

# Strategic Plan



June 12, 2023

# Outcomes

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- Share the work of the strategic planning team
  - The process
  - Draft Plan
- Recommend approval of the strategic plan

**Students:**

Edward Herrera  
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**Certified & Classified Staff:**

Beth O'Connell  
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Jennifer Adam  
Julie Hart  
Kevin Harrington  
Kimberly Rich  
Kris Marbutt  
Maura Kenny  
Rebecca Prebble

**Board:**

Kate Bell  
Ed McNally

**Administration:**

Tracy Taylor  
Shanna Lewis  
Audra Christenson  
Jarrod Buxton  
Tim Loversky  
Gina Shaw

# Strategic Planning Committee Meeting Dates

- September 20, 2022
- October 13, 2022
- October 27, 2022
- November 10, 2022
- December 1, 2022
- December 15, 2022
- January 12, 2023
- February 7, 2023
- March 9, 2023
- March 23, 2023
- April 6, 2023
- April 20, 2023
- May 25, 2023

## Sub-Group Meetings:

- May 31, 2023
- June 6, 2023

# Strategic Planning Committee Updates: Board Meetings

- July 9, 2022
- August 11, 2022
- October 11, 2022
- December 12, 2022
- January 9, 2023
- February 13, 2023
- March 13, 2023
- April 10, 2023
- May 8, 2023
- June 12, 2023 - For Action

**Commitment Statement**

**Values**

**Strategic Priorities**

**Strategic Priority Outcomes**

**Staff Action Steps**

**Success Indicators**

# Equity Plan Development

Phase	Considerations
<b>Envisioning</b> Where are we going?	<ul style="list-style-type: none"><li>● Review of D303 Mission and Vision for Equity as well as DEI Definitions that were developed</li></ul>
<b>Strategy</b> How will we get there?	<ul style="list-style-type: none"><li>● Understand Current State - (Equity Audit SWOT)</li><li>● Identify Strategic Priorities/Initiatives that will move us towards the vision, mission and values<ul style="list-style-type: none"><li>○ Describe what success looks like (criteria)</li></ul></li><li>● Develop goals to support strategic initiative (multi-year)</li></ul>
<b>Execution</b> How do we move the work forward?	<ul style="list-style-type: none"><li>● Identify a theory of action for implementation</li><li>● Create an implementation plan</li><li>● Create a plan for monitoring implementation</li></ul>

# Core Values



# **D303 Values**

**Belonging**

**Perseverance**

**Achievement**

**Belonging:** We honor the dignity of each person by accepting, validating, and appreciating them, and by treating every individual fairly.

**Perseverance:** We face and overcome challenges by being determined and resilient and encouraging one another to develop effective, sustainable solutions.

**Achievement:** We establish high standards and leverage our talents, time, and resources to produce exceptional work, engage in continuous improvement, and attain ambitious goals.

# How the Core Values Foster Equity

- **Belonging** - When we create environments where students feel like they belong and can show up as their full selves, we are fostering *equity*
- **Perseverance** - When we create procedures, policies, & infrastructures that enhance each student's capacity to face and overcome challenges, we are fostering *equity*
- **Achievement** - When we create systems of support that are responsive to student needs, accessible to a diverse group of students, and support each student's goals and aspirations, we are fostering *equity*

# The Story of the Commitment Statement

# Together building pathways to excellence

Commitment Statement

# Together building pathways to excellence

Student	Staff	Families	Community
Students are supported by their teachers and staff to be successful in <b>their</b> chosen path	Staff understand their role in supporting students' chosen pathways to excellence. Staff are supported to build <b>their</b> instructional practices to excellence.	We are intentional about partnering with families and their students to ensure success for <b>their</b> child's pathway to excellence.	D303 aims to foster a collaborative relationship with the St. Charles community, working towards building an exemplary district <b>together</b> .

What does this look like for each group....



## Equity Embedded in our Commitment

# Together building pathways to excellence

Equity is about ensuring every child receives what they need to develop to their full academic and social potential and to thrive every day. When we say “pathways” (with an s!), we are **honoring** and **committing to** using each student’s strengths, lived experiences, and interests to help them achieve excellence via their own unique routes.

# Strategic Priorities

**Strategic Priorities:** Objectives aligned with the core values that allow D303 to achieve its goals and guide to future success.

**Outcomes:** The highest-level changes/goals that are attributed to the Strategic Priorities.

**Action Steps:** District, school leader, and staff actions directly linked to Strategic Priorities and Outcomes that predict success.

# Equity Plan - Strategy

Identified **three** foundational components to act as a throughline across **four** strategic initiatives:

## Foundational Components:

- Belonging
- Access
- Meaningful participation

## Strategic Outcomes:

- Design and implement high-quality curriculum, assessment, and instruction that is reflective of and responsive to each student
- Foster reciprocal, inclusive partnerships with families & communities
- Ensure equitable procedures, policies, & infrastructures that promote excellence and accountability
- Attract, develop, and retain effective, caring, and culturally competent staff

# Strategic Priorities

**Culture of Dignity**

**Effective Collaboration**

**Instructional Coherence**

**Culture of Dignity:** All people hold an immense value that is tied to their humanity regardless of circumstances, social status, or background.

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## Outcomes

Honor the dignity of each student, staff, and community member.

Ensure equitable policies, programs, and infrastructures that promote access, excellence, and accountability.

Attract, develop, and retain effective, caring, and culturally competent staff.

**Effective Collaboration:** People work interdependently to positively affect student learning and take collective responsibility for the outcomes of District 303 students, staff, families, and our community.



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## Outcomes

Professional  
Learning  
Communities that  
improve student  
learning.

Responsible,  
transparent  
stewardship of  
taxpayer  
resources.

Engage families  
and community  
purposefully for  
the benefit of  
students.

**Instructional Coherence:** Every component of the student academic experience is tightly aligned and designed to advance grade-level and beyond instruction. We build academic and socio-emotional supports that prepare the way for and extend grade-level learning.

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## Outcomes

A guaranteed & viable curriculum that is representative of students and is aligned to grade-level, course, or content standards.

Evidence-based instructional practices that are responsive to each student and include grade-level and beyond learning activities and assignments are implemented in each classroom.

Equitable systems of support that are responsive to student needs, accessible to a diverse group of students, and support each student's goals and aspirations.

# Success Indicators

**Success Indicators:** Check the overall effectiveness of the District

## The ABC's of Learners

**Attendance:**

**Behavior:**

**Content:**

Success Indicators are a way to check the overall success of the District

# The Research is Clear: The ABCs of Success

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- ACT, Inc. (2012). The condition of college & career readiness. Iowa City, IA: ACT. Retrieved from [http://media.act.org/documents/CCCR12-NationalReadinessRpt.pdf?\\_ga=1.256103106.857372413.1414731200](http://media.act.org/documents/CCCR12-NationalReadinessRpt.pdf?_ga=1.256103106.857372413.1414731200).
- Alexander, K.L., Entwisle, D.R., and Kabbani, N.S. (2001). The dropout process in life course perspective: Early risk factors at home and school. *Teachers College Record*, 103(5), 760-822.
- Allen, J., and Sconing, J. (2005). Using ACT assessment scores to set benchmarks for college readiness. ACT Research Report Series 2005-3. Retrieved from [http://www.act.org/research/researchers/reports/pdf/ACT\\_RR2005-3.pdf](http://www.act.org/research/researchers/reports/pdf/ACT_RR2005-3.pdf).
- Allen, J. (2013). Updating the ACT college readiness benchmarks. ACT Research Report Series 2013 (6). Retrieved from [http://www.act.org/research/researchers/reports/pdf/ACT\\_RR2013-6.pdf](http://www.act.org/research/researchers/reports/pdf/ACT_RR2013-6.pdf).
- Allensworth, E. (2006). Update to: From High School to the Future: A First Look at Chicago Public School Graduates' College Enrollment, College Preparation, and Graduation from Four-Year Colleges Chicago, IL: University of Chicago Consortium on Chicago School Research
- Allensworth, E. (2013). The use of ninth-grade early warning indicators to improve Chicago schools. *Journal of Education for Students Placed at Risk*, 18(1), 68-83.
- Allensworth, E., Correa, M., and Ponisciak, S. (2008). From High School to the Future: ACT Preparation—Too Much, Too Late. Chicago, IL: University of Chicago Consortium on Chicago School Research.
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- Allensworth, E., Gwynne, J., Pareja, A.S., Sebastian, J., and Stevens, W.D. (2014). Free to Fail or On-Track to College: Setting the Stage for Academic Rigor: Without Classroom Control and Student Support, a Challenging Curriculum Falls Flat. Chicago, IL: University of Chicago Consortium on Chicago School Research.
- Alliance for Excellent Education (2011). The High Cost of High School Dropouts: What the Nation Pays for Inadequate High Schools. Washington, DC: Alliance for Excellent Education

# Success Indicators: Primary Learners (EC-2)

## The ABC's of Primary Learners

### Attendance:

Students attend school  
95% of the time

### Behavior:

Student develops self  
awareness & self  
management skills  
&  
Student has two or fewer  
discipline referrals a year

### Content:

Student is proficient in  
math and literacy as  
evidenced by end of  
unit common formative  
assessments

Percent of students with all 4 indicators

Success Indicators are a way to check the overall effectiveness of the District

# Success Indicators: Intermediate Learners (3-5)

## The ABC's of Intermediate Learners

### Attendance:

Students attend school 95% of the time

### Behavior:

Student report a sense of belonging

&

Student has two or fewer discipline referrals a year

### Content:

Student is proficient in math and literacy as evidenced by end of unit common formative assessments.

&

Meets or Exceeds grade Level in math and literacy based on state assessment

Percent of students with all 5 indicators

Success Indicators are a way to check the overall effectiveness of the District



# Success Indicators: Middle School Learners (6-8)

## The ABC's of Middle School Learners

### Attendance:

Students attend school 95% of the time

### Behavior:

Student report a sense of belonging

&

Student has two or fewer discipline referrals a year

### Content:

Student has a B average or better in all coursework

&

Meets or exceeds grade level in math and literacy on state assessment

Percent of students with all 5 indicators

Success Indicators are a way to check the overall effectiveness of the District

# Success Indicators: High School & Beyond Learners (9-12+)

## The ABC's of High School+ Learners

### Attendance:

Students attend school 95% of the time

### Behavior:

Student report a sense of belonging

&

Student has two or fewer discipline referrals a year

### Content:

Student has a B average or better in all coursework

&

By the end of senior year, student has earned at least 1 credit in AP/Dual Credit and/or industry credit

&

Scored 1080 or above on SAT

Percent of students with all 6 indicators

Success Indicators are a way to check the overall effectiveness of the District

# Strategic Priority: Effective Collaboration

## Outcome: Highly Effective Professional Learning Communities (PLC) That Improve Our Student Learning Action Steps

	District Action Steps	School Leadership Action Steps	Staff Action Steps
1.A	Lead, support, and model highly effective PLC practices that improves learning outcomes for each student.	Lead, support, and model highly effective PLC practices that improves learning to each student with educators at each school/programm.	Partner with grade-level/course PLC to engage in inquiry cycle and take collective responsibility for each student learning at high levels
1.B	Develop systemic structures to collect, monitor and share ongoing evidence of student learning as it relates to priority standards	As a Building Leadership Team, collect, monitor and share ongoing evidence of student learning as it relates to priority standards with the entire school and share with District leadership team.	Collaboratively collect, analyze and respond to evidence of student learning and share results with BILT.
1.C	Establish reciprocal accountability measures to ensure continuous improvement for educators and students.	Implement and monitor reciprocal accountability measures to ensure continuous improvement of educators and students at the school and program level.	Implement and monitor reciprocal accountability measures to ensure continuous improvement of educators and students.

Action Steps are directly related to the Strategic Priorities & each outcome

## THEORY OF ACTION

1

### **If all district office team members**

collaborate to create and align evidenced-based systems, resources & support; develop system-aligned instructional leadership capacity, and engage families and community members.

2

### **Then, as instructional leaders, ALL principals**

will collaborate to create highly effective Professional Learning Communities (PLC), develop belonging for students, staff, and families, establish a culture of high expectations by providing professional learning and clear feedback that builds staff capacity to implement standards-aligned, evidenced-based, data-driven, rigorous, and student responsive instruction.

3

### **This will support ALL teachers and staff to**

collaborate through the PLC process to implement standards-aligned, data-driven, rigorous, evidence-based instruction that is responsive to each student's academic and social-emotional learning. Teachers will build a learning environment where each student is deeply known, valued and seen.

4

### **Which will ensure that EACH student**

graduates college/career ready and achieves at high levels as a result of actively engaging in rigorous instruction, seeing themselves in their learning, using their voice, and feeling a sense of ownership, safety, and belonging.

## Recommendation to the District 303 School Board

The Strategic Plan Development Committee and the District 303 Administration recommends the Board approve the Community Unit School District 303 five year Strategic Plan.



## St. Charles CUSD 303

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