CCSD93

Working together, nurturing the potential

Community Consolidated School District 93

Strategic Plan 2013-2018

The purpose and primary value of strategic planning is its power to involve people in a process leading to new understandings and insights about the challenges District 93 may confront in the future and how it should plan for those possibilities.

DISTRICT 93 STRATEGIC PLAN
2013-2018

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LETTER FROM THE DISTRICT 93 SCHOOL BOARD PRESIDENT

Dear District 93 Community Members:

The Community Consolidated School District 93 School Board is pleased to present this Strategic Plan to our community. This plan is based on the recommendations of the members of our District Leadership Team (DLT) and represents the input from over 1500 community, parent, and staff members. The plan identifies the greatest challenges to the sustainability of our School District over the next five years and gives the Board of Education a clear direction with recommendations about how to address these challenges and monitor progress over time. It is a plan to help District 93 not just survive, but thrive.

The world of education is changing at an increasingly rapid pace. Classrooms are becoming more and more diverse, jobs and careers that students are being prepared for are now based on a world-wide market, students can access an expanding number of ways to learn content using a wide variety of technology tools, and social media plays a growing importance in influencing where and how learning takes place. For these reasons and more, current teaching and learning activities and related support services will not be sufficient as we move forward. District 93 must continually assess the implications of these realities to make sure that the education provided to our students is relevant and timely.

We are grateful for our ongoing partnership with you, our community, as we strive to meet the challenges before us and achieve the ambitious objectives of this Strategic Plan. We will report our progress to you on a regular basis as we put this plan into action. We ask for your continued support and feedback as we work together to "maximize the academic, social, and emotional potential of each student."

Sincerely,

Tony Cicero
Tony Cicero
School Board President
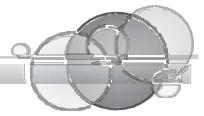
LETTER FROM THE DISTRICT 93 SUPERINTENDENT OF SCHOOLS

Dear District 93 Community Members:

As you will see in the following pages, Community Consolidated School District 93's Strategic Plan 2013-2018 has five major goals that were developed with the input of more than 1500 parents, staff, business leaders, and community members. These goals include, in no particular order:

- *Providing a Rigorous Education for All Students*
- *Being an Employer of Choice*
- *Providing an Engaging Education for All Students*
- *Striving for Performance Excellence while Practicing Fiscal Responsibility*
- *Creating Optimized Learning Environments*

Common to successfully achieving each of these goals is the necessity for District 93 to adapt to constantly evolving academic and social trends to provide a relevant, world-class education to students.

We will expand our use of modern educational best practices, such as implementing standards-based instruction in every classroom, integrating the common core curriculum in every subject area, designing project-based learning opportunities for all students, providing our staff with the opportunity to actively engage in professional Communities of Practice, and personalizing education for our students.

Personalized education is a philosophical approach to teaching and learning that is not a new concept. Educators have always done their best to personalize education for students by focusing on learners' specific needs, strengths, and interests to provide an authentic and reflective learning experience. Thanks to modern technology resources, District 93's teachers will be able to take this approach much further and personalize learning for students in ways never before possible. Students will be taught how they learn best, how to develop personal learning goals, and will become more fully involved in understanding their own cognitive strengths and weaknesses. In other words, students will learn to take more responsibility for their own learning.

Students will be challenged to master 21st century skills of communication, critical thinking, collaboration, creativity, self-direction and global understanding. These skills are embedded throughout the Strategic Plan 2013-2018, as they are critical for both college and career readiness.

We invite you to examine our Strategic Plan and to provide us with comments and feedback that will assist us with the continuous improvement of the plan during the next five years.

Sincerely,

William R. Shields, Ed.D.
Superintendent of Schools

The District 93 Strategic Plan is a plan that provides the Board of Education, administration and both professional and support staff the direction they need over an extended period of time to organize expertise, systems, and resources to achieve the District's mission. The document defines both what is important to achieve (the strategic objectives) and the way to achieve them (strategies and outcomes). It also includes the basic measures (key performance indicators) and a Scorecard that will be used to assess progress over time. The plan will be used by the Board of Education and district staff to improve organizational alignment and performance. It will help all of us make the best use of the valuable resources the community provides this District by improving efficiency and effectiveness.

DISTRICT MISSION AND VISION

The mission statement is a concise statement that focuses the community and district staff on the most essential outcome District 93 hopes to achieve. Our mission statement is a description of what needs to be accomplished for the benefit of our students. It is a statement of the basic purpose of District 93, of the reason why it exists.

Mission: CCSD93 strives to maximize the academic, social, and emotional potential of each student by utilizing world-class educational practices in partnership with parents, staff, and community.

Maximizing the academic, social, and emotional potential of each student means that District 93 provides the best education possible for each individual student so they can take full advantage of every learning opportunity in every subject every day. The mission focuses those in the District to meet not only the academic needs of students but also their social and emotional needs, recognizing that an optimal learning environment responds to the whole child and that maximizing potential cannot be achieved without this inclusive focus.

Utilizing world-class educational practices means that everyone in the District constantly seeks out sources of recognized practices of excellence and uses those sources to compare current district practices with best-in-class models and descriptions of world-class practices to determine where improvements can be made.

In partnership with parents, staff, and community is a recognition that the best possible educational experience for all students cannot be accomplished by the District 93 staff alone, but requires a community-wide collaboration or partnership in order for students to realize their academic, social, and emotional potential.

A vision statement is a broad and general description that articulates what District 93 wants to achieve or accomplish for its students in the future. It reminds all district stakeholders about the direction we want to go and what we are trying to build. It serves as a guide for choosing current and future courses of action.

Vision: Digital Learners and Digital Citizens

Teachers and technology have transformed the classroom. Thanks to the proliferation of mobile-computing devices, social media, online-learning resources, and classroom-based tools such as interactive whiteboards and document cameras, digital literacy has become a reality for District 93 students. Not only have students developed strong technological skills, but they are mastering subject matter using these tools. Students are using mobile devices to communicate, access, and share information, conduct research, and analyze data. These devices are the gateway to digital learning. Digital learning also supports teachers in better identifying and meeting student needs by providing them real-time data on student performance, expanded access to resources to individualize/personalize instruction, and to be part of online learning communities to gain professional development support.

In District 93, digital learning allows for a personalized educational experience. Learning doesn't start when a student enters the classroom and end when the school bell rings. Students access digital learning virtually whenever and wherever they are – both physically and figuratively. Access to a comprehensive array of online courses means a student can begin learning Mandarin Chinese or experience a science course from a retired NASA scientist at Cape Canaveral even though their school does not offer these experiences in a classroom. Students regularly connect with other students from across the world to work on projects that apply what they have learned in a variety of subjects to benefit their local and world communities.

With personalized learning, students spend as little or as much time as they need to master the material. Self-paced programs mean high-achieving students accelerate academically, while students who struggle get additional time and tutoring to gain competency. Even though students are working independently at times to develop new knowledge and skills, much of the day is spent working with other students on projects and other collaborative learning activities. Digital learning extends the school day or school year and connects students with community resources at little or no additional cost. Flexible scheduling allows students to take full advantage of their peak learning times to complete lessons. All this provides each student with access to the best opportunities for creating excitement for learning and gives students the ability to reach their highest levels of potential.

Much of how students learn is moving from textbooks to etextbooks. Now students have all their reading materials on one device, immediately available day or night. If they have a question about concepts in the ebook, they can search for answers immediately, without having to wait to see the teacher during class time. Students have five or more ways of learning content in addition to what they are taught in the classroom. If a student needs clarification, they can access preformatted Internet searches, videos that illustrate and elaborate the concept, teachers teaching the concept in different ways, and access other student notes and comments about the concept. Our vision is for study groups to form through ebook technology, making learning fast and easy by connecting students with any other student in the District at anytime and anywhere. Collaborating with other students on common projects and activities is much more interesting and enjoyable because of the ease of getting together online and sharing ideas. Students check in frequently to their personal study dashboard to see real time stats on time spent studying the text and working with notes, flashcards, and other methods of mastering the content of the book.

Preparation and professional development programs educate teachers and administrators on how to engage students, personalize learning, teach online, and manage learning environments using today's new technology tools and services. Teachers and administrators have immediate access to all the resident expertise within the District and across the world through online discussion groups, similar to professional learning communities, but with a wider range of expertise and without always needing to meet face-to-face. Educators are prepared for different roles - traditional, blended, or online - because they now teach in the technology rich environments of a District 93 classroom.

Administering assessments digitally is more and more a common practice in District 93. Tests are administered and scored quickly and efficiently. Computerized scoring provides the opportunity for a cost-effective method to create better tests beyond multiple choice, including simulations and constructed responses. Getting the results of tests faster improves instruction, which in turn strengthens accountability for learning. Adaptive assessments now more precisely diagnose student weaknesses and capture richer growth measures. Learning management systems, digital curricula, and online summative and formative assessments have the distinctive capability of collecting real-time data on the progress of each student against learning objectives. Instant feedback for students and personalized analytics for teachers provide the support for continuous improvement and competency-based progress.

Truly, District 93 students will be community and global citizens connected to the world in thoughtful and responsible ways because they have exemplary teachers, facilitators, mentors, and partners in learning not only in their school but across the world, and because they have digital learning environments that are attentive to their specific learning goals and needs and interests.

GUIDING PHILOSOPHY: Personalized Learning

Our mission of "maximizing the academic, social, and emotional potential of each student" requires learning environments that are highly adaptive to each student's needs. Personalized learning is not simply about equal access to educational experiences but ensuring that a student's educational path, curriculum, instruction, and schedule be personalized to meet their unique learning goals and interests, inside and outside of school. Personalized learning meets each child where they are and helps them achieve their potential through a wide range of resources and strategies appropriate for their learning style, abilities, and interests as well as social and emotional needs.

Personalized learning requires a shift in the design of schooling. It is the reason District 93 is converting their traditional schools into dynamic, digital learning centers by incorporating the newest technology into students' day-to-day instruction. With 1:1 Learning, children will be able to learn at their own pace and be challenged consistently to utilize critical thinking, communication, and collaboration skills. The essential elements of 1:1 Learning or personalized learning are 1) flexible, anytime/everywhere learning, 2) a redefinition of the teacher role from one as the giver of information to student/teacher-guided explorations of learning, 3) project-based authentic learning, 4) a student-paced learning path driven by day-by-day assessments of strengths and opportunities for improvement, and 5) mastery of competencies using multiple styles of assessments that reflect national and international standards. At its essence, personalized learning ensures all students gain proficiency independent of time, place, and pace of learning.

The quote that follows by Mark Schneiderman, (Senior Director, Education Policy, SIIA) provides perspective on changes in education that make this the optimal time to personalize education.

"We know that personalized learning is not new; it's as old as learning itself. But what is new is that the factory model that we've used to meet the needs of the average student in a mass production way for years is no longer meeting the needs of each student as our student body diversifies. What is new is that our expectations have grown of what students need to know and understand. What has changed is that our students are surrounded by a personalized and engaging world outside of the school, but they're unplugging not only their technology, but their minds and their passions too often, when they enter into our schools. And what is new is that technologies are poised to provide tools and supports to scale and enable personalized learning."
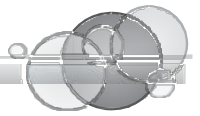
CURRENT AND FUTURE CHALLENGES

District 93 is faced with many issues that directly impact our ability to achieve our mission. Understanding and addressing these challenges is the main reason the District has created a Strategic Plan. Challenges can arise that are internal (student achievement levels, resource allocation, personnel, facilities, etc.) and external (state and federal mandates, state revenue resources, shifting priorities, new technologies, etc.). Carefully defining these challenges enables development of relevant objectives that create the opportunity to not only sustain the School District over time, but to focus improvement activities where they will have the greatest positive impact. The five following challenges (in no rank order) were identified and prioritized using an external scanning process and the collection of community survey information by the District Learning Team (DLT). These are:

1) *Provide a rigorous educational program that will prepare students for a successful high school experience and future careers*: Related to this challenge is the need to:
   - *keep the curriculum current (the core of what students learn) to reflect more challenging state and national learning standards*
   - *personalize learning so that all students have equal opportunities to excel*
   - *keep up-to-date with technology hardware and software applications, support and training*

2) *Hire and retain high quality teachers, administrators, and support personnel in an increasingly competitive market:* Related to this challenge is the need to:
   - *continue to monitor the number and magnitude of initiatives brought on by mandates and other sources and how they impact the productivity of staff*
   - *design staff/administrator compensation, benefits, rewards, and opportunities for recognition that foster a culture of high performance and engagement and attract the best candidates for all district positions*

3) *Address the broadening academic and social needs of an increasingly diverse (language, culture, special needs, all levels of exceptionalities, income, etc.) student population:* Related to this challenge is the need to:
   - *meet the increasing mental, physical, and social emotional health needs of students*
   - *maintain the current breadth of extracurricular programs under current economic and funding constraints*
   - *increase opportunities for collaboration among and between all district stakeholders (students, parents, professional and support staff, administrators, community members, businesses)*
   - *capitalize on the wealth of knowledge, experience, and skill found in these groups, and accelerate interactions that create new levels of innovation, productivity, and responsiveness*

4) *Maintain the district standards of excellence while responding to local, state and national economic conditions that affect district financial support:* Related to this challenge is the need to:
   - *support the continual improvement of district performance*
   - *maintain a workplace culture that delivers a consistently positive experience for students*
   - *create an environment for innovation and risk-taking*
   - *maintain manageable class sizes*

5) ***Maintain and invest in physical facilities:*** Related to this challenge is the need to:
  - *address the issues of aging facilities*
  - *optimize student and staff safety systems*
  - *manage and conserve resources*

These challenges become the strategic objectives for the District 93 to address over the next five years. By focusing on these challenges, the District is assuring each student the best possible education which prepares them to be successful no matter what further education and life choices they make.
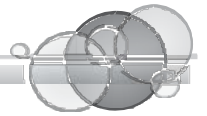
STRATEGIC OBJECTIVE ONE: A RIGOROUS EDUCATION FOR ALL STUDENTS

In order to prepare District 93 students for today's world, the District fuses the three Rs and the four Cs (critical thinking and problem solving, communication, collaboration, and creativity) so that students can meet the challenges of the modern age as they become adult learners and workers. Students work together to solve common challenges which involves the contribution and exchange of ideas, knowledge, or resources to achieve a learning goal. Students learn through digital means such as social networking, technology literacy, technological awareness, and simulation.

Instruction and assessment are driven by formally adopted standards for learning in all content areas and for every grade level. These standards are articulated to clearly identify the essential knowledge, understanding, and skills expected at every grade level and in every subject area. The content standards are communicated to students and parents so there is a clear understanding about what will be mastered during the school year. Teachers know the standards for their grade level or content area, and understand that the expectation is teaching all standards so that all students succeed in meeting or exceeding them.

Achieving a rigorous education for all students cannot possibly be achieved without actively supporting staff members in their continual development of professional skills and knowledge. Staff members, just like any other profession, need to continue to build a shared knowledge and a solid foundation for the very difficult activity of teaching students to meet their academic, social, and emotional potential. Each day there are new discoveries in the neurosciences and applications of technology to the learning environment. This requires staff member to stay current in their chosen profession that require face-to-face as well as virtual opportunities for development and training. These opportunities occur in an environment of collaboration and shared decision-making to assure that the best opportunities for development experiences are available to all staff.

Each of these elements enables District 93 students to be prepared to function effectively in the world around them, and to actualize their potential in order to achieve success in high school and in future careers.

STRATEGY	DESIRED OUTCOMES	DATA SOURCES
Standards-Based Instruction: The Common Core of concepts and competencies each student should master by end of the grade level through the District's curriculum are clearly articulated. Every teacher every day employs instructional pedagogy focused on achieving student mastery of the District's standards-based curriculum. Frequent measures of student achievement using a variety of assessments ensure multiple opportunities for students to demonstrate mastery of the standards-based curriculum.	• The Common Core curriculum is integrated into all aspects of the teaching/learning cycle. • All curriculum, instruction, student assessment, hardware, and software decisions are based on the alignment and compatibility with the concepts and principles of standards-based instruction. • Every teacher teaches the complete standards-based curriculum for their grade or subject area with all students mastering the content and related application skills. • Students achieve proficiency or above on State Standards Achievement Assessments. • The percentage of students meeting growth targets on the NWEA is at or above NWEA benchmarks.	Illinois Snapshot of Early Literacy (ISEL) Scores State Standards Assessment Scores Northwest Evaluation Association Assessment (NWEA) Scores K-8

STRATEGY	DESIRED OUTCOMES	DATA SOURCES
Personalized Learning: Students are provided with personalized, effective, and dynamic classroom instruction customized to their particular learning needs, tailored to learning preferences, and focused on their specific interests. The learner has a voice and choice about the what, when, and how of his/her own learning.	• The learner is motivated and engaged by the learning process. • The learner develops the skills to select and use appropriate technology and resources to support their own learning. • The learner becomes a self-directed learner who monitors his/her own progress and reflects on his/her own learning based on mastery of content and skills. • Teachers combine the best aspects of both traditional classroom methods of instruction with computer-mediated activities to form an integrated or blended instructional approach.	Education for the Future (EFF) Student Survey State Standards Assessment Gap Analysis International Society for Technology in Education(ISTE)/National Educational Technology Standards (NETS) Walk-through Data Tool

	• Multimedia-rich content is provided to students at any time of the day, anywhere the student has Internet access, using the student's own device that allows students the flexibility of learning opportunities 24/7.	Connectivity Data

STRATEGY	DESIRED OUTCOMES	DATA SOURCES
Project/Problem-Based Learning: Student work collaboratively to solve academic and other relevant challenging problems, define what they know, generate and test hypotheses, organize their approaches to solving problems, and communicate the results of their work in appropriate formats and media.	• Students regularly experience authentic learning activities designed to answer a question, solve a problem, or apply something that reflects the kinds of issues and situations found outside of class. • Students collaborate with students in their class, across the District, and across the world to focus on solving community, state, nation, or world issues/problems of interest. • Students are collaboratively engaged in learning content and skills in depth by interacting and struggling with the central concepts and principles of a course of study through project/problem-based activities.	100% of classrooms involved in International Education and Research Network (iEARN) projects Unit templates in every content area K-8 include project/problem-based experiences EFF Student Survey

STRATEGY	DESIRED OUTCOMES	DATA SOURCES
Professional/Personal Communities of Practice: Professional staff are given opportunities to work as colleagues and participate in learning communities to critically reflect on the teaching process, the thinking and actions of students, subject content and structure, and to grow professionally through dialogue, inquiry, and action research. Staff development and professional learning is not restrained by time or location through the use of virtual and online activities.	• Teachers participate in face-to-face and virtual collaborative learning opportunities with colleagues across the District and across the world focused on Strategic Plan initiatives. • Teachers have just-in-time access to information and can become part of a staff learning community at anytime using their device of choice. • Specialists moderate learning community discussions and actions as part of discussion groups related to their area of expertise and also encourage other staff members to participate that have particular kinds of skills and abilities or best practice examples. • Face-to-face staff development is followed by an ongoing series of virtual learning community discussions about how to apply what participants learn after the initial training takes place. • Professional learning is meaningful, job-imbedded and delivered in real-time. • The District has capacity to support the implementation of initiatives and coach the implementation of the Common Core Standards, Standards-Based instruction and assessment, and personalized learning. • The District continues to support collaboration opportunities with higher education organizations.	My Learning Plan (MLP) Diversity Data Staff Professional Development (PD) Survey District/University Partnerships

STRATEGIC OBJECTIVE TWO: EMPLOYER OF CHOICE

Top performing organizations recognize that people are their most important asset. To optimize this extremely valuable asset requires making District 93 an attractive place to work and to stay. An employer of choice is one that employees are happy to be a part of and one for which others want to work. Strengthening employer/employee relationships, offering innovating compensation and benefits packages, and investing in employees' learning and growth are ways District 93 can achieve this objective. Creating a work environment where employees are enthusiastic about their jobs all the time is a top priority. Planning improves the likelihood of creating the right match between employee skills and job assignments, as well as coordinating learning opportunities and enhancing workforce capabilities. Attracting qualified applicants, motivating the existing workforce, and inspiring long-term commitment are realistic factors for attaining strategic objectives regarding turnover and retention.

STRATEGY	DESIRED OUTCOMES	DATA SOURCES
Talent Management: District 93 attracts and hires the best possible candidates for the position and then develops, motivates, compensates, retains, and provides for the well-being of employees. Exemplary systems and processes for recruitment, retention, assessment and evaluation, compensation and benefits, learning and development, and succession planning are applied with excellent results.	• Hire highly qualified new licensed employees. • Time to fill positions. • Workforce satisfaction and desire to stay for employees are at state and national best-in-class levels. • Workforce salaries and compensation packages are competitive with benchmark districts. • Social media and other forms of communication are utilized to effectively meet employee HR information needs. • Recruitment tools and materials create a total value package message that attract highly qualified candidates for all positions • Substitute Fill Rates	Report of percentage of highly qualified licensed staff Average number of days to fill administrative, instructional, paraprofessional, and support positions from created/posted to offered/accepted Harris Satisfaction Survey Comparison data of benchmark districts Daily use data including form of communication usage Benchmark recruitment materials Monthly substitute fill rate reported on Aesop for preschool, elementary, and middle school as well as licensed and paraprofessionals

STRATEGY	DESIRED OUTCOMES	DATA SOURCES
Meaningful Staff Development: Develop a skilled and talented workforce through meaningful professional development (for certified staff, paraprofessionals, secretarial, custodial, registered nurses, and administrative staff).	• Professional development programs that create opportunities for leadership development, promote leadership capabilities, job skills, and employee productivity are carefully designed and adequately resourced. • Staff are provided expanding learning opportunities using their own devices by applying such Web 2.0/3.0 applications as blogs, wikis, Rich Site Summaries, mashups, and social bookmarking to create, collaborate, edit, categorize, exchange, and promote ideas and information so that learning is an anytime, anyplace activity.	Staff PD Survey The percentage of distance learning and independent study options for teachers is equal to or greater than the number of face to face learning opportunities Harris Staff Satisfaction Survey

STRATEGIC OBJECTIVE THREE: AN ENGAGING EDUCATION FOR ALL STUDENTS

Diversity has become the norm among students in the classrooms of today. This diversity includes languages, families, cultural backgrounds, economic levels, and experiential backgrounds. No student should be denied the opportunity to reach their potential because of diversity. The notion of a public education available to all students "on equal terms" has broadened to include considerations for an increasingly diverse population of school children. Instructional accommodations, modifications, and differentiation all center on addressing the individual learning needs of students, supporting their mastery of content standards and indicators. Educators drawing on these supports consider information and data regarding students' disabilities, language dominance, learning profiles, interests, and academic readiness when planning instruction and learning tasks for students, all of whom have unique learning needs. A continuing need is to plan proactive interventions that discourage bullying and channel these destructive behaviors into positive activities. The District must remain vigilant for any student behaviors that cause emotional injury to other students and to their inability to engage in the educational opportunities provided them. The need is to continue to find effective ways to engage all students in the classroom of diverse learners.

STRATEGY	DESIRED OUTCOMES	DATA SOURCES
Engaged and Empowered Student Learning: Teaching is focused on matching what and how to teach with what students need to know, how they learn, and where and when they learn. Technologies that foster participant engagement in learning activities within courses are utilized to their full extent.	• Personalized learning is used extensively to immerse students in learning environments where every decision a student makes is captured and considered in the context of sound learning theory and used to guide the student's learning experience, to adjust the student's path and pace within and between lessons, and provides formative and summative data to the teacher. • Software programs and other student learning materials are adapted or adopted based on the elements of creating formative feedback to the user, the system, and the teacher; individualized sequencing of curriculum and learning experiences; individualized pace of learning; and student engagement through gaming. • Technologically assisted diagnostic and formative assessments are used by teachers on a routine basis to gather data about performance and to frequently adjust learning activities so they are continually personalized.	ISTE/NETS Walk-through Data Tool EFF Survey Results

	• Teachers and administrators have developed their knowledge and application of social/emotional learning and how to differentiate for individual needs.	

STRATEGY	DESIRED OUTCOMES	DATA SOURCES
The Whole Child: All schools and classrooms create opportunities to enhance the development of all aspects of student talents and support the long-term health of all students. The District realizes that adult quality of life is greatly influenced by the talents and habits students develop during their educational experience.	• Students participate and show appreciation for the fine and performing arts. • Students acquire the knowledge to be able to make good health and physical activity decisions and set life-long wellness priorities. • Integrating movement across the school day is embedded in extracurricular, co-curricular, and the academic curriculum itself. Physical movement and activity is used to maximize learning and the learning experience. • Integration of behavioral supports provides a safe and supportive learning environment that is free from bullying.	Number of students involved in extracurricular drama/art activities "Go Fit" Data School Wide Information System (SWIS) Data

STRATEGY	DESIRED OUTCOMES	DATA SOURCES
Parent Collaboration in Learning: Learning does not begin or end in school. Families are a central source of children's learning and development and their influence cannot be ignored. Engaging with families can inform, complement, reinforce, and accelerate educators' efforts to educate the whole child. Without strategic and continuous connections between families and educators, we cannot ensure that students are healthy, safe, engaged, supported, and challenged.	• Parents (or other responsible family members) and schools communicate regularly and clearly about information important to student success. Schools inform families about standards and how they relate to the curriculum, learning objectives, methods of assessment, school programs, discipline codes, and student progress to promote two-way communication. • Schools collaborate with families to develop personal learning plans for each student. Parents fully understand their child's program and how that program ensures they learn to high standards. • Schools support families and students by forming collaborative relationships with many public and private agencies that provide family support services. Linking families to services and community organizations can strengthen home environments and student learning. These partnerships create shared responsibility for the well being of children, families, and schools by all members of the community.	Harris Satisfaction Survey Community Satisfaction Survey Data Illinois 5 Essentials Survey

STRATEGIC OBJECTIVE FOUR: PERFORMANCE EXCELLENCE AND FISCAL RESPONSIBILITY

District 93 has worked hard over the years to develop a reputation described as a "standard of excellence" in education. This standard of excellence is constantly threatened by local, state, and national economic conditions, by state and national unfunded mandates, by technological innovations, and by societal demands and pressures. The world in which we live continually demands better systems and tools to achieve better performance. District 93 is constantly faced with the challenge of achieving higher and higher levels of excellence, while operating in the new national norm of more for less. Constant attention to these issues and how they interact with the District is necessary in order to continue to live up to our "standard of excellence" reputation.

Successful organizations understand and manage threats and vulnerabilities as well as capitalize on their strengths and opportunities. These factors guide strategy development, support operational decisions, and align measures and actions. The basic elements of leadership, planning, stakeholder focus, measurement and analysis, workforce focus, operations focus, and results are the organizational components that need to be continuously improved in order for District 93 to maintain our "standard of excellence." Focusing on these elements leads to a consistency of purpose and supports innovation, engagement, individual initiative, and fact-based decision making—all of which are components of high-performing organizations. Ongoing continuous improvement results in and leads to innovation throughout the District. District 93 wants to address the many attacks on its "standard of excellence."

Any organization is based on the trust it engenders with stakeholders. Trust is built on communication and keeping promises. Communication with all stakeholder groups and especially community members that do not have children attending school is a very important aspect of this strategic objective. The School District is the community's most important asset and community members and other district stakeholders need to be constantly reminded about what they are getting for their investment. Constant communication is necessary to convey the many different messages targeted to different stakeholder groups so that everyone is informed about how the District is meeting the educational needs of students in the community.

STRATEGY	DESIRED OUTCOMES	DATA SOURCES
Data-Based Decision-Making: Measurement and analysis of performance is an indispensable part of the decision-making process and continuous improvement of all aspects of District 93. Data-based decision-making calls for a comprehensive and integrated system that responds to the information needs of all district stakeholder groups including students, staff, administrators, and parents.	• Data collection, storage, and use ensure the properties of accuracy, integrity, timeliness, security, and confidentiality. • Data availability for all stakeholder groups is reliable, secure, user-friendly, and transparent. • Data are longitudinal, actionable, contextual, and interoperable. • The continued availability of hardware and software systems and the continued availability of data are ensured in the event of an emergency. • The collection of data is driven by three interrelated Scorecards at the District, department, and school levels.	Fast Feedback Form Harris Survey Data Category Analysis Emergency Plan/Flowchart Scorecards

STRATEGY	DESIRED OUTCOMES	DATA SOURCES
Visual Process Management: Visual process management is a standardized approach to designing and documenting department and school processes. It creates an easily accessible visual document for each process with related contextual information and allows anyone in the District instant access to current process information, including improvements that have been made over time.	• All processes that departments and schools consider to be critical to the success of the School District can be found on the visual process management site. • Each district department has a resident process management expert who is available to assist colleagues in process design and documentation.	Documentation Process expert identified

STRATEGY	DESIRED OUTCOMES	DATA SOURCES
Continuous Improvement: Continuous improvement is the acknowledgement that nothing in any organization is perfect and that there are multiple opportunities for improvement that continuously present themselves. The only constant is improvement. Continuous improvement is at the heart of quality. Everything should be in a constant state of improvement.	• There is a standardized approach to continuous improvement that is routine and used by everyone in the District to continuously improve processes. • Data and the visual process management site are the starting points for all improvement activities. • All aspects of communication strategies to all district stakeholder groups is continuously monitored for effectiveness and adjusted based on feedback data.	Standardized Improvement Model Documentation Communications Plan

STRATEGY	DESIRED OUTCOMES	DATA SOURCES
Improve productivity and manage costs: CCSD93 plans, manages, monitors, and reports spending to provide decision makers and the community with a reliable, accurate, and complete view of the financial performance of the educational system at all levels.	• Needs and resources are aligned. • Spending is monitored throughout the year and reports are provided to decision makers and the community. • The Capital Improvement Plan aligns resources to capacity and facility requirements. • Fiscally responsible financial practices are followed in order to manage costs. • High standards for transparency regarding fiscal responsibility are maintained and enhanced over time.	Financial forecasts, enrollment projections, annual audit, Facility Capital Project request, and facility furniture replacement requests Monthly Treasurer's Report, Regular Year-End Financial Analysis Reports, and Annual Financial Audit Biennial review of the Capital Improvement Plan with School Board Adjustment to debt financing as applicable, budget allocations by department, cost reduction proposals Financial audit (unqualified auditor opinion), parent site-based and community satisfaction surveys

STRATEGIC OBJECTIVE FIVE: OPTIMIZED LEARNING ENVIRONMENTS

How well students learn is limited or enhanced by where students learn. The capacity of facilities to support optimum learning environments creates opportunities for teachers and students to make how they learn fit the goal of learning.

District 93 needs to provide the necessary facilities and support to maintain and expand the District's "standard of excellence." The most important actions of District 93 to create optimal learning environments are to:

- Manage resources efficiently and effectively to enhance teaching and learning;
- Provide attractive, safe, and healthy spaces that engage students in active and meaningful ways;
- Create engaging, technology-rich learning environments;
- Explore ways to obtain community and business support by responding to opportunities to obtain available grant money and other resources; and
- Be a good steward of the environment and the community by designing or redesigning facilities that are energy efficient, green, and sustainable, modeling for students the kinds of environments that help to preserve the planet for future generations.

STRATEGY	DESIRED OUTCOMES	DATA SOURCES
Environmental Stewardship: Provide environments that are clean, safe, and conducive to learning and that apply best practices for energy efficiency and environmental sustainability. Students and staff members identify and report ways to increase energy efficiency of facilities and support programs. These reports include comparability data so that senior leadership can evaluate the energy efficiency of district facilities and programs against other sites and identify best practices to improve.	• Students and parents report that learning environments are safe and conducive to learning. • Environmental stewardship reduces energy usage and greenhouse gas emissions by designing and redesigning facilities and their grounds to be high-quality, energy-efficient, or "green". • Optimizes learning opportunities that are supported by providing energy efficient facilities and engaging students in what it means to be responsible stewards of the environment. • District 93 is a waste-free organization.	Harris Satisfaction Survey CCSD93 annual facility energy report card, demonstrating practices, materials, and services that meet or exceed industry environmental standards (e.g., energy usage per square foot) Illinois 5 Essentials Survey Benchmark data and waste audit data sheet

STRATEGY	DESIRED OUTCOMES	DATA SOURCES
"Always On" Learning: District 93 makes an infrastructure available to students, staff, parents, and community members for learning regardless of their location or the time of day. It supports access to information, as well as access to participation in online learning collaboration. It enables seamless integration of in- and out-of-school learning.	• State-of-the-art technology is used that creates engaging, relevant and personalized learning experiences for all learners, regardless of background, language, or disability and extends the access of this technology to parents and community members.	Annual Pearson Technology Survey
	• Students, staff, and parents, are satisfied with the technology learning infrastructure.	Community Satisfaction Survey
	• The technology infrastructure has been designed to be reliable and dependable.	Community Satisfaction Survey
	• Students know how to use technology appropriately and are prepared for a society full of technology. Students become digital citizens by learning and applying the norms of appropriate, responsible technology use.	LLLS standards Scores from Report Card
	• All district policies and practices related to student technology use are constantly monitored and adjusted in order to ensure safe use by students.	Annual Policy Review Timeline
	• Partnerships are developed with businesses, government agencies, and other organizations to enhance technology use at all levels of the District.	COSN/ICE Partnerships

STRATEGY	DESIRED OUTCOMES	DATA SOURCES
Optimized Facilities and Support Services: Facilities and support services are optimized to achieve student learning expectations. High quality facilities are healthy and create a comfortable climate for working and learning. Support services deliver value, reliability, and safety. There is a balance between resources and program demands and a constant focus on delivering higher quality services with increased cost-efficiency.	• Facilities are improved and maintained to provide optimal and safe learning environments, meeting or exceeding school facility standards.	Annual safety inspections, annual Regional Office of Education safety audits, and parent/staff satisfaction surveys
	• Facilities are redesigned to be 21st century learning environments that are compatible with and support the kinds of learning described in the District vision statement.	Degree of alignment with 21st century learning environment designs and standards, design performance checklist, and LEED checklist
	• Transportation supports student learning and co-curricular activities.	Site-based and community satisfaction surveys
	• The National School Lunch Program supports student learning and co-curricular activities.	Site based satisfaction surveys
	• Community and business support is evident through available grant money and other resources.	7Grants that CCSD93 receives that support strategic initiatives
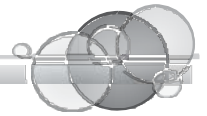
IMPLEMENTING THE STRATEGIC PLAN

It is the responsibility of the District 93 School Board, senior leadership, district administrators and all other staff members to implement the District's mission, vision, and core values and align all activities to achieve the Strategic Plan objectives. District 93 must be focused because well-deployed strategic objectives are the means to achieving exemplary student performance. The Strategic Plan provides district leaders the information they need to move from an abstract set of strategic objectives to an actionable set of priorities. The Strategic Plan strategies, desired outcomes, and key performance indicators form the "game plan" to achieve the mission, vision, and strategic objectives.

The School Board and senior leadership play key roles in communicating the District's mission, vision, and strategic objectives to community members, parents, and staff in order to gain consensus, support, and commitment. It is the School Board's responsibility to monitor the implementation of the Strategic Plan, as well as the resulting outcomes, using the key performance indicators derived from the data sources specified in the Strategic Plan Scorecard.

District 93 will utilize two tools that are essential to the successful implementation of a school district strategic plan: 1) an implementation tree which is a plan that describes what will happen and when it will happen to achieve the Strategic Plan strategic objectives and 2) a Balanced Scorecard which identifies the key performance indicators under each goal and performance targets. The Balanced Scorecard will be monitored to determine progress, allowing any necessary corrections to be made throughout the duration of this Strategic Plan.

DISTRICT 93 SCHOOL DISTRICT STRATEGY MAP

The strategy map lays out the strategies under each strategic objective. It provides the "blueprint" district leaders use to accomplish the mission, vision, and strategic objectives. The strategies identified in the Strategic Plan are used by district senior leaders to determine what specific programs, processes, and practices will be implemented over time. A strategy map is a useful graphic that shows all the strategies that need to be in place for the Strategic Plan to be accomplished and illustrates how the different strategies support each other. Board members, the superintendent, district staff members, parents, and others can use the strategy map to monitor implementation activities and review the performance of strategies as their influence is felt within the organization.

DISTRICT 93 SCHOOL DISTRICT BALANCED SCORECARD

The Scorecard identifies the key performance indicators that the District and its stakeholders will monitor to determine progress toward specific targets and ultimately the successful achievement of the strategic objectives. The key performance indicators are the most salient measures within each strategic objective and are the metrics that define the standards that the District will hold itself accountable for. Key performance indicators may be modified accordingly after each annual plan review. Baseline data will be provided where available to reflect our current status on these indicators. Five-year targets will be set for each key performance indicator by considering the importance of high standards for all students, our already relatively high levels of performance in many areas, and national benchmarks from Baldrige award-winning districts. The School Board will track performance annually against these baseline data and the five-year targets.