



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

LEADER: Assistant Superintendent for Curriculum and Instruction

- 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

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

- 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

- 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



Strategic Goal 1: Focusing on Learning

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

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

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

- 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

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

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



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

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 of Education, staff and community.

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

LEADER: Community Relations Coordinator

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

- Define a small group to review strong examples of internal communication structures in comparable organizations.
- Review and define current internal communication structures and identify gaps in internal communication opportunities.
- Develop additional internal communication structures for gaps.
- Implement plans to enhance current structures.
- Biannually review gaps and improvement opportunities.

TIMELINE: September 2018-January 2019 with first biannual review by September 2019

LEADER: Community Relations Coordinator

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.
- Review and define current external communication structures and identify gaps in external communication opportunities.
- Develop additional external communication structures for gaps.
- Implement plans to enhance current structures.
- Biannually review gaps and improvement opportunities.

TIMELINE: September 2018-January 2019 with first biannual review by September 2019

LEADER: Community Relations Coordinator

e. Create a feedback structure that supports the District in evaluating its processes and communication.

- Define a small group to initiate a review of feedback structures in comparable organizations, starting with invitations to the Connections Development Team.
- Review and define current feedback structures and identify gaps in feedback opportunities.
- Develop additional feedback structures for gaps and enhancement.
- Identify a representative Joint Communication Team (DGEEA, Admin, BOE) to regularly monitor these data.
- The Joint Communication Team quarterly reviews feedback and reports progress within Strategic Plan updates.

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

LEADER: Community Relations Coordinator



Strategic Goal 2:

Connecting the Community

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

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 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

- 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

- 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



Strategic Goal 2: Connecting the Community

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

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

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

- b. Allocate district resources consistently and equitably.
 - Review and communicate current staffing allocations and the rationale behind current staffing levels.
 - Review and communicate available metrics to support staffing decisions and consider whether additional metrics would better support decision making.
 - Review and communicate current programs/learning experiences and identify potential inequities and/or perceptions related to inequities.
 - Define/develop vision and metrics of "equitable," related to the learning experience.
 - Define/develop vision and metrics of "equitable," related to curricular resources and staffing.
 - Define baseline learning experiences and supports.
 - Define baseline requirements for minimum staffing levels.
 - Explore current ways to make threshold decisions.
 - Explore alternative ways to make threshold decisions.
 - Develop communication systems to share open and transparent communications related to staffing decisions.

TIMELINE: September 2018-March 2020
LEADER: Assistant Superintendent for Personnel

- 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 effectively communicating with non-English speaking parents as well as with parents without access to technology.

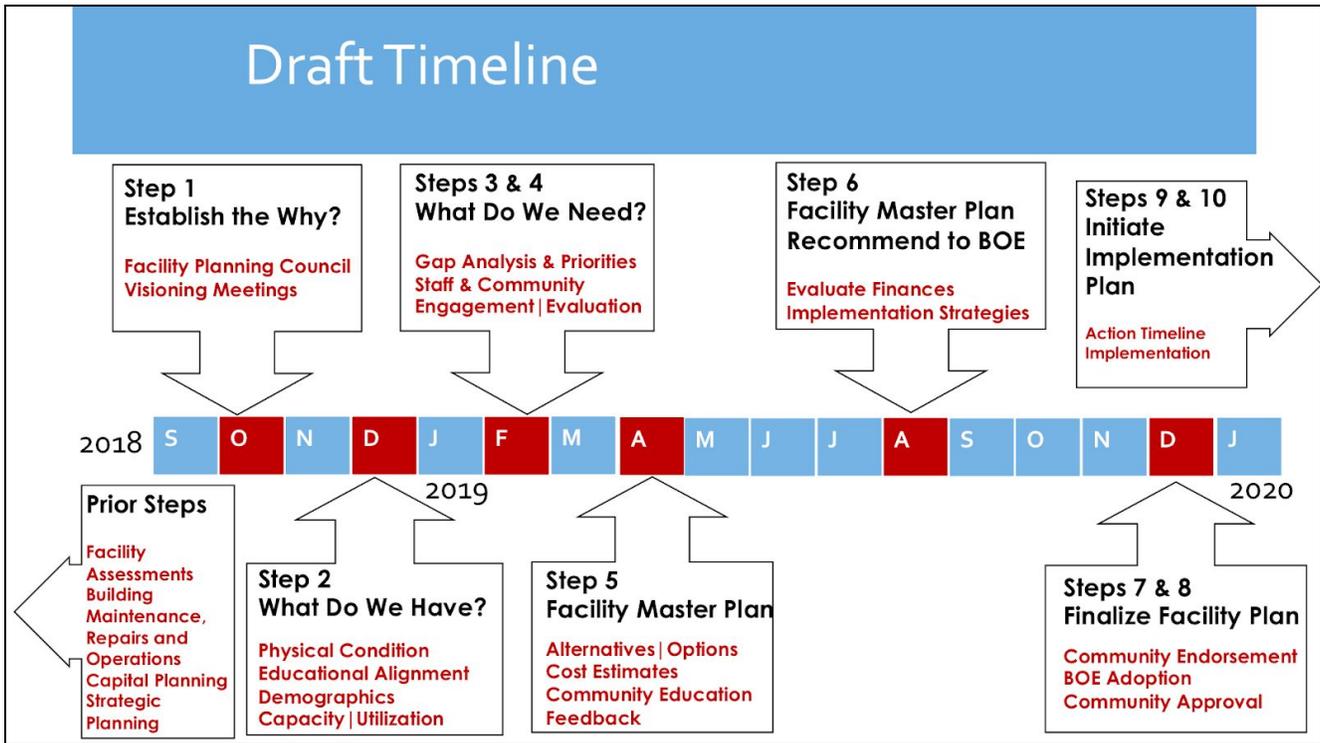
TIMELINE: Set criteria by March 2019; Full implementation by Fall 2019
LEADER: Assistant Superintendent for Personnel



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: Safety/security; Air conditioning; 6th-8th grade middle schools; Class size and enrollment projections; and District facility use.



Strategies:

Step 1: Establish the “Why?” - Clearly articulate the needs of students to best prepare them for their future.

- Establish a Facility Planning Council (FPC).
- 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

Step 2: What do we have? - Study facility needs

- Engage Architect of Record to complete a facility needs assessment.
- Architect of Record completes assessment and summarizes assessment 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



Strategic Goal 3: Securing the Future

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

Step 3: What do we need? - Review facility needs assessment considering student needs, vision and priorities.

- 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

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

- Define gaps and prioritization of them.
- 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

Step 5: Develop Facility Master Plan (FMP) - Define, build and refine FMP options.

- Define FMP options and cost estimates.
- 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

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

Step 7: Recommend FMP to Board for Consideration

- Bring preliminary FMP back out to community for evaluation and endorsement.
- Bring recommended final FMP and funding plan back to 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



Strategic Goal 3: Securing the Future

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

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

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: To be determined

Step 10: Initiate Implementation Plan

TIMELINE: To be determined



Strategic Goal 3: Securing the Future

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

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
- c. 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