

2022-27

Strategic Plan

BOARD APPROVED
APRIL 18, 2022



d41.org



DEAR DISTRICT 41 COMMUNITY

I am proud to present this Strategic Plan for 2022-2027 to the District 41 community. Creating this path forward for the district was a collaborative process with a number of committees and involvement from all stakeholder groups. Thank you to the community members, parents, staff members, and students who engaged with us to shape the future for our students. This work was led in partnership with consultant Dr. Steve Webb who is a former superintendent and on the Commission of the AASA (the national school superintendent's association) Learning 2025 national initiative that calls for districts to commit to educating and supporting the whole child/whole learner in a more holistic way.

I am thrilled to share that District 41 has been nominated as a National Demonstration Site through Learning 2025 for the work we accomplished through our strategic planning process. Our work is being aligned with what is happening at the national level. This is a point of pride for District 41. Within the framework of Learning 2025, we have latitude to make decisions that

are locally relevant while anchoring to a framework that is based on research-driven best practices.

I am sharing this plan with all households in our district boundaries as a way to demonstrate who we are and where we are going. Approximately 78 percent of the households in our district boundaries do not currently have children in our district, but do have a vested interest in the success of our students and our schools. We have wonderful schools that I am told over and over again are the main reason families move into our neighborhood school communities. We strive to be a destination district by providing a strong and focused school district now and into the future.

I hope this Strategic Plan gives you confidence in the educational opportunities provided to each and every child. With this plan, we will continue to deliver the excellence that everyone has come to expect. Thank you for your support and partnership.

Dr. Melissa Kaczowski
Superintendent



OUR VISION

Ignite passion.

Inspire excellence.

Imagine possibilities.

OUR MISSION

We embrace an optimistic future in partnership with families on behalf of our community's children. We educate the whole child by developing intellect and curiosity, engaging creativity, fostering responsibility and citizenship while building positive and collaborative relationships. We establish a foundation for our students that leads to post-secondary opportunities and success.

OUR VALUES

Our values are the cornerstones of our learning community and inform our actions on behalf of all children.

➤ We expect honesty, integrity and ethical behavior from all members of our learning community.

➤ We empower every child to become a self-directed lifelong learner.

➤ We emphasize critical thinking, creativity, communication, collaboration and compassion, which are essential to success, timeless in their importance, and are the basis of future learning.

➤ We engage all learners in a robust, well-rounded, whole-child education to close and prevent opportunity and achievement gaps, beginning with our earliest learners.

➤ We cultivate a culture of inclusion, acceptance, and belonging in our classrooms and schools where diversity is celebrated.

➤ We assume all children can learn at high levels when provided with differentiated instruction and supports.



OUR FOUNDATIONAL PILLARS

Our foundational pillars are the crosscutting interdependent attributes that are central to realizing our hopeful vision and in which the entire Glen Ellyn strategic plan rests.

LEARNER CENTERED

To address the needs of the whole child, we will attend to the social, emotional, cognitive, physical, mental health, and trauma-based needs of learners. Through intentional and strategic collaboration, we ensure that each and every student gets what they need when they need it.

EQUITY DRIVEN

To meet the needs of and facilitate growth for our diverse learners, we will foster a culture of inclusion where all children, families, and staff are embraced and valued equally, regardless of race, religion, sexual orientation, gender, socioeconomic circumstance, or ability.

FUTURE FOCUSED

To prepare future-ready learners and citizens, we will ensure that learning experiences address the adaptive skills needed to thrive in an increasingly interdependent, technology driven, and global economy and society.

DATA INFORMED

To ensure fair and reasonable accountability for results, we are committed to using multiple measures of student, school, and district performance data to inform action and improvement efforts.



GLEN ELLYN SCHOOL DISTRICT 41

The District 41 strategic plan challenges us, as a community, to embrace bold goals for every child in Glen Ellyn School District 41. It is driven by our deep belief in our students' abilities and by their own aspirations for their future. The core purpose of our strategic plan is to accelerate academic growth, improve student learning outcomes, and close opportunity and achievement gaps. The strategic priorities, goals, and target objectives are in service of that central focus—to ensure social, emotional, and cognitive success for all students today, in preparation for their tomorrow which allow students to build relationships and focus on learning.

D41

1 GROWTH FOCUSED LEARNING



DESIRED FUTURE

The District 41 community of learners, educators and stakeholders cultivate students who are actively engaged and committed to their own learning. District 41 provides a guaranteed rigorous and differentiated learning environment where all students can demonstrate high levels of growth and success. District 41 uses data to form a detailed profile of student, school and district performance; illuminate successes; and identify opportunities for improvement.

By 2027, District 41 will demonstrate cohesion throughout our organization regarding the quality of instruction that is provided to students regardless of their individual strengths and needs.

- › D41 will provide consistent implementation of a Multi-Tiered System of Supports across all schools.
- › D41 will implement research-based supports and interventions.

By 2027, District 41 will implement instructional best practices within our general education and special education and language learner programs.

- › D41 will continue to support and improve the implementation of the D41 Inclusionary Principles.
- › D41 will lessen the achievement gaps between student groups.
- › D41 will prepare every student to experience success in high school and beyond.



Strategic Priority Goal Areas

2 SAFE AND INCLUSIVE ENVIRONMENTS



DESIRED FUTURE

All District 41 staff, students and community members feel welcomed, valued and safe in our classrooms, schools and workplaces. We honor diversity and conduct ourselves in an ethical and respectful manner. Our students leave the district demonstrating and promoting inclusive behaviors.

By 2027, District 41 will partner with students, families and community members to establish a plan for equity and diversity training and for sharing resources and current research to build a shared understanding among all stakeholders.

- › D41 will create an equity subcommittee under the district's DEI Committee (Board committee) to monitor and update the district online resources and safe and inclusive environments professional learning plan.
- › D41 will create a professional learning and training plan with opportunities for all stakeholders to increase their knowledge and skills in valuing diversity and creating equitable, inclusive, and safe environments.



3 SOCIAL EMOTIONAL LEARNING (SEL)



DESIRED FUTURE

The District 41 community of learners, educators and stakeholders cultivate resourceful resilient citizens by teaching social emotional and academic skills in a nurturing learning environment. D41 connects, engages, educates and problem-solves with community partners, families and caregivers to promote the social emotional needs of all diverse learners.

By 2027, District 41 will utilize SEL education resources and evaluate the district's progress according to the SEL state standards.

- › Analyze data and progress monitor through the use of district approved tools (Second Step, Positivity Project, Rhithm, behavior data, PBIS alert, Hadley advisory lessons).
- › Provide daily instruction through aligned district adopted programs and resources within the school day with an emphasis on lunch/recess, content areas and disciplines.



3 SOCIAL EMOTIONAL LEARNING (SEL) -CONTINUED-

By 2027, District 41 will recognize that it is essential that adults understand, practice, model, and apply social and emotional skills in order to support these same competencies within students.

- › D41 will provide staff with in-depth training and ongoing support to promote social emotional learning and understanding.
- › D41 will continue to offer staff access to support, coaching and guidance to develop their own SEL confidence and capacities.
- › D41 will design and implement a framework that prioritizes staff mental health and well-being.

By 2027, District 41 will continue to build strong relationships with community partners and promote caregiver education and invite stakeholder involvement.

- › D41 will create partnerships with local agencies, health care providers and community organizations to help distribute accessible information and educate families.
- › D41 will provide families and caregiver education opportunities and resources to address current social emotional needs.

4 EARLY LEARNING PROGRAMS AND FACILITIES



DESIRED FUTURE

District 41 has made significant investments in facility improvements for engaging, supportive and inclusive learning environments, beginning with early learning expansion. Safe, accessible and student-centered indoor and outdoor learning spaces are designed to support the whole community, whole system and whole learner. Providing safe and inclusive learning environments will ensure our current and future students will have optimal spaces which promote the highest level of academic growth and achievement.

By 2027, District 41 and its early learning partners will develop and implement a comprehensive plan to provide age-appropriate learning opportunities that address the needs of our community.

- › D41 will identify and collaborate with additional early learning partners in the community.
- › D41 will implement full-day kindergarten.
- › D41 will develop articulated and seamless early learning programs.

By 2027, District 41 will make pre-kindergarten programs available for all children ages 3-5 who are identified as high-need learners and will provide support to ensure that they are "school-ready."

- › D41 will develop a flexible calendar with programs focused on meeting the needs of our earliest high-need learners.
- › D41 will expand Child-Find efforts.
- › D41 will implement a parent and caregiver development program to build family learning support and accommodate parent training and collaboration opportunities.

By 2027, District 41 will implement a plan to develop appropriate facilities for the expansion of both the pre-K program and full-day kindergarten while also addressing the related impact to existing spaces.

- › D41 will provide adequate staff work/break/planning spaces that enable efficient collaboration across all program areas.
- › D41 will design flexible spaces to support whole child development, future ready skills and learning outcomes.
- › D41 will ensure that the district's facilities accommodate the developmental needs of all students.



5 FUTURE READY SKILLS AND INNOVATION



DESIRED FUTURE

District 41 prepares each student to be a productive and compassionate citizen who is culturally aware and socially responsible. The district ensures that each student is capable of pursuing a passion and pathway with the academic rigor and adaptive skills needed to thrive in an interdependent economy and world.

By 2027, District 41 will leverage all resources and tools universally and seamlessly to create innovative teaching and learning opportunities.

- › D41 will ensure that students use various media to communicate and collaborate effectively in positive and productive ways.
- › D41 educators will work together to develop and implement instructional strategies that foster inquiry-based skills and exploration.
- › D41 classrooms and schools will use inquiry- and student-centered learning strategies to stimulate critical and creative thought and equip all students with future ready skills.
- › D41 will build and manage systems that allow students, staff, and families to explore and learn while centralizing resources to ensure that all materials are known and are capable of being used to their full potential.

By 2027, District 41 will engage students in an integrated digital ecosystem that increases student engagement, extends and deepens the learning process and cultivates ownership of learning pathways.

- › D41 staff will use digital learning resources to personalize student learning, promote learning pathways and assess student mastery of essential standards.
- › D41 will expand and extend anytime, anywhere learning through the use of digital learning resources.
- › D41 will develop and invest continually in a robust technology infrastructure to support the myriad devices and systems present across the district with the ability to manage and maintain the ever changing instructional and non-instructional demands.
- › D41 will offer ongoing and necessary professional development and learning opportunities for successful and innovative implementation of new technologies, existing/emerging resources, and future ready skills.

By 2027, District 41 will ensure that all students possess the knowledge, skills and habits to be safe and socially responsible consumers and producers of digital information and ideas.

- › D41 will ensure that students are proficient in appropriately selecting and using technology tools to research and learn within and beyond the classroom.
- › D41 will expand its digital citizenship program to help students become conscientious consumers and creators of information.
- › D41 will develop and establish supportive and durable community partnerships that support the implementation of future ready skills and mindsets.

6 COMMUNITY PARTNERSHIPS AND ENGAGEMENT

DESIRED FUTURE

District 41 is dedicated to creating and sustaining community partnerships that enhance education and provide social, emotional and academic support for our students. By creating strong connections with community partners and engaging with all five communities we serve, District 41 prepares each student for a successful future.

By 2027, District 41 will engage a network of strategic community partners who will help provide resources that all students need to be successful.

- ▶ D41 will establish and strengthen community partnerships with non-profit groups, service clubs, businesses, and other organizations to mobilize resources and enhance learning opportunities for students.
- ▶ D41 will develop a Volunteer Program to promote student community service and to engage volunteers in service of our schools and children.
- ▶ D41 will expand mentoring partnerships and programs with local service organizations.
- ▶ D41 will conduct a needs assessment and an asset map to identify how the community can help support student success.



By 2027, District 41 will provide more ways for the public to access information, especially in communities more difficult to reach, so that stakeholders understand their schools and know how to get involved in positive and productive ways.

- ▶ D41 will publish district information in multiple languages.
- ▶ D41 will strengthen non-English speaking community partnerships by working more closely with translators and community leaders.
- ▶ D41 will expand patron (residents without children in our schools) communications and engagement activities.
- ▶ D41 will launch a D41 Welcome Center where services and resources are available to engage and strengthen community and district relationships.

By 2027, District 41 will build relationships with all stakeholder groups to gather feedback about the school system.

- ▶ D41 will expand opportunities for engagement of all stakeholders, with a commitment to all five communities served, by identifying specific locations for district events, meetings, or community outreach.
- ▶ D41 will create a community subcommittee under the district's DEI Committee (Board committee) as a way to engage the community and generate feedback on a more consistent basis, inclusive of residents in Wheaton, Carol Stream, Glendale Heights, Lombard, and Glen Ellyn.
- ▶ D41 will provide a balance of quantitative and qualitative feedback and engagement opportunities that will inform district plans and decisions to support student success.

DIVERSITY, EQUITY & INCLUSION COMMITTEE (BOARD COMMITTEE)



- › Meets three times per year during Committee of the Whole meetings
- › Includes up to two representatives from the below subcommittees

Purpose: to ensure that the subcommittees are aware of the work and priorities of each other so that resources (people, time and money) can be optimized

Goal: to improve the educational experience for all students in District 41

Student Services Subcommittee (Supt Comm)

IEP. 504

- Meets up to 4x/year
- Lead: Asst. Supt of Student Services
- Director of Student Services
- Principal/AP
- 4 Teachers/Staff
- 4 Parents
- CASE
- Board Member

Language Programs Subcommittee (Supt Comm)

Dual Language, English Second Language, Foreign Language in Elementary School

- Meets up to 4x/year
- Lead: Director of Language Programs
- Principal/AP
- 4 Teachers/Staff
- 4 Parents
- Board Member

Equity Subcommittee (Supt Comm)

Diversity, Accelerated and Enrichment Curriculum, Curriculum, Social Emotional Learning, Safe & Inclusive Environments

- Meets up to 4x/year
- Lead: Asst. Supt for Teaching Learning & Accountability
- Asst. Supt. for Student Services
- Director of Language Programs
- Principal/AP
- 4 Parents
- 4 Teachers/Staff
- Board Member

Community Advisory Subcommittee (Supt Comm)

Key Communicators

- Meets up to 4x/year
- Lead: Chief Communications Officer
- Principal/AP
- 4 Parents
- 4 Teachers/Staff
- 4 Community Members-At-Large
- Board Member

The diagram below illustrates the cascading alignment of the strategic plan, the annual goal area action plans, and the work plans that individual schools and teams prepare to focus their priorities.

D41 Strategic Plan

D41 STRATEGIC PLAN 2022-27

Board Annual Goals

Superintendent Annual Goals

D41 GOAL AREA ACTION PLANS

Goal Area Action Plans

School Improvement Plans

D41 BUILDING LEADERSHIP TEAMS

Grade Level and Department Professional Learning Communities (PLCs)

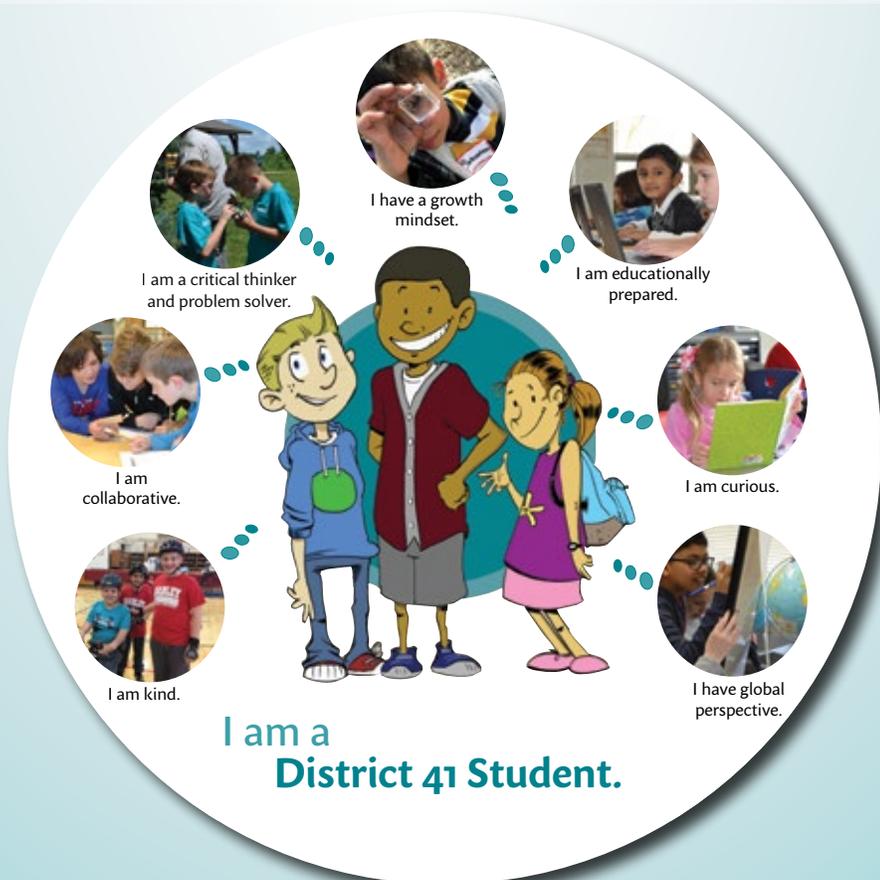
2022-27

Strategic Plan

We are committed to holding ourselves accountable to the community by reporting our progress toward our goals:

- › Quarterly reports will be posted on our website and reviewed by the Board DEI Committee and the four subcommittees
- › Annually, in our D41 Report Card

This strategic plan is an expression of our community's belief in our students. To realize the bold goals outlined here, we must commit to disciplined implementation of the plan; consistent monitoring of progress to enable course corrections in a timely manner; public reporting to sustain commitment of internal and external stakeholders; and motivating and celebrating effort and accomplishments. With this plan, we reaffirm our collective commitment to success for every student, without exception.



Commitment

PARENT/COMMUNITY

Nadia Aslam
Kathy Bayert
Lisa Brooks
Dawn Bussey
Michelle Cain
Christine Guare (Pope)

Kelly Hane
Leah Harding
Leah King
Lennie Marsh
Greg McKibben
Chris Nelson

Carla Olsen
Jackie Reeves
Tiffany Ruddle
Qudsia Siddiqui
Liza Sury
Rob Wilkinson

AFSCME

Geri Adkins
Gaby Escobar Hernandez

Lisa Golojuch
Shannon Grumbles

Kathy Maxon

GEEA

Chris Abbott
Ian Armstrong
Samantha Battaglia
Amy Bishop
Whitney Crouch
Lauren Crowe
Allison Giring

Tracy Guerrieri
Mayra Kulik
Gia Kunkel
Hillary Morse
Barbie Montgomery
Gina Newstrom
Mirela Pajcini

Nick Papineau
Jamie Porcelius
Allison Ritter
Annie Robinson
Mayra Rojas
Dina Sbarra
Katie Treadway

ADMINISTRATION

Chuck Brewster
Jeff Burke
Amanda Connell
Steve Diveley

Bob Guzzetti
Scott Klespitz
Jamie Mahan-Linder
Sarah Rodriguez

Brian Schremp
Rachel Solomon
Sarah Taitel

BOE

Jessica Buttimer

Julie Hill

Tayyaba Syed

CABINET

Marci Conlin
Eric DePorter
Melissa Kaczowski
Erika Krehbiel

Katie McCluskey
Nancy Mogk
Laurel O'Brien

Andrew Peterman
Dave Scarmardo
Theresa Ulrich

STUDENTS

Drew Bennett
Maggie Fischer

Abbie Herbold
Ashlynn Kousgaard

Amana Miriam
Blake Noble

GOAL AREA TEAM MEMBERS

Chris Abbott	Digital Literacy Specialist (6-8)
Jamie Andonopoulos	PreK Teacher, Forest Glen (PK-5)
Katie Barille	Kindergarten Teacher, Churchill (K-5)
Chuck Brewster	Assistant Principal, Churchill (K-5)
Betsy Buckley	District Special Education Coordinator
Jeff Burke	Principal, Ben Franklin (K-5)
Janice Casas	4th Grade Dual Language Teacher, Churchill (K-5)
Marci Conlin	Assistant Superintendent, Human Resources
Mandy Connell	Assistant Principal, Hadley Jr. High (6-8)
Beth Courtney	Administrative Assistant, Forest Glen (PK-5)
Eric DePorter	Assistant Superintendent, Finance, Facilities & Operations
Steve Diveley	Principal, Hadley Jr. High (6-8)
Gaby Escobar Hernandez	District Spanish Liaison
Alex Farnaus	District Network Engineer
Sara Gillmar	School Social Worker, Ben Franklin (K-5)
Bob Guzzetti	Assistant Principal, Hadley Jr. High (6-8)
Scott Klespitz	Principal, Forest Glen (PK-5)
Mariola Kosinski	School Social Worker, Hadley Jr. High (6-8)
Erika Krehbiel	Chief Communications Officer
Jamie Mahan-Linder	Assistant Principal, Ben Franklin (K-5)
Jenna McCallister	District Board Certified Behavior Analyst
Katie McCluskey	Assistant Superintendent, Teaching, Learning & Accountability
Nancy Mogk	Executive Assistant to the Superintendent
Laurel O'Brien	Director of Student Services
Nick Papineau	Problem Based Learning Coach (Elementary)
Andrew Peterman	Director of Innovation and Technology
Samantha Rajcevich	PreK Teacher, Forest Glen (PK-5)
Katie Reed	EL Teacher (6-8) and Glen Ellyn Children's Resource Center Staff
Sarah Rodriguez	Principal, Abraham Lincoln (K-5)
Mayra Rojas	District Early Childhood Coordinator
Amy Sabalasky	Administrative Assistant, Abraham Lincoln (K-5)
Dave Scarmardo	Director of Buildings and Grounds
Brian Schremp	Assistant Principal, Abraham Lincoln (K-5)
Teresa Shea	EL Teacher (6-8)
Rachel Solomon	Principal, Churchill (K-5)
Sarah Tatiel	Assistant Principal, Forest Glen (PK-5)
Theresa Ulrich	Director of Language Services
Kelley Vail	4th Grade Teacher, Abraham Lincoln (K-5)

Acknowledgments



Glen Ellyn School District 41
Central Services Office | 793 N. Main Street | Glen Ellyn, IL 60137
(630) 790-6400
www.d41.org

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POSTAL CUSTOMER**



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Language translation is available on the website at d41.org/strategicplan2022