



June 2019 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 (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.



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- 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 (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 (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.



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→ 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

→ 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.

→ 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.**



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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 (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 (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.

- 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



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- 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.
- 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 (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 percentile achievement in **Reading** as measured by **NWEA MAP Growth** shall be **80% or greater** in grades Kindergarten through 8.

| Grade Level | Baseline (Spring 2018) | Year 1 Target (Spring 2019) | Year 2 Target (Spring 2020) | Year 3 Target (Spring 2021) |
|--------------|------------------------|-----------------------------|-----------------------------|-----------------------------|
| Kindergarten | 75% | 75% | 78% | 80% |
| Grade 1 | 82% | 75% | 78% | 80% |
| Grade 2 | 73% | 75% | 78% | 80% |
| Grade 3 | 73% | 75% | 78% | 80% |
| Grade 4 | 73% | 75% | 78% | 80% |
| Grade 5 | 73% | 75% | 78% | 80% |
| Grade 6 | 74% | 75% | 78% | 80% |
| Grade 7 | 76% | 75% | 78% | 80% |
| Grade 8 | 78% | 75% | 78% | 80% |

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

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

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**.

| Baseline (Spring 2018) | Year 1 Target (Spring 2019) | Year 2 Target (Spring 2020) | Year 3 Target (Spring 2021) |
|--|-----------------------------|-----------------------------|-----------------------------|
| Spring 2017: 39.4% (Spring 2018 results will be released in October 2018) | 50% | 55% | 60% |



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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**.

| Baseline (Spring 2018) | Year 1 Target (Spring 2019) | Year 2 Target (Spring 2020) | Year 3 Target (Spring 2021) |
|--|-----------------------------|-----------------------------|-----------------------------|
| Spring 2017: 37.9% (Spring 2018 results will be released in October 2018) | 50% | 55% | 60% |

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**.

| Baseline (Spring 2018) | Year 1 Target (Spring 2019) | Year 2 Target (Spring 2020) | Year 3 Target (Spring 2021) |
|------------------------|-----------------------------|-----------------------------|-----------------------------|
| N/A | 50% | 50% | 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**.

| Baseline (Spring 2018) | Year 1 Target (Spring 2019) | Year 2 Target (Spring 2020) | Year 3 Target (Spring 2021) |
|------------------------|-----------------------------|-----------------------------|-----------------------------|
| N/A | 50% | 50% | 50% |



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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 (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.

→ 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 (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.

- 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)



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- **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 (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 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 (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



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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)

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

LEADER: Community Relations Coordinator

→ 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.

→ 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



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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 (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



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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 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 (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



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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 (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.

→ 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 (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)**



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- **Define baseline learning experiences and supports.** (April 2019 - March 2020)
- **Define baseline requirements for minimum staffing levels.** (April 2019 - March 2020)
- **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 (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 (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 the consistent



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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



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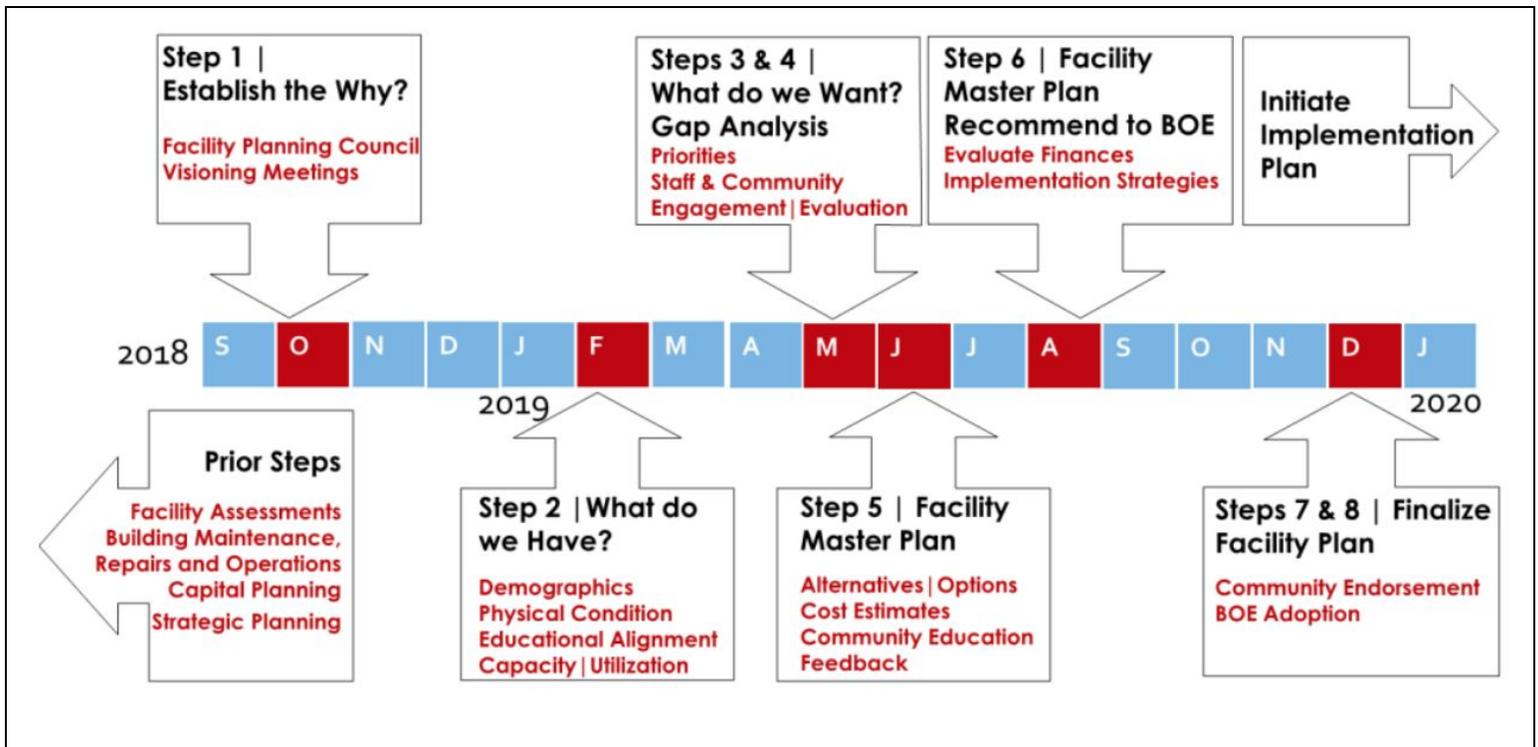
Strategic Goal 3: Securing the Future

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.

Timeline:



Strategies:

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.



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Strategic Goal 3: Securing the Future

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

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)

- **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



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

→ 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.

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.
- 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 (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



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meeting. Upon review of this information as well as the additional feedback gathered through the staff and community engagement 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 (6/2019) - Not Yet Initiated

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

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

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

→ 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 (6/2019) - Not Yet Initiated

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

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

Step 9: Develop Implementation Timeline



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- 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 (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 (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
- 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

WORKING GROUP: Financial Advisory Committee, Facility Planning Council

- 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.



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→ 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.