



COMMUNITY UNIT
SCHOOL DISTRICT 303

STRATEGIC PLAN



TOGETHER BUILDING PATHWAYS TO **EXCELLENCE**

ABOUT THE PLAN



Commitment Statement

TOGETHER BUILDING PATHWAYS TO *EXCELLENCE*

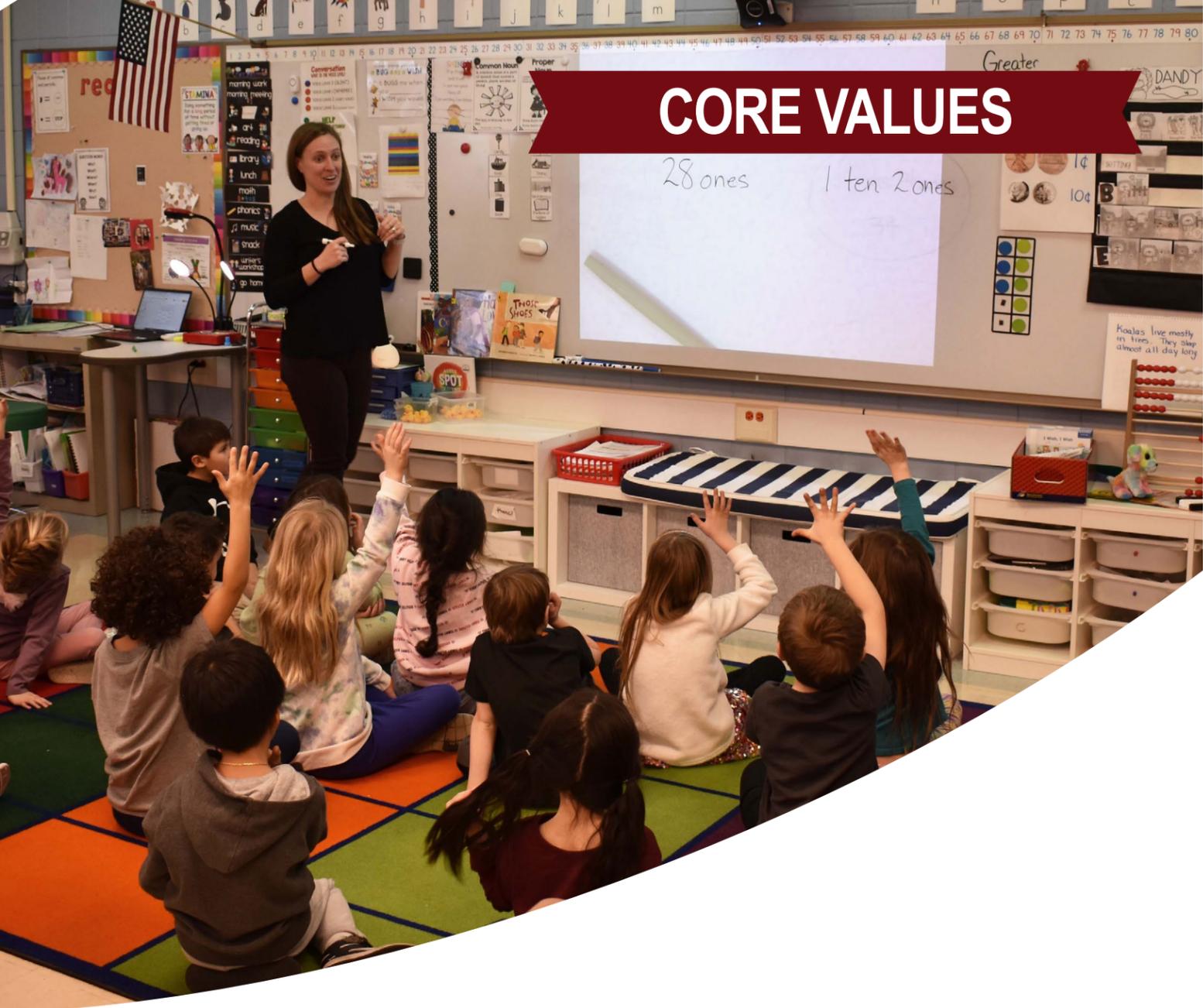
District 303 grounds its work in our Commitment Statement, a forward-facing, succinct and memorable statement that drives decision-making.

Community Unit School District 303 is pleased to present the 2023-2027 Strategic Plan, a comprehensive guide of priorities, resources and intended outcomes in order to drive student success. Our plan was developed by a committee of diverse District voices, who over the course of several months engaged in robust research, deliberation, and continuous communication with stakeholders. Their work represents our District's unwavering dedication to students and desire to elevate performance.

Through daily engagement with our learners, staff, families and community, we have the honor of implementing the plan's commitment statement, core values, strategic priorities and success indicators. Thank you for your support of District 303's Strategic Plan.

Dr. Paul Gordon | Superintendent





CORE VALUES

“ The Core Values are reflected throughout every aspect and truly encompass what it means to be a part of District 303. ”

**- Sabreena Kapadia,
St. Charles North High School
senior & Committee Member**

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.



STRATEGIC PRIORITIES



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.

Establish highly effective Professional Learning Communities.

Maintain responsible, transparent stewardship of taxpayer resources.

Purposefully engage families and community for the benefit of students.



INSTRUCTIONAL COHERENCE

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

Ensure a guaranteed and viable curriculum which is representative of students and is aligned to grade-level, course, or content standards.

Utilize evidence-based instructional practices that are responsive to each student and include grade-level and beyond learning activities and assignments.

Engage in and implement professional learning to advance core grade-level and beyond instruction that supports the values, commitments, and priorities of District 303.

CULTURE OF DIGNITY

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

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

Create learning environments that support the social and emotional well-being of students and staff.

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



SUCCESS INDICATORS



PRIMARY LEARNERS (EC-2)

- **Attendance**
Student attends school 95% or more.
- **Behavior**
Student demonstrates age-appropriate self-regulation and attention skills; Student has 2 or fewer discipline referrals a year.
- **Content**
Student is proficient in math and literacy as evidenced by end of unit common formative assessments.



INTERMEDIATE LEARNERS (3-5)

- **Attendance**
Student attends school 95% or more.
- **Behavior**
Student reports a sense of belonging; Student has 2 or fewer discipline referrals per year.
- **Content**
Student is proficient in math and literacy as evidenced by end of unit common formative assessments; Student meets or exceeds grade level proficiency in math and literacy based on state assessment.



MIDDLE SCHOOL LEARNERS (6-8)

- **Attendance**
Student attends school 95% or more.
- **Behavior**
Student reports a sense of belonging; Student has 2 or fewer discipline referrals per year.
- **Content**
Student has B average or better; Student meets or exceeds grade level proficiency in math and literacy based on state assessment.



HIGH SCHOOL LEARNERS (9-12+)

- **Attendance**
Student attends school 95% or more.
- **Behavior**
Student reports a sense of belonging; Student has 2 or fewer discipline referrals per year.
- **Content**
Student has B average or better
By end of senior year: Earn 1 or more AP or Dual Credits and/or Industry Credits; SAT 1080 or above.





THEORY OF ACTION

WHICH WILL ENSURE THAT EACH STUDENT...

Graduates college and career ready, achieving 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.

THIS WILL SUPPORT ALL TEACHERS AND STAFF TO...

Collaborate through the PLC process to implement standards-aligned, evidenced-based, data-driven, rigorous 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.

THEN, AS INSTRUCTIONAL LEADERS, ALL PRINCIPALS...

Will collaborate to create highly effective Professional Learning Communities (PLC), develop belonging for students, staff, and families, and 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.

IF ALL DISTRICT OFFICE TEAM MEMBERS...

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





Effective Collaboration

OUTCOME: Highly effective Professional Learning Communities (PLC) that improve student learning.

DISTRICT ACTION STEPS

Lead, support, and model highly effective PLC practices that improves learning outcomes for each student.

Develop systemic structures to collect, monitor and share ongoing evidence of student learning as it relates to priority standards.

Establish and implement reciprocal accountability measures to ensure continuous improvement for educators and students.

SCHOOL LEADERSHIP ACTION STEPS

Lead, support, and model highly effective PLC practices that improves learning to each student.

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.

Implement and monitor reciprocal accountability measures to ensure continuous improvement of educators and students.

STAFF ACTION STEPS

Engage with PLCs in learning cycle and take collective responsibility for each student to learn at high levels.

Collaboratively collect, analyze and respond to evidence of student learning as it relates to priority standards and share results with Building Leadership Team.

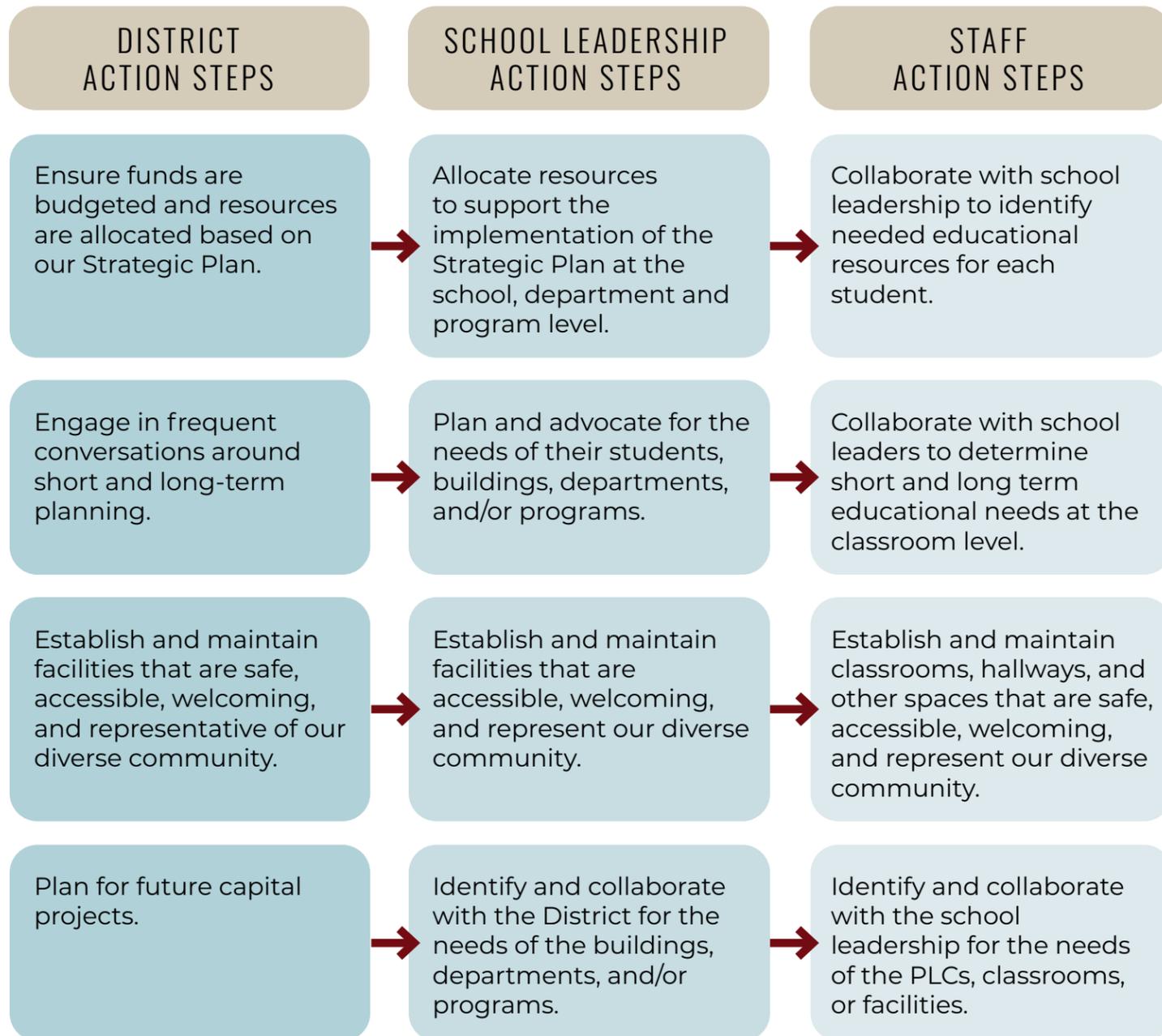
Implement and monitor reciprocal accountability measures to ensure continuous improvement of educators and students.

ACTION STEPS

The Strategic Plan will be implemented through a series of prioritized action steps, which are aligned with the strategic priorities and success indicators.

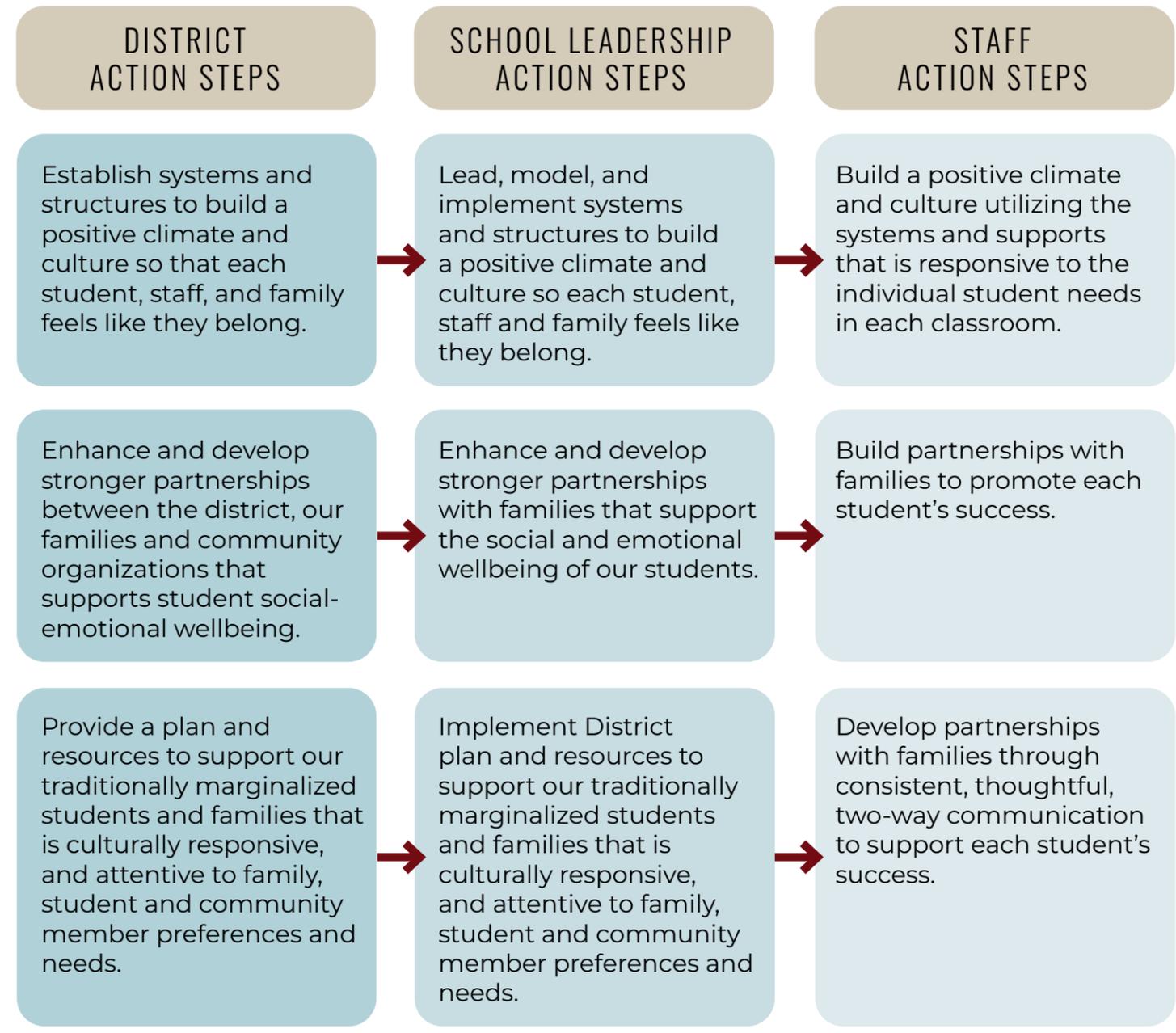
Effective Collaboration

OUTCOME: Responsible, transparent stewardship of taxpayer resources.



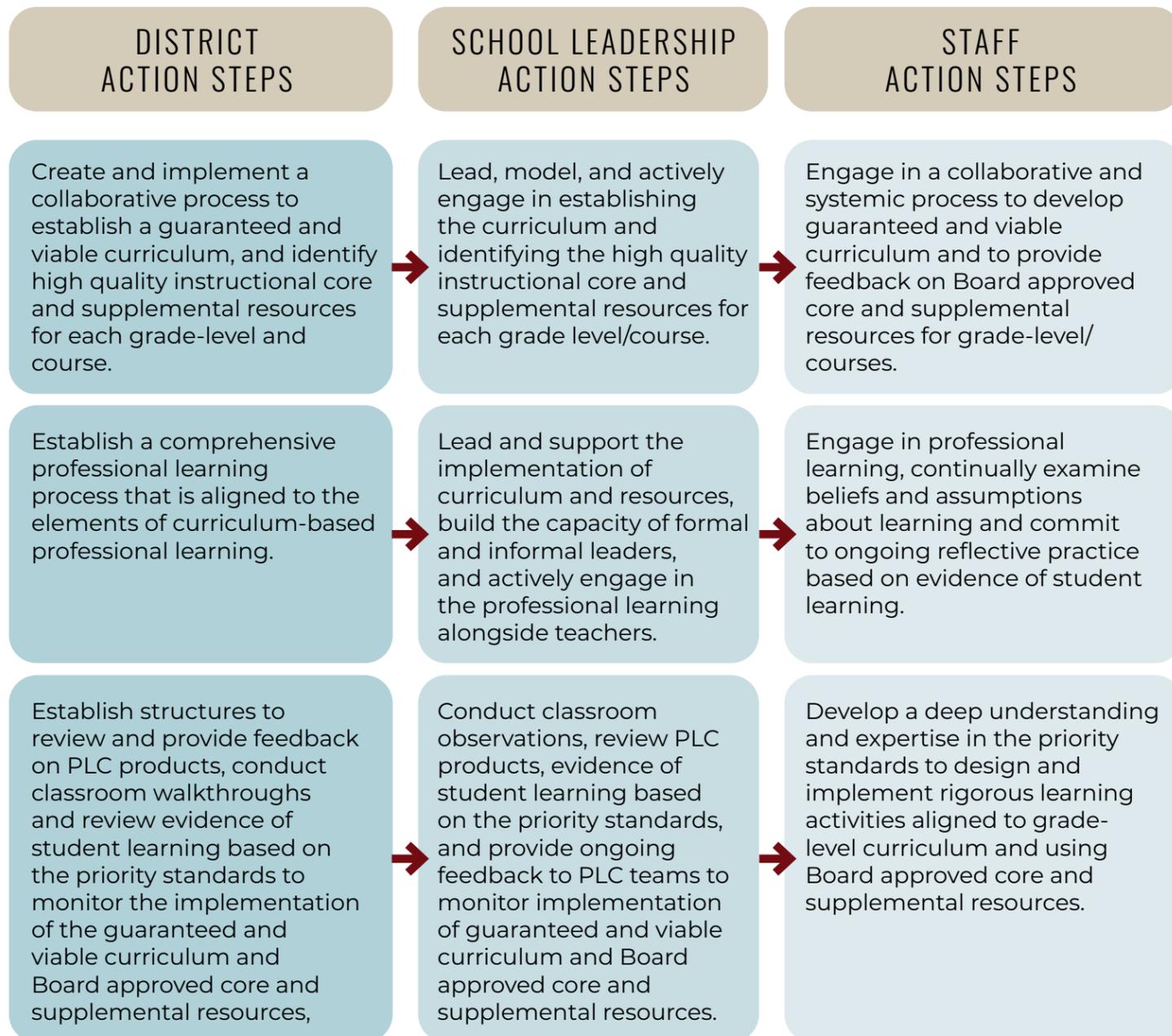
Effective Collaboration

OUTCOME: Engage families and community purposefully for the benefit of students.



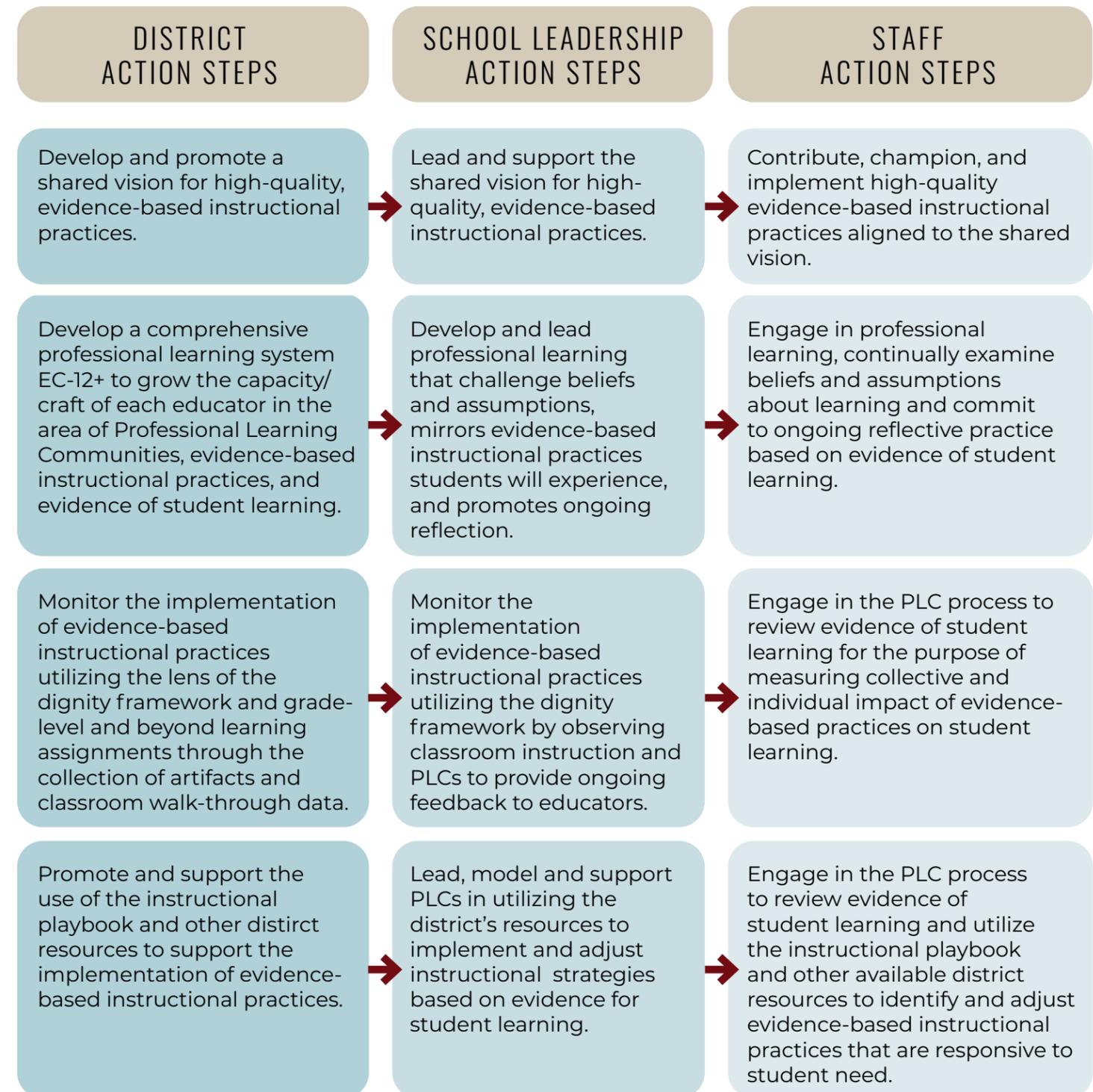
Instructional Coherence

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



Instructional Coherence

OUTCOME: 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.



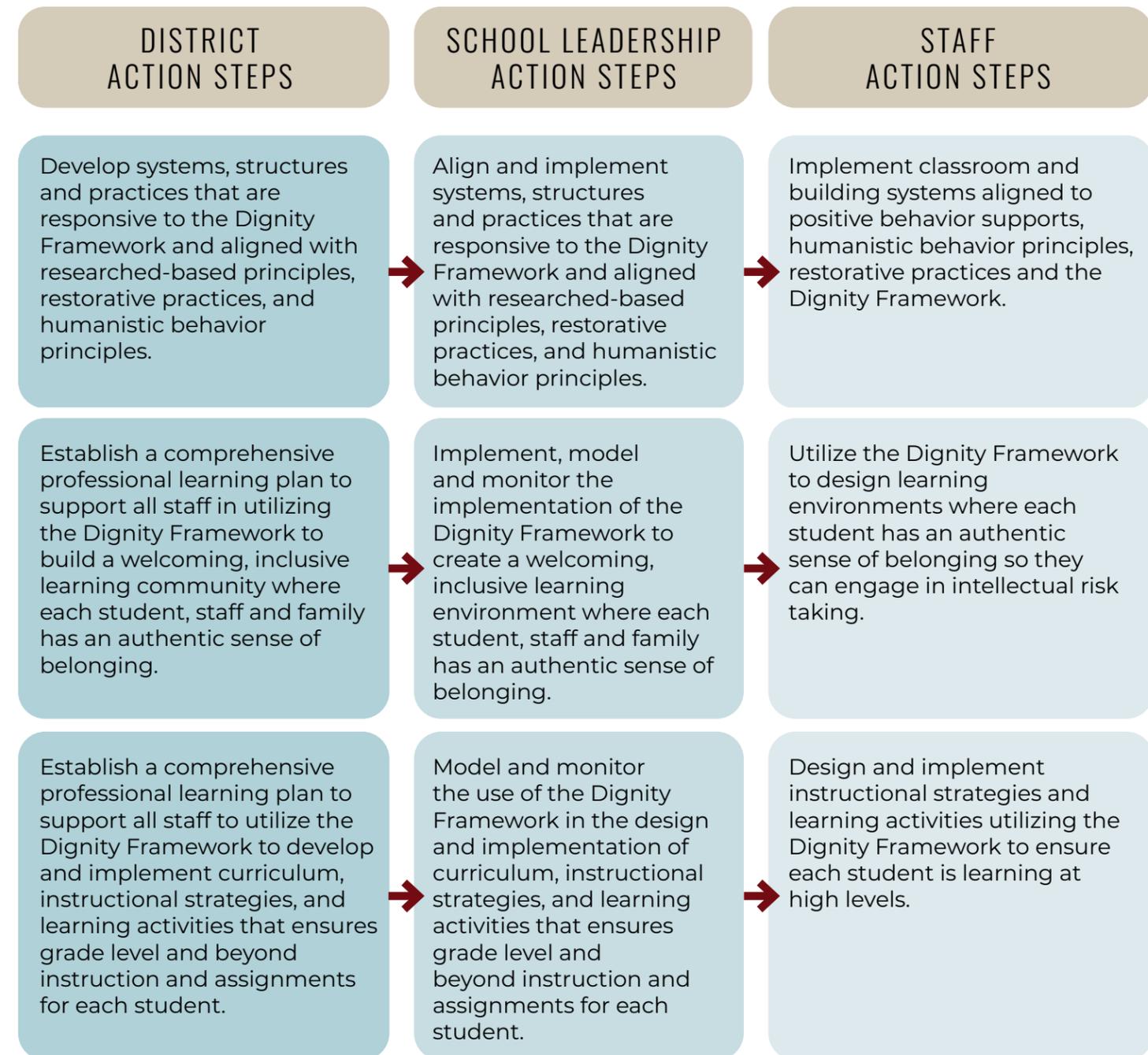
Instructional Coherence

OUTCOME: 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.



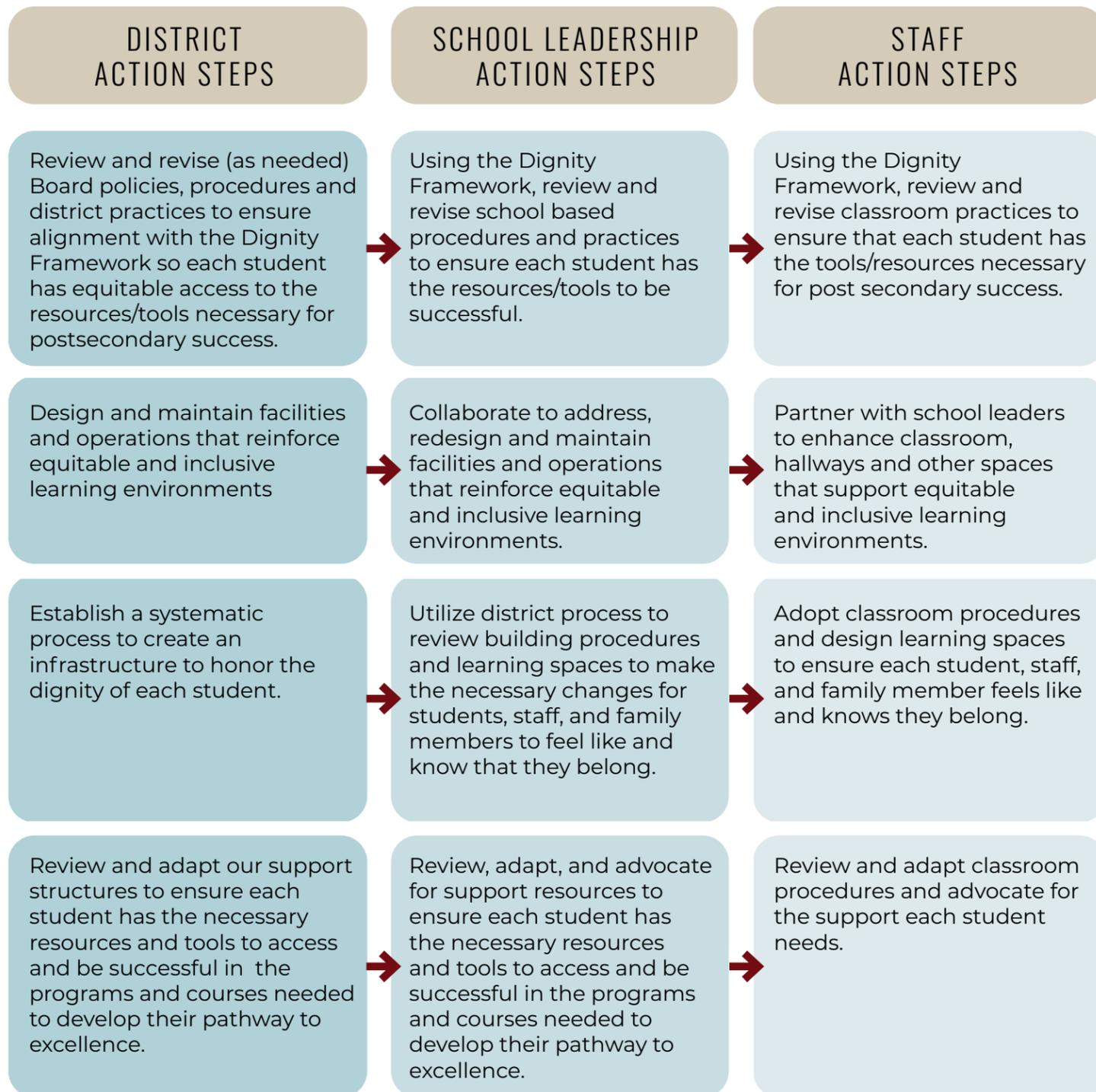
Culture of Dignity

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



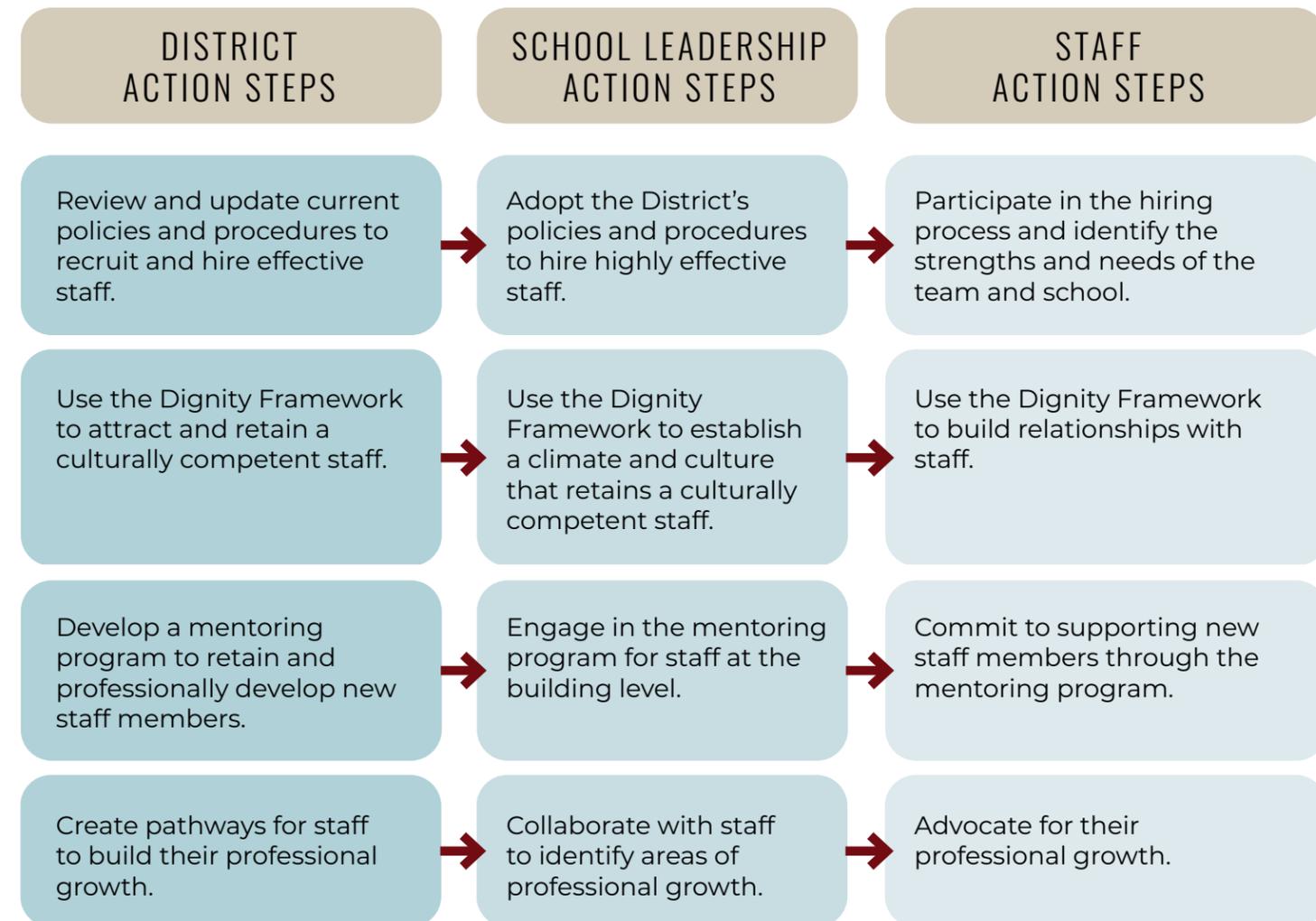
Culture of Dignity

OUTCOME: Equitable policies, programs, and infrastructures that promote access, excellence, and accountability.



Culture of Dignity

OUTCOME: Attract and retain effective, caring, and culturally competent staff.



View the Full Strategic Plan with Action
Steps Online in English & Spanish
*Vea el Plan Estratégico Completo con Pasos
de Acción en Línea en Inglés y Español*



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