Strategic Plan

DISTRICT 303

Community Unit School District 303

1949

Commitment

Together, building pathways to excellence

Core Values

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	Instructional Coherence	Culture of Dignity
People work interdependently to positively affect student learning and take collective responsibility for the outcomes of District 303 students, staff, families, and our community.	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.	All people hold an immense value that is tied to their humanity, regardless of circumstances, social status, or background.

Strategic Priorities & Outcomes

Effective Collaboration	Instructional Coherence	Culture of Dignity
Outcomes	**Outcomes**	**Outcomes**
1. Professional Learning Communities that improve student learning. 2. Responsible, transparent stewardship of taxpayer resources. 3. Engage families and community purposefully for the benefit of students.	1. A guaranteed & viable curriculum which is representative of students and is aligned to grade-level, course, or content standards. 2. 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. 3. 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.	1. Honor the dignity of each student, staff, and community member. 2. Ensure equitable policies, programs, and infrastructures that promote access, excellence, and accountability. 3. Attract, develop, and retain effective, caring, and culturally competent staff.

D303 Success Indicators
Demonstrate the Overall Effectiveness of D303

Primary Learners (EC-2)	Intermediate Learners (3-5)	Middle School Learners (6-8)	High School Learners (9-12 +)
Attendance: 1) Student attends 95% or better **Behavior:** 1) Student demonstrates age-appropriate self-regulation and attention skills 2) Student has 2 or fewer discipline referrals per year **Content**: 1) Student is proficient in math and literacy as evidenced by end of unit common formative assessments.	**Attendance:** 1) student attends 95% or better **Behavior:** 1) Student reports a sense of belonging 2) Student has 2 or fewer discipline referrals per year **Content**: 1) Student is proficient in math and literacy as evidenced by end of unit common formative assessments. 2) Meets or Exceeds grade Level in math and literacy based on state assessment	**Attendance:** 1) student attend 95% or better **Behavior:** 1) Student reports a sense of belonging 2) Student has 2 or fewer discipline referrals per year **Content**: 1) Student has B average or better 2) Meets or Exceeds grade level in math and literacy based on state assessment	**Attendance:** 1) student attends 95% or better **Behavior:** 1) Student reports a sense of belonging 2) Student has 2 or fewer discipline referrals per year **Content**: 1) Student has B average or better *By the end of senior year* 2) Earn 1 or more AP/Dual Credits and/or Industry credits 3) SAT score of 1080 or above
% of students with all 4 indicators	**% of students with all 5 indicators**	**% of students with all 5 indicators**	**% of students with all 6 indicators**

Theory of Action

D303's Theory of Action is HOW We Will Realize Our Commitment for Excellence for Each Student

District Office

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.

Principals

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.

Teachers and Support Staff

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.

Students

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.