Strategic Framework
MISSION – VISION – VALUES – CHARACTERISTICS – VITAL SIGNS
ENGAGE - INNOVATE - ACHIEVE

CORE VALUE: **STUDENT CENTERED -** Our schools maintain a learner-oriented climate, which emphasizes high expectations for all students. We strive to help all students meet their potential by providing comprehensive education, co-curricular and support programs. Policies and programs of the district are designed to create paths of opportunity, and progress on key indicators of student success is the first priority for the district.

KEY CHARACTERISTIC: **EFFECTIVE INSTRUCTION**

A. CURRICULUM
1. Aligned curriculum is in place for all learners that supports achievement of challenging standards
2. Aligned assessment items are in place to demonstrate student achievement
3. Curriculum is in place to provide for students' creative expression
4. Systematic curriculum review processes in place

B. INSTRUCTION
5. Meaningful use of technology, as defined by approved curriculum, is used by staff to impact learning
6. Instructional strategies are used that strongly affect student achievement (i.e.: setting objectives and providing feedback, identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, cooperative learning)
7. Academic support and resources are in place for identified students to strengthen achievement
8. Student progress is routinely monitored and reported

C. CO-CURRICULAR
9. Wide spectrum of co-curricular programs provides for diverse talents
10. A high percentage of students are involved in co-curricular activities

KEY CHARACTERISTIC: **HIGH EXPECTATIONS FOR STUDENT SUCCESS**
A. CHALLENGE
11. The curriculum provides a challenging sequence of courses to engage all learners
12. Placement processes are consistently used to provide students with course sequences that best prepare them for post-secondary opportunities
13. Students are properly placed in a course of study

B. RECOGNITION
14. Students are recognized for high achievement
15. Schools display recognition for high achievement

CORE VALUE: STUDENT CENTERED (cont)
KEY CHARACTERISTIC: LEARNING RESULTS

C. STANDARDIZED INDICATORS

16. Administrators annually analyze results of ISAT,ACT, PSAE, PLAN, EXPLORE, PSAT, IAA, ACCESS, Illinois Science and AP assessments
17. Administrators annually "benchmark" results of ISAT, ACT, PSAE, PLAN, EXPLORE, IAA, ACCESS and AP assessments
18. % of students participating in state assessment
19. % of students reaching proficiency on ISAT or ACT & Illinois Science
20. % of students reaching proficiency on WorkKeys
21. % reduction in the achievement gap
22. % of students taking AP/IB tests
23. % of students taking dual credits
24. % of students receiving industry credentials
25. % of students receiving WorkKeys NCRC certificate

D. LOCAL INDICATORS

26. Administrators annually review graduate feedback analyzing post high school placement and success rates
27. Student assessment data is analyzed and used at the building level to modify instruction for improved student achievement
28. % of Students graduating with 4 years
29. % of Students graduating within 5 years
30. % dropout rates
31. % of school days students are in attendance
32. % truancy
33. % of seniors attending college or university the semester following high school graduation
34. % student success rate, A, B, C's

CORE VALUE: **MUTUAL RESPECT** - Our schools actively engage staff, parents, and community partners in legitimate dialogue to add valuable impact and ongoing improvement. Decision-making processes and communications methods demonstrate mutual respect and integrity and are driven by opportunity to affect change.

KEY CHARACTERISTIC: **STAKEHOLDER RESPECT**

A. DISCIPLINE / RULES
35. Students and staff understand the school rules and academic policies
36. School discipline policies and behavior consequences are fair and administered equitably (when a student is involved in a disciplinary matter, the student will be given individual attention in a positive, corrective way)
37. Deans consistently provide support to staff and students regarding disciplinary concerns
38. Demonstration of respect for diversity is evident by students and staff; harassment of any kind is not tolerated and is addressed consistently as defined by policy and procedures
39. % of suspensions, #
40. % of expulsions, #
41. % of referrals, #

B. RESPECTFUL RELATIONSHIPS
42. Processes are consistently used to provide all students the opportunity to develop an authentic, supportive relationship with one or more staff members
43. Staff encourages, supports and practices ethical behavior as defined by Board policy.
44. Staff, students, and administration consistently express pride in the district's tradition and programs
45. Opportunities for positive collaboration are in place for staff and administration
46. Administrators are visible and available to students, staff, and parents
47. The board and administration maintain productive relationships with staff unions or bargaining associations
48. % of students/teachers reporting X school climate
49. % of students/teachers reporting X community climate
50. Senior exit survey

CORE VALUE: MUTUAL RESPECT (cont)

KEY CHARACTERISTIC: COMMUNITY AND PARENT SUPPORT

A. PARENT INVOLVEMENT
    51. Parents understand the curricular programs of the district
    52. Active, engaged parent groups support the co-curricular programs
    53. Parent contact is maintained at a high level throughout the district
    54. School facilities are a resource for parent and community groups
    55. Parent-Teacher Conference %, #

B. COMMUNICATION
    56. Articulation with partner schools is ongoing and effective
    57. Parents and community can effectively access information about district programs and policies
    58. Varied internal and external communication strategies
    59. Feedback loops in place for every level
    60. Plans to reach and engage underserved populations (Working parents, ELL, etc.)
    61. Clear lines of communication throughout the district

C. SUPPORT / PRIDE
    62. Stakeholder input is used to align programs with community needs and expectations

CORE VALUES: **HUMAN POTENTIAL** **-** Human potential of all staff is recognized, developed and respected. Ongoing staff development is aligned to system goals and driven by measured needs. Staff satisfaction aligned to the goals of the district is regularly assessed and reported.

KEY CHARACTERISTIC: **HIGH EXPECTATIONS FOR SELECTION AND RETENTION OF STAFF**

A. HIGHLY QUALIFIED STAFF
    63. The district recruits support staff members who demonstrate enthusiasm and an interest in the academic achievement of students
    64. The district recruits professional staff members who demonstrate enthusiasm, a passion for teaching, and content expertise
    65. % of Staff with Master's Degree or higher
    66. # of National Board Certified Teachers (NBCT)
    67. Teacher Turnover rate

B. STAFF PRIDE / SATISFACTION
    68. The district assesses staff feedback to demonstrate high levels of satisfaction related to their roles in the schools

C. PERFORMANCE
    69. Standards of individual performance are clearly defined; supervision processes are consistent and reinforce best practices

KEY CHARACTERISTIC: **STAFF DEVELOPMENT PROGRAMS**

 A. MEANINGFUL OPPORTUNITIES
    70. The district supports newly hired staff members with effective orientation and mentoring programs
    71. The district staff development program is designed for collaborative teamwork emphasizing action research efforts
    72. Professional development is aligned with school or district improvement initiatives

 B. RECOGNITION
    73. Staff members are supported in their commitment to continual learning
    74. The annual budgeting process demonstrates support for continual learning by staff

CORE VALUES: **CONTINUOUS IMPROVEMENT** – A continuous improvement organizational planning model is implemented to meet the changing needs of our students and community. Continuous improvement is characterized by data-driven decision-making, by a process orientation to problem solving, and by sharing knowledge on research-based programs throughout the organization.

KEY CHARACTERISTIC: **DATA-DRIVEN CULTURE**

A. ORGANIZATIONAL VALUES
75. The School Board has approved policies which define the mission and values of the District
76. All Board Policies are in regulatory compliance and reflect local practices
77. The administration provides consistent processes to support the policies
78. Values are clearly and consistently demonstrated by all stakeholders in the organization

B. DATA ANALYSIS
78. Key characteristics of the organization are reviewed annually as a necessary component for future planning
79. Performance data information is used and projected to determine achievement strengths and areas for attention.

C. SCHOOL IMPROVEMENT PROCESS
80. Annual action plans are research-based and aligned to key characteristics
81. Action plans are developed with stakeholder involvement, communicated, and implemented
82. Initiatives are studied and modified during implementation; results are reported quarterly to the Education Committee (PDSA)
83. The improvement process is sustainable, systematic, celebrates success and defines new challenges

KEY CHARACTERISTIC: **COLLABORATIVE DECISION-MAKING PROCESS**

A. VALUES DRIVEN
84. Decision discussions begin with a focus on student needs and district values
85. Policies, contracts and codes are available and consistently enforced
86. Utilize board committee structures necessary to maximize strategic plan results

B. STAKEHOLDER INVOLVEMENT
87. Processes which provide for stakeholder collaboration are evident
88. Communication processes to provide input or gather information from stakeholder groups are used consistently in decision-making
89. Decision processes demonstrate freedom from all types of discrimination
90. Processes for resolving problems are taught and consistently used throughout the system

CORE VALUES: **RESOURCE EFFICIENCY** – Our school system demonstrates resource efficiency in budgets and facilities. The budgeting model emphasizes value-added (cost benefits) approaches and encourages innovation. Facilities are maintained to assure safety and efficiency, and facilities programming creates equitable opportunity for students and access for community partners.

KEY CHARACTERISTIC: **SAFE, SUPPORTIVE TEACHING AND LEARNING ENVIRONMENTS**

A. APPEARANCE
91. Buildings are professional in appearance; they are clean and well maintained

B. SPACE
92. School space utilization is reviewed annually to provide sufficient number and type of classrooms to support instructional needs
93. Facilities and grounds are reviewed annually to support co-curricular needs
94. School space is reviewed annually to determine safe movement of students and staff

C. SAFETY
95. Buildings are secured from outside threats; daily security is evident
96. Athletic fields and school grounds are well maintained; athletic fields are regularly reviewed for safety
97. Special function areas supporting science, technology, fine arts, athletics (etc.) are state-of-the-art and reviewed for safety
98. Crisis plans in each building and district office

KEY CHARACTERISTIC: **FISCAL RESULTS**

A. FINANCIAL SUPPORT
99. Needs based budgeting demonstrates support for successful programs and funding of approved improvement initiatives
100. Annual needs based budgeting processes demonstrate support for necessary instructional resources.
101. Access to equipment including telephones, computers and copy machines is reviewed annually to determine equitable access to support instructional efforts
102. The District maintains a balanced budget in operating funds supporting fund reserves at (25%) of budgeted operating expenses annually.
103. Tax rates of the district are annually reviewed and benchmarked to assure fair taxation in the community
104. Fund Balance to Revenue Ratio of 25%
105. Expenditure to Revenue Ratio of <= $1.00
106. Days Cash on Hand 180 days or greater
107. % of Short-Term Borrowing maximum Remaining >= 75% debt margin remaining
108. % of Long-Term Margin Remaining >= 75% debt margin remaining

<u>**KEY CHARACTERISTIC:**</u> **FISCAL RESULTS** (CONT.)

109. Financial Profile Score – 4.0, Recognition
110.   Aa1 Rating with Moody's Investment Services

B. STAFFING

111. Staff salaries are benchmarked to support sufficient recruitment and retention of highly qualified staff
112. Pupil-teacher ratios are reviewed annually and benchmarked
113. Pupil-administrator ratios are reviewed annually and benchmarked
114. Average administrator salary is reviewed annually and benchmarked
115. Average teacher salary is reviewed annually and benchmarked.

<u>**Vision -**</u> Desired future state of the organization. The vision describes where the organization is headed, what it intends to be, or how it wishes to be perceived in the future.

<u>**Mission -**</u> Overall function of an organization. The mission answers the question, "What is this organization attempting to accomplish?"

<u>**Values**</u> - Shape actions

<u>**Strategic Framework**</u> – Performance Improvement System gives direction to planning and development of the organization in relation to mission, vision, values. Lists key characteristics of successful schools based on research and vital signs that indicate success. Goals and action plans are developed based on data related to vital signs. The framework will guide improvement of overall organizational effectiveness and capabilities, and lead to organizational and person learning.

Learning is an essential attribute of high-performing organizations. Effective, well-deployed organizational learning can help an organization improve from the early stages of reacting to problems to the highest levels of organization-wide improvement, refinement, and innovation. The strategic framework must design a sustainable, systematic, process for improvement that ensures the creation of strategies, systems, and methods for achieving performance excellence, stimulating innovation, building knowledge and capabilities, and ensuring organizational sustainability.

<u>**Board:**</u>
- Ultimately responsible to all stakeholders for the ethics, actions, and performance of the organization and its leaders.

<u>**Superintendent:**</u>
- Set direction
- Create a student and stakeholder focus
- Clear and visible organizational values
- High expectations for the workforce
- Reinforce ethics, values, and expectations while building leadership, commitment, and initiative throughout the organization.
- Inspire and encourage the entire workforce to contribute, to develop and learn, to be innovative, and to embrace meaningful change.
- Responsible to organization's governance body for actions and performance.
- Role models through their ethical behavior and their personal involvement in planning, communicating, coaching the workforce, developing future leaders, reviewing organizational performance, and recognizing members of the workforce.