



River Forest
Public Schools

District 90 Strategic Planning Executive Summary – 2017-18

District 90 continues to show significant progress on reaching the 2017-18 goals of the Strategic Plan. During the 2017-18 school year, the Equity Action Objective was added, bringing the total number of Action Objective categories and Action Objective Teams (AOT) up to six. All of the teams have been advancing the programs and initiatives that bring the goals and objectives of the 2015-20 Strategic Plan to completion. Below is a snapshot of the six Action Objective Teams, their goals, and the initiatives designed to implement those goals.

High Quality Workforce

| | | |
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| Goal | Recruit, develop, support, and retain a high-performing and diverse staff that practices collaboration and pursues continuous improvement. | |
| Objective | Technology Professional Development: Provide ongoing professional development in technology to meet identified staff goals. | |
| Objective | Thematic Unit Development: Provide all faculty with access to a thematic curriculum. | |

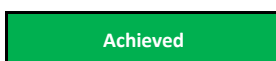
Student Growth & Achievement

| | | |
|------------------|---|--|
| Goal | Ensure continuous development, growth, and achievement for all students. | |
| Objective | Curriculum Alignment: Continue the professional development and collaboration that supports alignment of curriculum to specific and articulated standards. District Literacy Committee will identify and implement key components in 2017-18 | |
| Objective | Progress Reporting: Develop a communications plan that will engage all stakeholders to build capacity around the understanding of standards-based progress reporting. | |
| Objective | Community Partner Programming: Leverage opportunities to offer supplementary programming alternatives for qualifying students and families. | |

Learning Environment

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|------------------|--|--|
| Goal | Cultivate a positive learning environment that meets the physical, academic, and social-emotional needs of every student | |
| Objective | Student Advisory Program: Implement an advisory period at Roosevelt Middle School in August 2017. Train every staff member to conduct effective student advisory class. | |
| Objective | Furniture/Equipment Purchases: Develop a plan for future furniture/equipment purchase and redefining existing spaces. | |

Progress Color Key





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Family and Community Partnership

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|------------------|---|--|
| Goal | Foster partnerships and shared responsibility between schools, family, and the community to enrich the lives of all stakeholders. | |
| Objective | IAB/Equity Communication: Develop and implement a plan to continue support of the Inclusiveness Advisory Board and Board of Education Equity Committee through the use of strategic communication efforts. | |

Resources

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| Goal | Continue to demonstrate effective and efficient business operations and ensure excellent stewardship of public resources. | |
| Objective | Annual Review: Review significant financial assumptions of the annual resident-friendly financial reporting instrument and the long-range financial plan and assess if District resources are aligned to District goals. | |

Equity

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| Goal | Provide equitable opportunities for all learners, grow an inclusive school community, and demonstrate that the District values diversity. | |
| Objective | Identification of Performance Gaps: Develop and implement a performance matrix to identify and monitor student achievement gaps, and use the data to establish multi-year action plans that address inequities. | |
| Objective | Achievement Gap: Ensure that all faculty and staff are involved in activities that increase educational access and success for all students. | |
| Objective | Recruiting and Hiring: Develop a more active role for HR in the recruiting and hiring process to broaden recruiting practices to increase the number of high-quality, diverse candidates for employment | |
| Objective | Equity-Related Professional Development: Provide ongoing professional development for staff, administration, Board of Education, and community members to address equity-related issues, such as implicit bias, stereotype threat, cultural awareness, and others. | |

Progress Color Key

| | | | |
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| Achieved | Progressing & On Track for Completion: 2018-2019 | Multi-Year Initiative | Not Yet Started |
|----------|---|-----------------------|-----------------|



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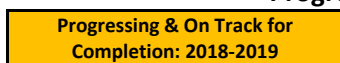
High Quality Workforce

| | | |
|------------------|---|--|
| Goal | Recruit, develop, support, and retain a high-performing and diverse staff that practices collaboration and pursues continuous improvement. | |
| Objective | Technology Professional Development: Provide ongoing professional development in technology to meet identified staff goals. | |
| Objective | Thematic Unit Development: Provide all faculty with access to a thematic curriculum. | |

Technology Professional Development: The High Quality Workforce (HQW) Action Objective Team conducted a survey to ascertain staff needs pertaining to technology and used the survey results to identify, prioritize, and plan appropriate professional development in technology. The professional development was conducted during the February 2018 Institute Day.

Thematic Unit Development: This Action Objective has been postponed for implementation until the 2018-19 school year.

Progress Color Key





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Student Growth and Achievement

| Goal | Ensure continuous development, growth, and achievement for all students. | |
|-----------|--|--|
| Objective | Curriculum Alignment: District 90 will continue to engage in professional development and formal collaboration that supports fully aligned and articulated curriculum specific to CCSS, NGSS, IL Social Studies Standards, and IL SEL Learning Standards, promoting success for all students as identified through shared assessments, highly engaging and differentiated instructional practices, and the use of high-quality, evidence-based resources. The District 90 Literacy Committee will identify and implement key components in 2017-18. | |
| Objective | Progress Reporting: During the 2017-18 school year, the Superintendent's Leadership Council (SLC) will research and develop a communications plan that will provide guidance for engaging all stakeholders to building capacity around the understanding of standards-based student progress reporting (report cards). | |
| Objective | Community Partner Programming: Seek opportunities to leverage assets from community partners offering supplementary programming alternatives for qualifying students and families. | |

Curriculum Alignment: The District established a K-8 Literacy Committee comprised of representatives across grade levels and all three school buildings. The Literacy Committee conducted monthly after-school meetings and two release days to establish goals and objectives, and review relevant research. These efforts guided the development of the District 90 Vision for Balanced Literacy. This vision of literacy education was intended to serve as one of the drivers for the adoption of new reading materials. The Literacy Committee and a Literacy Committee sub-committee engaged in a resource vetting process in spring 2018. The subsequent recommendation, based on qualitative analysis, research, instructional best practices, and Illinois Learning Standards, was shared with the Board of Education in May 2018. The professional development and implementation plan for new reading materials were developed at the final Literacy Committee of the year, reviewed with the ADCO team, and shared at K-6 grade level team meetings. Finally, work will continue into 2018-19 as the Literacy Committee looks at the use of instructional time and strategies in consultation with Columbia University (NY) Teachers College Reading and Writing Project.

Progress Color Key

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|----------|---|-----------------------|-----------------|
| Achieved | Progressing & On Track for Completion: 2018-2019 | Multi-Year Initiative | Not Yet Started |
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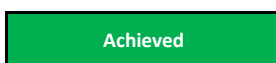
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Student Growth and Achievement (cont'd)

Progress Reporting: The Superintendent's Leadership Council (SLC) completed its draft vision statement in fall 2017. The SLC developed a presentation to share with all District 90 staff to introduce Standards-Based Grading. The presentation, given during a Thursday Professional Collaboration meeting, utilized an interactive component that allowed the presenters to capture questions and feedback in real time while the presentation was in process. Questions were posted to the presentation and memorialized to facilitate the development of an FAQ document at a later date. Additionally, the SLC approved a professional development plan for 2018-19 that includes a partnership with Solution Tree to provide District 90 with a consultant to guide the District through the next stages of the initiative. The consultants will present at the first August Institute Day, and return in February. Professional development will be differentiated for the elementary and middle school staff. Finally, the Standards-Based Grading initiative was presented to the Board of Education in spring 2018. The purpose of the presentation was to introduce the initiative, share the District vision, and outline accomplishments and next steps. Full implementation will require additional time, making this a multi-year initiative.

Community Partner Programming: The District identified the West Cook YMCA and Forest Park District 91 as the preferred partners for a community programming collaboration due to the alignment of their mission, vision, and mutual interests. District 90, along with the YMCA and Forest Park District 91, agreed to partner on the YMCA's Power Scholars Academy (PSA) Program. The PSA is a summer learning initiative that combines rigorous academic instruction with camp-like enrichment and community engagement activities. The Power Scholars Academy will begin June 2018 and extend for five weeks through mid-July 2018. A formal evaluation of the collaborative initiative will be forthcoming upon completion of the program. Reviewing additional opportunities to collaborate with other community partners is an ongoing process and represents a multi-year initiative.

Progress Color Key





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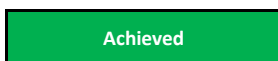
Learning Environment

| Goal | Cultivate a positive learning environment that meets the physical, academic, and social-emotional needs of every student | |
|-----------|---|--|
| Objective | Student Advisory: Roosevelt Middle School will implement an advisory period in August 2017. Every staff member will be trained to conduct an effective student advisory class, in order to increase the percentage of students feeling they have a trusted adult to talk to at school from a survey baseline of 30%. | |
| Objective | Furniture/Equipment Purchases: In September 2017, establish a district-wide working group consisting of administrators and faculty. This group will make recommendations for purchasing educational equipment and redefining existing space to address students' sensory, emotional, and physical needs. | |

Student Advisory: As of May 2018, the Advisory Council Committee has worked to embed the Student Advisory into the culture of Roosevelt Middle School. The Committee created and implemented a schedule within the school day to conduct the advisory. The Committee has also created a handbook that explains the procedures and policies of the advisory. To help teachers, an electronic database with lesson plans has been created for the school's faculty and staff who participate in Student Advisory. Faculty members also receive ongoing professional development in the methodology for conducting effective advisories. Roosevelt also organized and implemented two "Snowflake Days," which are half days where students participate in relationship-building and positive-interaction activities and presentations for the entire morning. These activities are performed with their advisory groups, their Buddy Advisory, and the entire grade level. The Advisory Council Committee has solicited feedback via a survey of students and teachers to compare to baseline data from fall 2017.

Furniture/Equipment Purchases: Additional vendors for different types of innovative classroom furniture have been researched, approved, and contracted with for use in the upcoming year's piloting program. Two additional classrooms at Roosevelt and one additional classroom at both Lincoln and Willard Schools will pilot new furniture. The District conducted a pilot with two vendors, Smith-Systems and Haskell, with positive results. Additional furniture has been purchased and will be part of the existing pilot in designated classrooms. So far, these vendors have shown a reasonable cost to benefit ratio.

Progress Color Key





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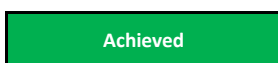
Family and Community Partnership

| | | |
|------------------|---|--|
| Goal | Foster partnerships and shared responsibility between schools, family, and the community to enrich the lives of all stakeholders. | |
| Objective | IAB/Equity Communication: Develop and implement a plan to continue support of the Inclusiveness Advisory Board (IAB) and Board of Education Equity Committee through the use of strategic communications efforts. | |

Inclusiveness Advisory Board/Equity Communication: By May 2018, the Family and Community Partnership Action Objective Team had disseminated more than four communications that strategically supported the Inclusiveness Advisory Board and the Board of Education’s Equity Committee educational equity efforts. These communication efforts were disseminated to District families, faculty, staff, and Village residents, and included:

- Full media/outreach communication campaign for the One District/One Book community-wide reading initiative using the book, *Mindset: The New Psychology of Success*, by Carol Dweck (including article(s) in the Primer, Community Information Mailing(s), School Messenger notices, website notices, etc.).
- Multiple equity related articles in the Primer, Community Information Mailings, School Messenger notices, and other channels.
- Presentation about District 90’s educational equity efforts delivered at the Consortium for Educational Change Convening by representatives from the District and the National Equity Project.

Progress Color Key





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Resources

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|------------------|--|
| Goal | Prior to completion of the annual Resident-Friendly Financial Reporting Instrument and the long-range financial plan, which are presented to the Board each November, a committee will be formed to review significant financial assumptions and assess if District resources are aligned to District goals |
| Objective | Annual Review: Prior to completion of the annual resident-friendly financial reporting instrument and the long-range financial plan, which are presented to the Board each November, a committee will be formed to review significant financial assumptions and assess if District resources are aligned to District goals. |

Annual Review: In 2017-18, The Resources Action Objective Team met several times during the school year and made specific recommendations to improve and increase public engagement with the Resident-Friendly Financial Reporting document. The suggestions included continuing to add portions of financial definitions on various pages, as well as under the Definition section. Another suggested change was to add graphical modifications to the pie chart for easy reading and clarity.

Progress Color Key





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Equity

| Goal | Provide equitable opportunities for all learners, grow an inclusive school community, and demonstrate that the District values diversity. | |
|-----------|--|--------|
| Objective | Identification of Performance Gaps: During the 2017-18 school year, develop and implement a performance matrix to identify and monitor student achievement gaps over time, using data to establish multi-year action plans addressing inequities. | Yellow |
| Objective | Achievement Gap: Over the course of the 2016-20 school years, all District 90 faculty and staff will engage in supporting educational outcomes and strategies that increase educational access and academic success for all learners. This goal includes developing and adopting strategies to implement the specific recommendations from the Board of Education Equity Committee. | Blue |
| Objective | Recruiting and Hiring: Implement recommendations presented by the Alma Advisory Group. Develop a more active role for HR in the recruiting and hiring process to broaden recruiting practices to solicit an increased number of diverse candidates for employment in District 90. | Blue |
| Objective | Equity-Related Professional Development: Provide ongoing professional development for staff, administration, Board of Education, and community members to address equity-related issues, such as implicit bias, stereotype threat, cultural awareness, and others. | Green |

Identification of Performance Gaps: In completing the identification of performance gaps, a Data Review Committee was charged with developing a performance matrix to examine and analyze District data. Performance gaps for the 2016-17 year were identified. Data for the 2017-18 has not yet been released. Additional initiatives for this Action Objective are ongoing and will be forthcoming during the 2018-19 school year.

Achievement Gap: To ensure that faculty and staff were involved in reducing the achievement gap, the District established a K-8 Universal Design for Learning (UDL) Committee comprised of representatives across grade levels and all three-school buildings. The UDL Committee conducted monthly meetings after school to establish goals and objectives, and begin the initial phase of researching and learning about the “Three Principles of UDL.” The Committee also completed a book study utilizing *The End of Average: How to Succeed in a World that Values Sameness* by Todd Rose, which complimented the One District/One Book reading of *Mindset: The New Psychology of Success* by Carol Dweck. The reading of each book, coupled with the District’s continued relationship with the National Equity Project (NEP) served to provide a range of entry points for District 90 faculty and build collective understanding around issues of equity and access. Finally, the Curriculum Office continues to ensure that District 90 Curriculum Committees evaluate current and future resources with an equity lens to ensure there are entry points for all students to engage in high-quality curriculum, instruction, and relevant and actionable assessment practices.

Progress Color Key

Achieved

Progressing & On Track for
Completion: 2018-2019

Multi-Year Initiative

Not Yet Started



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Equity (cont'd)

Recruiting and Hiring: District administrators and staff successfully participated in several applicable job fairs/recruiting events. The District also identified an appropriate competency-based screening process, which is scheduled for implementation in fall 2018. Fully implementing the HR goals represents an ongoing process that will require multiple years to complete.

Equity-Related Professional Development: The District, along with the National Equity Project (NEP), identified the content for ongoing professional development sessions and created a training schedule for all stakeholders including faculty and staff, administrators, Board of Education members, families, and community members. The District also worked with the NEP to maintain alignment between training sessions and District 90's other equity-related initiatives. All professional development and training sessions included participant surveys in order to garner feedback and identify refinements for future sessions.

Progress Color Key

