River Forest
Public Schools

FUTURE
It is not about the plan - it is all about the execution of the plan that counts!

DISTRICT 90 MISSION

***Inspire* and *empower* all learners to *achieve* their personal best.**

DISTRICT 90 VISION

The D90 learning community will make a difference for all learners as they strive to achieve their personal best by:

- **Equipping all learners with the critical skills and competencies to ensure their future success**
- **Creating caring, empathetic learners who are equipped with the social and emotional skills to value and respect individual and cultural differences**
- **Giving voice, choice, rigor, ownership, and self-sufficiency to each learner**
- **Facilitating joyful, growth-evoking learning experiences that ignite curiosity, creativity, and critical thinking**
- **Fostering trust, respect, stewardship, and pride within our learning community, with a focus on global citizenship**

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DISTRICT 90 CORE VALUES

Academic Success, Personal Well-Being, Continuous Improvement, Shared Responsibility, and Equitable Opportunities & Resources

WHAT WILL WE ACHIEVE?

OUR GOALS AND STRATEGIES

WHAT IS OUR PRIORITY?

Goal One	Goal Two	Goal Three	Goal Four	Goal Five
Academic Success	**Personal Well-Being**	**High Quality, Diverse Staff**	**Shared Responsibility**	**Equitable Opportunities & Resources**
Ensure continuous development, growth, and achievement for all learners.	*Provide a system of supports that readies each student for future success.*	*Recruit, develop, support, and retain high-quality, diverse staff.*	*Foster partnerships and shared responsibility between schools, families, and the community.*	*Demonstrate effective use and stewardship of public resources for all stakeholders.*
Key Performance Indicators, measures and targets will be aligned to each goal area				
Goal One Strategies	**Goal Two Strategies**	**Goal Three Strategies**	**Goal Four Strategies**	**Goal Five Strategies**
Clarify grade level academic and non-academic curricular expectations for students and their families. Assist students to assess their academic growth and achievement performance relative to curricular expectations across grade levels.	Provide an equitable, high-quality education for all students. Improve student engagement, empowerment, voice, choice, and shared accountability. Strengthen opportunities to meet the social and emotional needs of all learners.	Ensure that staff are equipped to use evidence-based instructional practices and technology to make learning engaging, relevant, and inspiring. Improve opportunities for staff collaboration, engagement, innovation, and use of data.	Enhance parent engagement, partnerships, supports, and education about district performance and initiatives. Enhance community partnerships with local agencies, business, and high school partners to improve the quality of real-world learning experiences.	Upgrade existing facilities to create progressive and productive learning and working environments. Ensure that resources are expended in an equitable manner to maximize opportunities for all learners.

OUR STRATEGIES

OUR MOST URGENT WORK

Student Success

- **Curricular Expectations** for students and their families
- **Assessment of Performance Expectations**

Personal Well-Being

- **High-Quality Education for ALL Students**
- **Student Agency -** engagement, empowerment, voice, choice, and shared accountability
- **Social and Emotional Needs** for ALL students

Continuous Improvement

- Evidenced-base **Instructional Practices and Technology.**
- **Staff Agency** - collaboration, engagement, innovation, and use of data

Shared Responsibility

- **Family Engagement, Supports and Education** about district performance and initiatives
- **Community Partnerships** to further teaching and learning

Equitable Opportunities & Resources

- **21st Century Facilities Upgrades** to enhance learning & teaching
- **Equitable and Sufficient Resources** to maximize opportunities for ALL learners

The Board's Strategic Role

The 4 Disciplines of Execution – *Franklin Covey*

Discipline 1: **Focus on the Wildly Important (FOCUS)**

Discipline 2: **Act on the Lead Measures (LEVERAGE)**

Discipline 3: **Keep a Compelling Scoreboard (ENGAGEMENT)**

Discipline 4 **Create a Cadency of Accountability (ACHIEVEMENT)**

Maslow's Hierarchy of Needs

We Must Ask the Question,

- . . . but cannot be offended by the answer(s)
- Must ensure authentic “voice” of stakeholders
- Essential that D90 students are engaged

Inclusiveness Advisory Board (IAB) Feedback (Summary)

- Social emotional supports and structures (and potential mental health resources) – students, staff, families, and community
- Re-development of essential student skills and competencies (academic and otherwise)
- Tangible resources and pathways to access opportunity
- Connectedness for all stakeholders, and validation for students
- Understanding, patience, kindness, flexibility
- Continued focus on physical health and safety
- Consistency and clear expectations

But, what about *teaching and learning?*

The Ethics of Care:

- Seek first to understand
- Celebrate human interdependence
- Facilitate self-confidence and self-efficacy
- Build and maintain trust
- Provide an essential foundation for

Learning and Achievement

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Goal One: *Ensure continuous development, growth, and achievement for all learners.*

Strategy One: Clarify grade level academic and non-academic curricular expectations for students and their families.

- Clarity for students and families of readiness expectations both academic and non-academic
- Equipping all learners with the critical skills and competencies to ensure their future success
- Consistent, rigorous, well-defined learning standards to achieve end-of-year benchmark expectations in core subject areas.
- PK-9 curriculum alignment and articulation. Understanding of the importance of readiness for the next level.
- Universal Design for Learning
- Alignment of learning standards to units of instruction.
- Alignment of learner standards to 21st Century learning outcomes
- Ensure equity, rigor, relevance, and enrichment in curricular offerings

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Goal One: *Ensure continuous development, growth, and achievement for all learners..*

Strategy Two: Assist students to assess their academic growth and achievement performance relative to curricular expectations across grade levels.

- Quality professional development in use of assessment data to drive instructional decisions
- Purposeful formative assessments aligned to curricular expectations
- Purposeful summative assessments aligned to curricular expectations
- Fulfill ESSA requirements and expectations
- Useful, accessible, accurate data system
- Reporting of student, classroom and school performance
- Improved student growth results
- Improved student proficiency results
- All schools commendable or exemplary

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Goal Two: *Provide a system of supports that readies each student for future success.*

Strategy Three: Provide an equitable, high-quality education for ALL students.

- Achievement disparities and gaps among student group populations
- Provide an Academic Multi-Tiered System of Supports (MTSS) to assist all learners:
  - *Demonstrate growth and improvement in their learning*
  - *Better meet academic readiness and benchmark expectations*
  - *Continue their best efforts to learn*
  - *Have personalized opportunities to feel and see success*
  - *Have personalized opportunities to pursue a pathway to high school, college, career and life success.*
- Prepare all students and their families for the start of school
- Adequately staff and train each System of Support.
- Establish entrance and exit criteria for all interventions
- Evaluate and report the effectiveness of the Academic MTSS

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Goal Two: *Provide a system of supports that readies each student for future success.*

Strategy Four: Improve student engagement, empowerment, voice, choice, and shared accountability.

- Define expectations for student agency, ownership, and goal setting giving voice, choice, rigor, ownership, and self-sufficiency to each learner.
- Professional development and performance evaluation to ensure student agency and ownership and real-life applications of student learning to include student choice and interest
- Improve engagement, satisfaction and collaboration at the middle school. Facilitating joyful, growth-evoking learning experiences that ignite curiosity, creativity, and critical thinking
- Act on student interviews and surveys; focus groups
- Promote opportunities for interdisciplinary instruction
- Define project-based learning expectations
- Improve student engagement

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Goal Two: *Provide a system of supports that readies each student for future success.*

Strategy Five: Strengthen opportunities to meet the social and emotional needs of ALL learners.

- Creating caring, empathetic learners who are equipped with the social and emotional skills to value and respect individual and cultural differences.
- Support for student social, emotional, and health needs
- Provide a Non-Academic Multi-Tiered System of Supports to assist all learners:
  - *Accurately recognize emotions, thoughts, and behaviors*
  - *Successfully regulate emotions, thoughts, and behaviors*
  - *Value individual perspectives, differences, cultures, and beliefs of others.*
  - *Establishing and maintaining healthy and rewarding relationships*
  - *Make constructive choices about behavior and social interactions*
- Adequately staff and train each System of Support.
- Establish entrance and exit criteria for all interventions
- Evaluate and report the effectiveness of the Non-Academic MTSS.

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Goal Four: *Foster partnerships and shared responsibility between schools, families, and the community.*

Strategy Nine: Enhance parent engagement, partnerships, supports and education about district performance and initiatives.

- Define 21st century opportunities for family engagement
- Develop a mentoring and induction program for new families
- Identify and address high priority family education opportunities
- Restructure family communication to better meet their needs.
- Enhance family satisfaction
- Enhance partnerships with families in monitoring student growth and achievement
- Strengthen parent organizations

NEXT
STEPS

Determine that which is "*Wildly Important*" for:

Social Emotional Needs/Support Structures

Academic Proficiency/Skill Development

Use or Establish Feedback Mechanisms to Elicit Voice from:

- Students
- Staff
- Families
- Community Members

Ensure Alignment with Strategic Plan

Maintain D90 Priority Focus

Establish and Empower Action Objective Teams

- Broad stakeholder membership
- Defined scope of work
- Determine clear targets (deliverables)
- Systematic reporting process

“What is monitored is what gets done”

- William Randolph Nichols

Long-Range Goal: *Leader(s):* *Mid-Year ____ Final ____*

River Forest District 90

Strategic Action Objective Plan Template

Strategic Action Objective:				
Oversight Group:	***Relevant Data Sources:***		***Anticipated Completion Date:***	
Activities to Implement the Objective:	**Person(s) Accountable**	**Timeline Beg./End**	**Resources Needed:** **(Time, Professional Development, Supplies, etc.)**	**Anticipated Outcome/Measurement**

Anticipated Strategic Planning Launch Timetable

December: Administrative Team Planning

January–February: Soliciting Feedback

February–March: Development of Teams and Action Objectives

April: Launch/Execution

June-July: Initial Reporting Window, Initiate Planning for Fall 2021

QUESTIONS?

Thank you!