

# A FUTURE 4 EVERY 1

STUDENTS ARE AT THE HEART OF ALL DECISIONS

GLEN ELLYN SCHOOL DISTRICT 41 STRATEGIC PLAN

2022-2027

D41

*Board Approved April 18, 2022*





## 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 Strategic Plan Core Purpose

This 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. These 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.



# 1 STRATEGIC PRIORITY GOAL AREA: 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, D41 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

# 2 STRATEGIC PRIORITY GOAL AREA: 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.

# 2 STRATEGIC PRIORITY GOAL AREA: SAFE AND INCLUSIVE ENVIRONMENTS



(cont.)

By 2027, District 41 students, staff and community members will use their knowledge and skills developed through training to practice and engage in continual analysis and improvement to ensure diversity, equity, inclusion and physical and emotional safety throughout our schools and community.

- D41 will develop, implement, evaluate and adjust recruitment and hiring practices to attract, support and retain a more diverse workforce.
- D41's equity subcommittee will regularly examine multiple measures of diversity, equity, inclusion and safety data to inform action in creating more safe and inclusive schools.
- D41 will evaluate the effectiveness of its diverse workforce recruitment, hiring, development and retention efforts, including measurement of job satisfaction indicators.

# 3 STRATEGIC PRIORITY GOAL AREA: SOCIAL EMOTIONAL LEARNING



## Desired Future:

The D41 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, D41 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, Rhythm, 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 STRATEGIC PRIORITY GOAL AREA: SOCIAL EMOTIONAL LEARNING



(cont.)

By 2027, D41 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, D41 will continue to build strong relationships with community partners and promote caregiver education and invite stakeholder involvement.

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

# 4 STRATEGIC PRIORITY GOAL AREA: 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.

# 4 STRATEGIC PRIORITY GOAL AREA: EARLY LEARNING PROGRAMS AND FACILITIES



(cont.)

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 STRATEGIC PRIORITY GOAL AREA: 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.

# 5 STRATEGIC PRIORITY GOAL AREA: FUTURE READY SKILLS AND INNOVATION



(cont.)

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.

# 5 STRATEGIC PRIORITY GOAL AREA: FUTURE READY SKILLS AND INNOVATION



(cont.)

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 STRATEGIC PRIORITY GOAL AREA: 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.

# 6 STRATEGIC PRIORITY GOAL AREA: COMMUNITY PARTNERSHIPS AND ENGAGEMENT

(cont.)

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.



# 6 STRATEGIC PRIORITY GOAL AREA: COMMUNITY PARTNERSHIPS AND ENGAGEMENT

(cont.)

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.



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# Glen Ellyn School District Progress Monitoring, Alignment, and Accountability

We will hold ourselves accountable by continuously measuring progress toward our goals. By closely monitoring student growth and achievement, our own professional growth, and our districtwide culture, we will be able to MEASURE and COMMUNICATE progress, continually IMPROVE the quality of instruction, ENSURE accountability, and CELEBRATE our successes.

Success does not happen by accident. Turning our good intentions into stronger results for every student will demand disciplined implementation in every class, in every school, in every department, in every part of our community, as well as courageous leadership at all levels. Including the development of annual Board Goals. Consistent performance requires setting clear goals and concrete objectives, aligning resources to the objectives, motivating commitment, building capabilities, communicating progress, nurturing continuous improvement and innovation, and ensuring supports and accountability for results. Making all these come together and making sure they stay together is a core responsibility of the Board of Education, district leadership and school leadership. In addition, the Board has conveyed a commitment to establishing a Diversity, Equity & Inclusion Board Committee (DEI) to serve as the umbrella committee to the smaller Superintendent committees.



# "Umbrella" Committee Structure



**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 sub committees
- ☐ **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 Sub committee (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 Sub committee (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 and Accountability
- Asst. Supt for Student Services
- Director of Language Programs
- Principal/Asst. Principal
- 4 Parents
- 4 Teachers/Staff
- Board Member

**Community Advisory Sub committee (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 2022-27

Board Annual Goals

Superintendent Annual Goals

### D41 Goal Area Action Plans

Goal Area Action Plans

School Improvement Plans

### D41 Building Leadership Teams

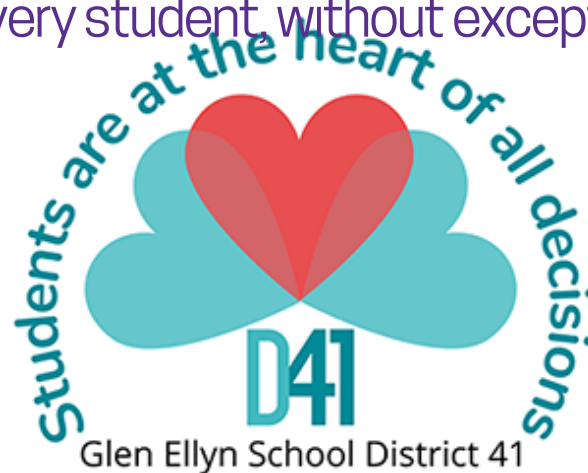
Grade Level and Department  
Professional Learning Communities  
(PLCs)



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.





I have a growth mindset.

I am educationally prepared.

I am a critical thinker and problem solver.

I am curious.

I am collaborative.

I have a global perspective.

I am kind.

**I am a District 41 Student.**