to the mission, vision and goals of the District. The presentation included a fiscal year 2020 budget forecast as well as a review of the prior fiscal year (which incorporated revenue projections and expenses associated with curriculum updates, personnel changes, special education and programs, and technology). Projections for fiscal years 2020-2025 were presented along with the fiscal year 2020 budget calendar. The current projections reflect a balanced budget for fiscal year 2020; however, the District expects to experience dangerously low fund balances in May (2020) as it awaits disbursements of revenue funds. If tax receipts are ever late, the District may need to consider short-term borrowing to cover expenses associated with the first June payroll. The administration highly recommended increasing fund balances, providing for contingencies, and reducing overall cost.

→ Progress Update (6/2019) - Making Expected Progress - The District held its annual spring Budget Workshop in April 2019. At the Workshop, the Board was presented with a review of the District budget aligned to the mission, vision and goals of the District. The presentation included a fiscal year 2019 budget recap and a budget review and focus for fiscal year 2020, which incorporates revenue projections and expenses associated with curriculum updates, personnel changes, special education and programs, and technology. Projections for fiscal years 2020-2024 were presented along with the fiscal year 2020 budget calendar. The current projections reflect a balanced budget for fiscal year 2020; however, the District experiences dangerously low fund balances in May as it awaits disbursements of revenue funds. If tax receipts are ever late, the District may need to consider short-term borrowing to cover expenses associated with the first June payroll.

→ Progress Update (3/2019) - Making Expected Progress -The Board of Education accepted the 2017-2018 audit at the January meeting. The Financial Advisory Committee meets every other month to review current financial items, including cash flow and year to date reports comparing revenue and expenditures to budget. The district is currently working through preparation of the 2020 budget using conservative estimates of revenue. Fiscal year 2019 budget is expected to have revenue exceeding expenditures in operating funds.

→ Progress Update (12/2018) - Making Expected Progress - The Financial Advisory Committee (FAC) met in November to review a new 'Year to Date' report that tracks current revenue and expenditure to current budget and prior year. The next Financial Workshop is November 26th. Currently, the Fiscal Year 2018 audit has not been finalized and presented due to an error in the report issued by the State of Illinois, without such the district is unable to issue the report.