



LAKE BLUFF SCHOOLS
DISTRICT 65



The Road to *success*

STRATEGIC PLAN

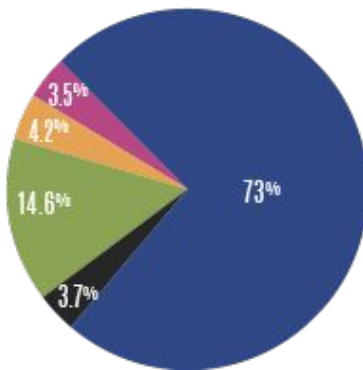
STARTING LINE: LAKE BLUFF SCHOOL DISTRICT 65 (2022-2023)



857
STUDENTS



19
Average
class size



White Black Hispanic
Asian Two or More

16%

of students are
receiving services
through an IEP

9%

of students are
multilingual learners

13%

of students come
from low-income
households

13%

of our students are
chronically absent
(missing more than 10% of
school days)

TEACHER

77%
Have a Masters
degree or higher

14
to
1

100%
Proficient or
excellent

Measuring our *success*

District 65 monitors student success in multiple ways in order to measure our performance and target ongoing support for students as they grow and develop as learners and leaders. Our goal is for ALL students to demonstrate success in one or all of these ways.

Students meet or exceed standards on the Illinois Assessment of Readiness in ELA or Math (score of 4 and 5)

Students demonstrate high growth and/or high achievement on the NWEA assessment in ELA and Math

Students exhibit performance on individualized plans for growth that target specific learning and language needs

79.9%

3rd-8th grade students
are meeting or exceeding
standards of growth and/or
achievement in math as measured
by the Illinois Assessment of
Readiness and NWEA MAP

78.8%

3rd-8th grade students
are meeting or exceeding
standards of growth and/or
achievement in English Language
Arts as measured by the Illinois
Assessment of Readiness and
NWEA MAP

FINANCES

AAA
BOND RATING
the highest credit
rating possible

**AWARD
OF
EXCELLENCE**
in finance

Measuring Student Growth and Achievement in an **Equitable**, **Purposeful** and **Respectful** Way



- Illinois Assessment of Readiness
- NWEA/MAP
- ACCESS for ELLs
- Individualized Education Plans

Giving our students multiple ways to demonstrate their perseverance on the road to SUCCESS



In partnership with District 67 and District 115

CRITICAL THINKING

- Apply disciplined thinking that is clear, rational, open-minded, and informed by evidence.
- Consistently improve the quality of one's thinking by skillfully analyzing, assessing, and reconstructing along the way.
- Understand the "bigger picture" and propose solutions that are mindful of the impact they may have on other parts of a system.

COMMUNICATION

- Listen effectively to decipher meaning - including knowledge, values, attitudes, and intentions.
- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
- Use communication for a range of purposes and audiences (e.g. to inform, instruct, inspire, and persuade).

ADAPTABILITY

- Work effectively in a climate of ambiguity and changing priorities.
- Demonstrate flexibility and agility in thoughts and actions when acclimating to various roles and situations. Respond constructively to feedback, praise, setbacks, and criticism.
- Understand, negotiate, and balance diverse views and beliefs to reach a workable solution.

EMPATHY

- Seek to understand from another's perspective.
- Listen without judgment.
- Demonstrate awareness, sensitivity, concern, and respect for others' feelings, opinions, experiences, and cultures.

CONFIDENCE

- Believe in one's ability to ultimately attain a defined goal. Persist to overcome adversity and obstacles to uncover alternate strategies and achieve goals.
- Reflect on successes and failures as a way of refining the path forward.
- Take initiative and act with purpose.

CITIZENSHIP

- Value and embrace diverse cultures and unique perspectives through mutual respect and open dialogue.
- Demonstrate personal, civic, social, local, and global responsibility through empathetic and ethical behaviors.
- Contribute and take action to make the world a better place.

Mission:

Ensure academic achievement and personal growth for all students through innovative and engaging educational opportunities.



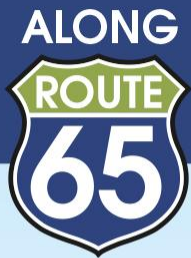
Motto:

Excellence in Education,
Enthusiasm for Life, Every
Student, Every Day.



Vision:

An inclusive community of motivated learners who are inspired to change the world through exploration and collaboration.



LANDMARK GOALS

Community Partnerships

Cultivate partnerships with families and the community to build trust and commitment to support and expand learning opportunities for each student.

Student Achievement

Ensure every child has what they need to progress academically, achieve their goals, maintain their well-being, and develop their interests.

Staff & Educator Excellence

Select, develop, mentor, and retain high-quality staff and leaders to ensure each student is surrounded by excellence.

Fiscal Responsibility & Resource Management

Align financial, physical, and human resources to ensure integrity and equity in resource planning and allocation through careful financial stewardship.

Learning Environment

Establish and maintain safe, positive, rigorous, and engaging learning environments to meet the social, emotional, and academic needs of each student.

Year 1:

Goal 1: By June 30, 2024 the percentage of students demonstrating growth and/or achievement in reading and math as measured by the Illinois Assessment of Readiness, NWEA/MAP spring assessments and ACCESS for ELLs **will increase from 80% to 83%.**

Results: **85% of our students demonstrated growth and achievement in ELA on IAR or MAP**
 79% of our students demonstrated growth and achievement in Math on IAR or MAP

Goals 2 and 4: By June 30, 2024 the percentage of staff reporting high levels of engagement and satisfaction with their employment in District 65 as measured by the Humanex culture and climate survey data **will increase from 82.4% to 84%.**

Results: **77.7% of staff reported high levels of Engagement and Satisfaction with their employment in District 65.**

Goal 4: Baseline data on student and parent engagement: **38% of students reported high levels of Satisfaction and Engagement and 64.5% of families reported high levels of School Pride and Service Quality**

Goal 3: Baseline data on parent/community participation in district events (Ongoing)

Goal 5: By June 30, 2026 the district will build a system to ensure return on investment of resources as measured by usage and satisfaction data.

Year 2:

Goal 1:

- By June 30, 2025 the percentage of students demonstrating growth and/or achievement in ELA as measured by the Illinois Assessment of Readiness, NWEA/MAP spring assessments and ACCESS for ELLs will increase **from 85% to 87%.**

Results: 92% of our students demonstrated growth and achievement in ELA on IAR or MAP

- By June 30, 2025 the percentage of students demonstrating growth and/or achievement in Math as measured by the Illinois Assessment of Readiness, NWEA/MAP spring assessments and ACCESS for ELLs will increase from **79% to 83%.**

Results: 84% of our students demonstrated growth and achievement in Math on IAR or MAP

Goals 2 and 4: By June 30, 2025 the percentage of staff reporting high levels of engagement and satisfaction with their employment in District 65 as measured by the Humanex culture and climate survey data will increase from **77.7% to 84%.**

Results: 79% of staff reported high levels of Engagement and Satisfaction with their employment in District 65.

Goal 3: By June 30, 2025 the percentage of families reporting high levels of school pride and quality service in District 65 as measured by the Humanex survey data will increase from **64.5% to 67%.**

Results: 65% of families reported high levels of school pride and quality service in District 65.

Goal 4: By June 30, 2025 the percentage of students reporting high levels of satisfaction and engagement in District 65 as measured by the Humanex survey data will increase from **38% to 40%.**

Results: 26% of students reported high levels of satisfaction and engagement in District 65.

Celebrations: ML Student Growth

Subject:

All Subjects

Growth Year: **2024-2025**

Growth Comparison Group: **STATE OF ILLINOIS**

Term: **Spring**




Overall Growth

+ 0.09



Expected Growth

Student Growth by School

School:	Student Count [^]	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
LAKE BLUFF ELEMENTARY	41	12%	10%	68%	22%	- 0.10 
LAKE BLUFF MIDDLE	25	12%	12%	88%	0%	+ 0.40 
ALL	66	12%	11%	76%	14%	+ 0.09 
EXPECTED			16%	68%	16%	0.00

* Dot color is green for all growth scores that are not statistically significant

[^] Student count only includes students with at least 1 predictor

***Percentages may not add to 100 due to rounding*

****Results not reported for groups with fewer than 5 students*

Celebrations: Multilingual Student Achievement

24/25 Exit Data	8 students
23/24 Exit Data	3 students
22/23 Exit Data	4 students
21/22 Exit Data	3 students

Celebrations: Student Services Family Support

<https://www.isbe.net/Pages/SPP-APR-Indicator-8.aspx>

ILLINOIS BOARD OF EDUCATION



IDEA State Performance Plan Indicator 8 and Item Analysis Report *Lake Bluff ESD 65: 20 Received / 123 Sent (16.3%)*

Average Agreement Across All 25 Survey Items

Indicator 8 Summary*		Total	Very Strongly Disagree (1-1.99)	Strongly Disagree (2-2.99)	Disagree (3-3.99)	Agree (4-4.99)	Strongly Agree (5 - 5.99)	Very Strongly Agree (6.00)
State Target Percentage:	72.50%	20	0	0	1	1	12	6
State Indicator 8 Percentage:	68.20%	100.0%	0.0%	0.0%	5.0%	5.0%	60.0%	30.0%
District Indicator 8 Percentage:	95.00%							

* Indicator 8 is the proportion of parents who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. For more information about Indicator 8, please click [here](#).
The Indicator 8 Percentage is the proportion of respondents whose average response is 4.0 or more. [Learn about the Indicator 8 and Item Analysis Report here](#).

Year 3:

Goal 1:

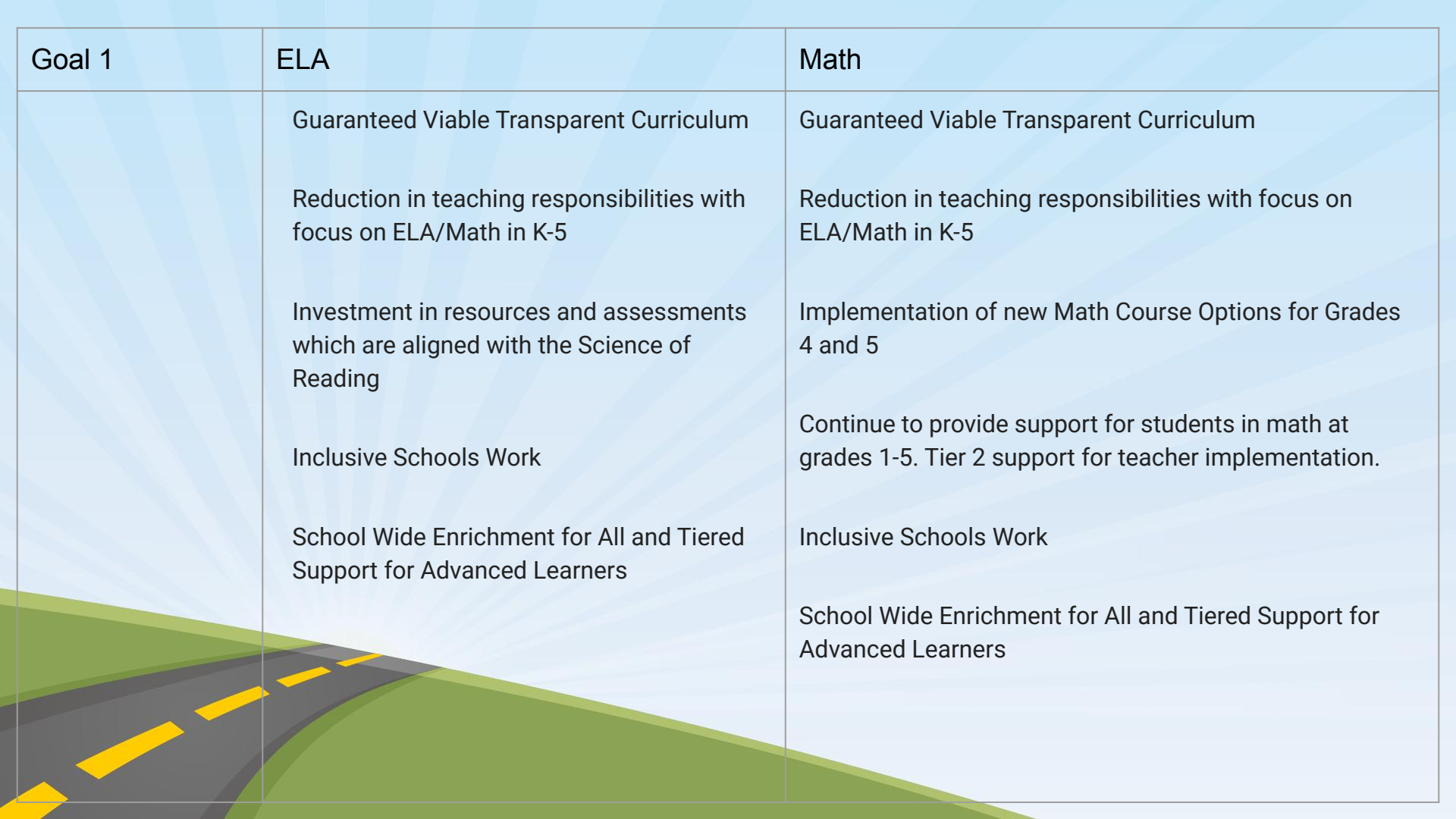
- By June 30, 2026 the percentage of students demonstrating growth and/or achievement in ELA as measured by the Illinois Assessment of Readiness, NWEA/MAP spring assessments and ACCESS for ELLs **will be equal to or higher than 80%.**
- By June 30, 2026 the percentage of students demonstrating growth and/or achievement in Math as measured by the Illinois Assessment of Readiness, NWEA/MAP spring assessments and ACCESS for ELLs **will be equal to or higher than 80%.**

Goals 2 and 4: By June 30, 2026 the percentage of staff reporting high levels of engagement and satisfaction with their employment in District 65 as measured by the Humanex culture and climate survey data will **will be equal to or higher than 80%.**

Goal 3: By June 30, 2026 the percentage of families reporting high levels of school pride and quality service in District 65 as measured by the Humanex survey data **will be greater than 65%.**

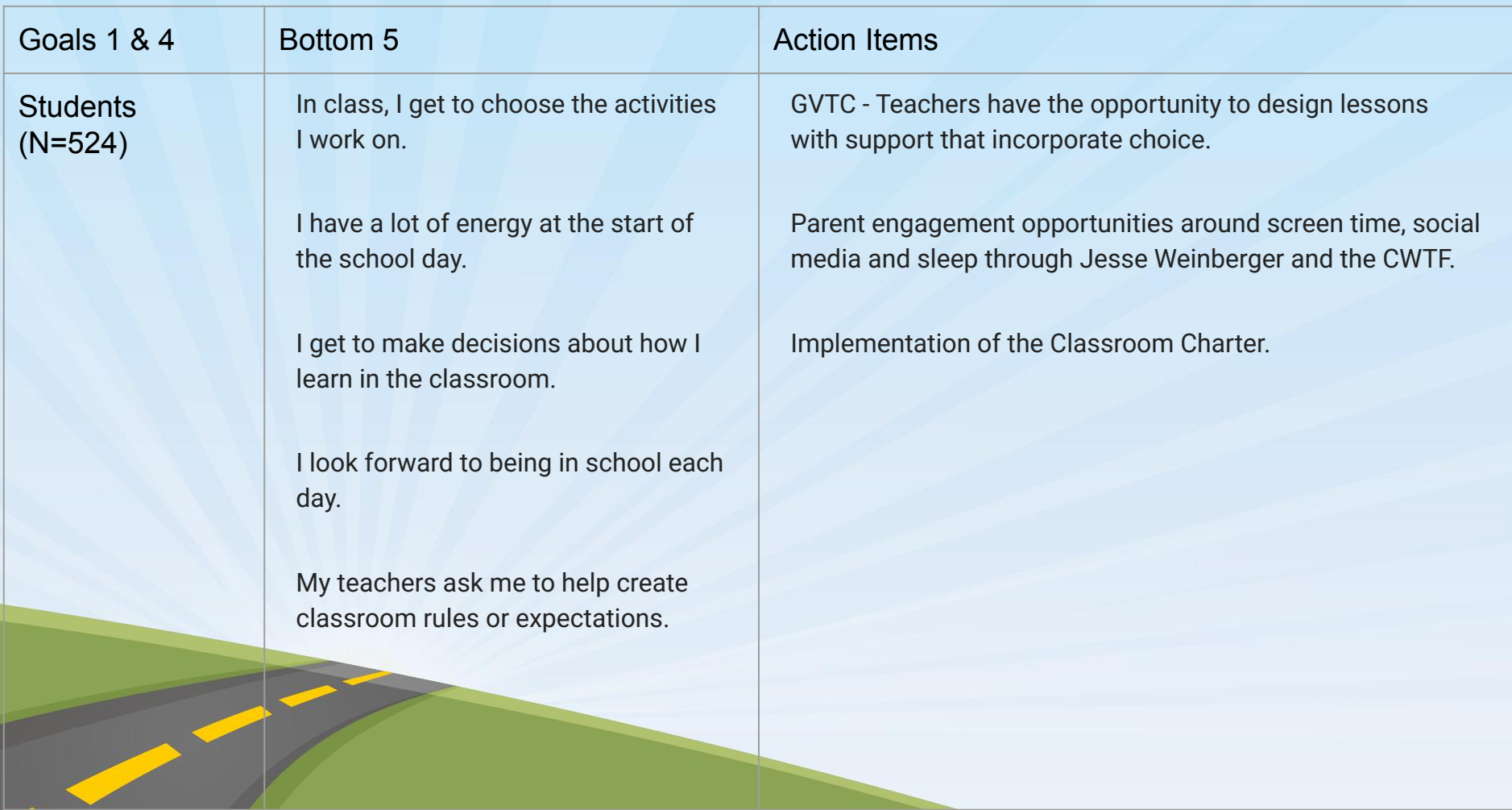
Goal 4: By June 30, 2025 the percentage of students reporting high levels of satisfaction and engagement in District 65 as measured by the Humanex survey data **will be greater than 30%.**

We will be evaluating our survey tools and may recommend changes so that we can gather data that could be more helpful to us..



Goal 1	ELA	Math
	<p>Guaranteed Viable Transparent Curriculum</p> <p>Reduction in teaching responsibilities with focus on ELA/Math in K-5</p> <p>Investment in resources and assessments which are aligned with the Science of Reading</p> <p>Inclusive Schools Work</p> <p>School Wide Enrichment for All and Tiered Support for Advanced Learners</p>	<p>Guaranteed Viable Transparent Curriculum</p> <p>Reduction in teaching responsibilities with focus on ELA/Math in K-5</p> <p>Implementation of new Math Course Options for Grades 4 and 5</p> <p>Continue to provide support for students in math at grades 1-5. Tier 2 support for teacher implementation.</p> <p>Inclusive Schools Work</p> <p>School Wide Enrichment for All and Tiered Support for Advanced Learners</p>

Goals 1 & 4	Top 5	Bottom 5
Students (N=524)	<p>I have friends at school who care about me. (4.46)</p> <p>My teachers want me to be a successful person. (4.39)</p> <p>My principal is doing a great job leading our school. (4.36)</p> <p>My teachers care about my health. (4.33)</p> <p>My teachers care about me. (4.28)</p>	<p>In class, I get to choose the activities I work on. (2.83)</p> <p>I have a lot of energy at the start of the school day. (2.84)</p> <p>I get to make decisions about how I learn in the classroom. (3.09)</p> <p>My teachers ask me to help create classroom rules or expectations. (3.15)</p> <p>I look forward to being in school each day. (3.15)</p> <p>(Exact same as last year)</p>



Goals 1 & 4	Bottom 5	Action Items
Students (N=524)	<p>In class, I get to choose the activities I work on.</p> <p>I have a lot of energy at the start of the school day.</p> <p>I get to make decisions about how I learn in the classroom.</p> <p>I look forward to being in school each day.</p> <p>My teachers ask me to help create classroom rules or expectations.</p>	<p>GVTC - Teachers have the opportunity to design lessons with support that incorporate choice.</p> <p>Parent engagement opportunities around screen time, social media and sleep through Jesse Weinberger and the CWTF.</p> <p>Implementation of the Classroom Charter.</p>

Goal 2	Top 5	Bottom 5
Staff (N=122)	<p data-bbox="363 114 846 234">I take complete ownership for my attitude and effort in embracing a growth mindset. (4.68)</p> <p data-bbox="363 311 826 431">I am committed to achieving my potential through learning and growing. (4.65)</p> <p data-bbox="363 507 840 584">I take great pride in the work I do. (4.63)</p> <p data-bbox="363 660 826 780">My teammates demonstrate a commitment to quality work and excellence. (4.62)</p> <p data-bbox="363 857 840 933">I demonstrate effort in building a positive workplace culture. (4.62)</p>	<p data-bbox="981 114 1864 191">Business decisions made are consistent with our mission and core values. (3.34)</p> <p data-bbox="981 267 1831 343">I am provided the opportunity to spend quality time with my supervisor. (3.58)</p> <p data-bbox="981 420 1754 496">My supervisor demonstrates effort in establishing and reinforcing a coaching relationship with me. (3.75)</p> <p data-bbox="981 573 1816 649">I have received meaningful recognition in the past 10 days. (3.75)</p> <p data-bbox="981 726 1870 802">Our organization provides the "right" training for me to excel in my role. (3.84)</p>

Goal 2	Bottom 5	Action Items
Staff (N=122)	<p>Business decisions made are consistent with our mission and core values.</p> <p>I am provided the opportunity to spend quality time with my supervisor.</p> <p>My supervisor demonstrates effort in establishing and reinforcing a coaching relationship with me.</p> <p>I have received meaningful recognition in the past 10 days.</p> <p>Our organization provides the "right" training for me to excel in my role.</p>	<p>Technology and Finance Committees</p> <p>Building Leadership Teams/District Vision and Guidance Council/CIC Audit</p> <p>Release Time and collaborative planning opportunities</p> <p>GiveThx and more public recognition from families</p> <p>More specific training for grade level and/or content support</p>

Goal 3	Top 5	Bottom 5
<p>Families (N=337) (Increase of 150 responses)</p>	<p>When I enter my child's school, the front office staff is helpful. (4.70)</p> <p>The school is clean and well-maintained. (4.63)</p> <p>My child feels welcome in school. (4.62)</p> <p>Teacher treat me with respect. (4.58)</p> <p>Teachers treat my child with respect. (4.53)</p>	<p>My child's teachers reach out to me regularly with feedback about how my child is doing in school. (3.40)</p> <p>The cafeteria provides high-quality meals. (3.41 - increase of .56)</p> <p>I feel comfortable approaching the school superintendent with a question or concern. (3.86)</p> <p>This school district does an excellent job of communicating with me personally. (3.89)</p> <p>The expectations in different teachers' classrooms are consistent throughout the day. (3.90)</p>

Goal 3	Bottom 5	Action Items
Families (N=337)	<p>My child's teachers reach out to me regularly with feedback about how my child is doing in school.</p> <p>The cafeteria provides high-quality meals.</p> <p>I feel comfortable approaching the school superintendent with a question or concern.</p> <p>This school district does an excellent job of communicating with me personally.</p> <p>The expectations in different teachers' classrooms are consistent throughout the day.</p>	<p>Redesign of reporting system at LBES and monthly surveys. SeeSaw and Schoology implementation.</p> <p>New Menus for Food Service</p> <p>Book Club and Continuing Opportunities for Discussion</p> <p>Expanded opportunities for parent engagement through more visibility at high attendance events.</p> <p>Release time opportunities for collaboration.</p>

CORE VALUES

EQUITY

EMPATHY

GROWTH
MINDSET

JOY

KINDNESS

PERSEVERANCE

RESILIENCE

RESPECT

RESPONSIBILITY

WHO IS ON



PORTRAIT OF AN **ADULT**

Adults use these attributes to assist all students to be successful.

A D65 Employee/Supporter is:

Accountable

Collaborative

A Clear
Communicator

A Critical
Thinker

Invested

Reflective

Creative

Trustworthy

Enthusiastic

WHO IS ON



CLASSROOM PORTRAIT

Adults and learners work together to create classroom communities where all students are successful. A D65 Classroom Community is:

Focused

Engaged

Active

Enriching

Inclusive

Student Led

Curious

WHO IS ON



SYSTEM PORTRAIT

The district embraces these attributes to support employees in assisting all students to be successful. District 65 will be:

Purposeful

Collaborative

Student
Focused

Adaptable

Respectful

Community-
Centered

Supportive

Informed

EVERY DAY IS THE *Lake Bluff* WAY

