



River Forest
Public Schools



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



DISTRICT 90 CORE VALUES

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



Inspire . . . Empower . . . Achieve

OUR GOALS AND STRATEGIES

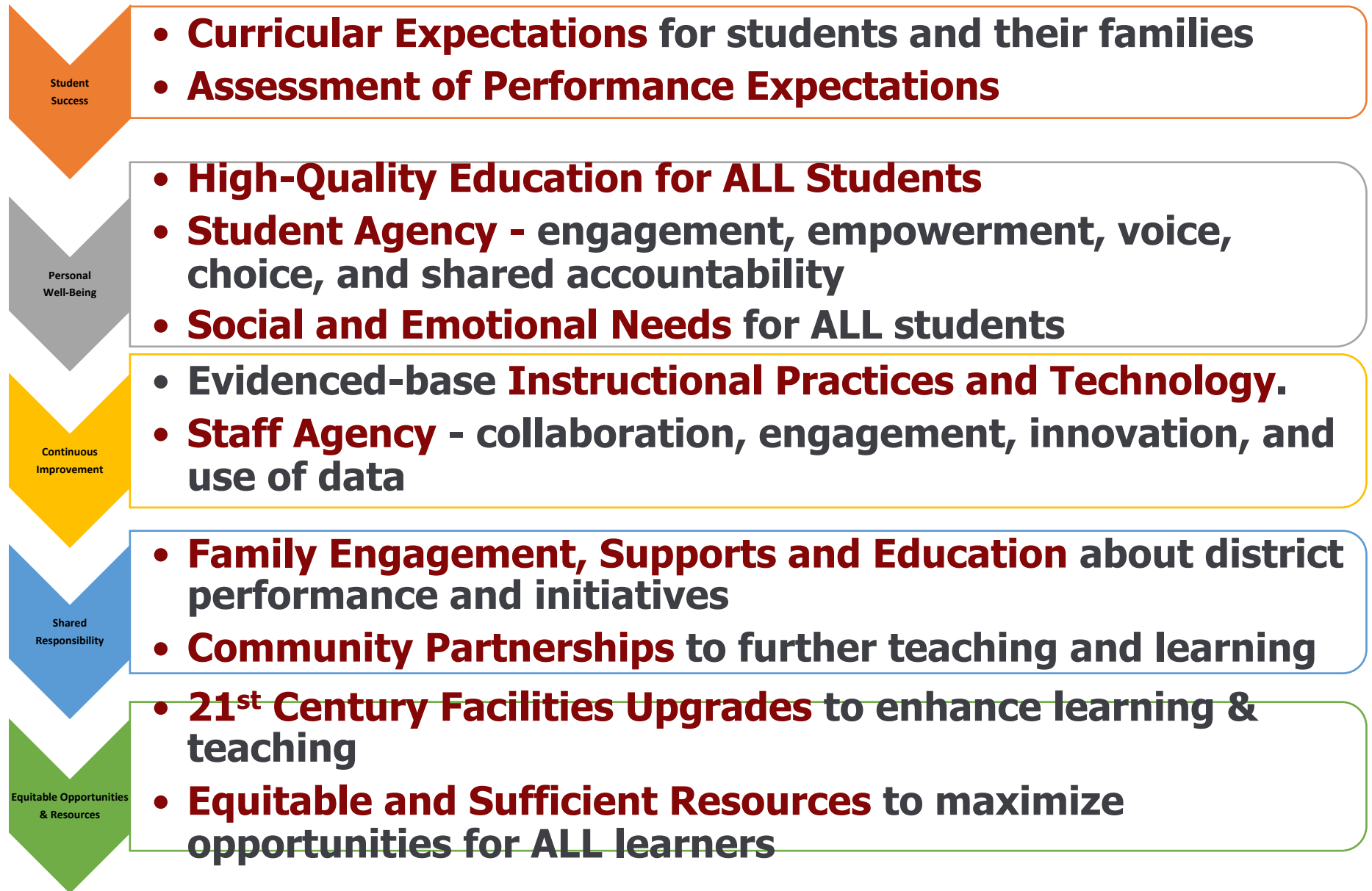
Goal One	Goal Two	Goal Three	Goal Four	Goal Five
Academic Success	Personal Well-Being	High Quality, Diverse Staff	Shared Responsibility	Equitable Opportunities & Resources
<i>Ensure continuous development, growth, and achievement for all learners.</i>	<i>Provide a system of supports that readies each student for future success.</i>	<i>Recruit, develop, support, and retain high-quality, diverse staff.</i>	<i>Foster partnerships and shared responsibility between schools, families, and the community.</i>	<i>Demonstrate effective use and stewardship of public resources for all stakeholders.</i>

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
<p>Clarify grade level academic and non-academic curricular expectations for students and their families.</p> <p>Assist students to assess their academic growth and achievement performance relative to curricular expectations across grade levels.</p>	<p>Provide an equitable, high-quality education for all students.</p> <p>Improve student engagement, empowerment, voice, choice, and shared accountability.</p> <p>Strengthen opportunities to meet the social and emotional needs of all learners.</p>	<p>Ensure that staff are equipped to use evidence-based instructional practices and technology to make learning engaging, relevant, and inspiring.</p> <p>Improve opportunities for staff collaboration, engagement, innovation, and use of data.</p>	<p>Enhance parent engagement, partnerships, supports, and education about district performance and initiatives.</p> <p>Enhance community partnerships with local agencies, business, and high school partners to improve the quality of real-world learning experiences.</p>	<p>Upgrade existing facilities to create progressive and productive learning and working environments.</p> <p>Ensure that resources are expended in an equitable manner to maximize opportunities for all learners.</p>

OUR STRATEGIES

OUR MOST URGENT WORK



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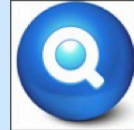
The Board's
Strategic
Role



The 4 Disciplines of Execution – *Franklin Covey*



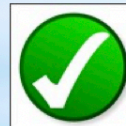
Discipline 1: **Focus on the Wildly Important**
(FOCUS)



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





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



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



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.



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

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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

A dark blue, irregularly shaped graphic with a splatter effect, containing white text. The graphic is centered on a white background and has a rough, ink-like edge with some smaller splatters around it.

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 <u>Beg./End</u>	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!

