



Ignite passion. Inspire excellence. Imagine possibilities



# LONG-RANGE PLAN

## YEAR 2 2017–2021





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# GLEN ELLYN SCHOOL DISTRICT 41

## LETTER FROM THE SUPERINTENDENT

Dear District 41 Community,

In the fall of the 2015-2016 school year, the District began the collaborative process to develop the District's new Long-Range Plan. This plan builds upon the work that started in 2008 during the Community Visioning Sessions. It was at this time the Vision Statement of "Ignite passion. Inspire excellence. Imagine possibilities." came to life. Our Vision, Mission and Values serve as the foundation of the Long-Range Plan to support the Board's commitment to keep "Children are at the heart of all decisions." This commitment will guide the work of the District through 2021.

The Long-Range Plan guides our work as we align our resources to achieve the Strategic Priorities set by the Board of Education. The plan publicly proclaims our commitment to these priorities and the measures by which we hold ourselves accountable.

The Board of Education has established Strategic Priorities as the most critical objectives in meeting our Mission and achieving our Vision. Strategic Priorities, Indicators of Success, Key Performance Indicators, and the Action Steps will be used to establish our work and budget priorities each year and will serve as the framework to determine the success of the District into the future.

As a part of the Long-Range Plan development process, we collaboratively created a District 41 Student Profile. The Student Profile was created to provide a vision for students. It highlights the key attributes that students attain as they grow from year to year in District 41. Students are why we have a Long-Range Plan. The student profile brings this purpose into focus for the entire district.

Thank you for your support.

Dr. Paul Gordon  
Superintendent





## Our Vision

Ignite passion.  
Inspire excellence.  
Imagine possibilities.



## Our Mission

We embrace the future with optimism, working in partnership with our community on behalf of our children. We develop intellect, engage creativity, foster responsibility, and build positive and collaborative relationships to enable all children to thrive in a changing and increasingly global society.



## Our Values

Our values are the cornerstones of our learning community and direct the actions we take; we must model, teach and live them throughout the district.

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

We empower every child to become a self-directed lifelong learner capable of creative and critical thinking.

We emphasize written and oral skills which are essential to success, timeless in their importance and the basis of future learning.

We encourage flexibility and adaptability, knowing they are necessary to succeed in a global and diverse society.

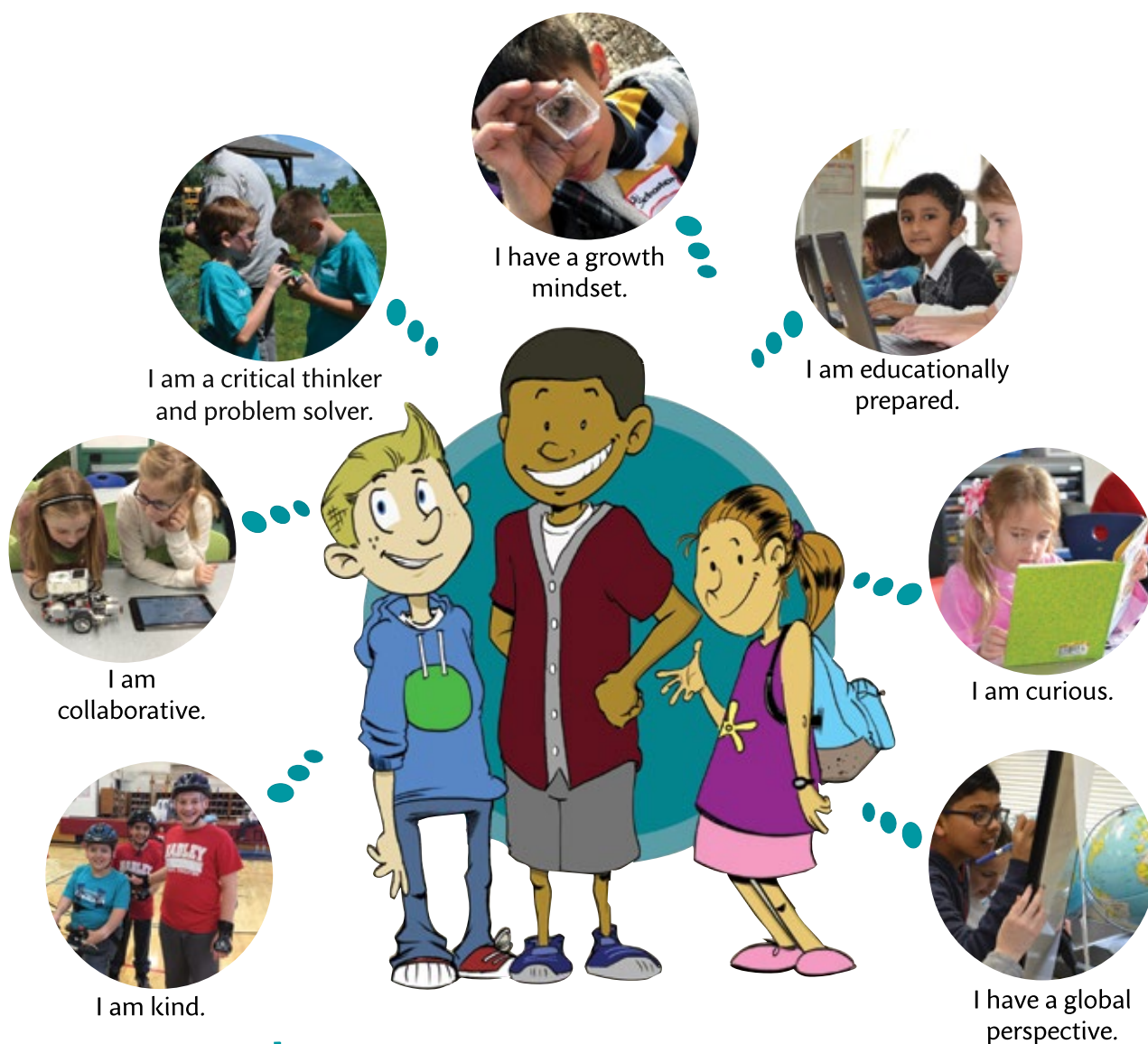
We leverage our resources and technology to create powerful and equitable educational environments and experiences for all learners.



# Student Profile

As a part of the process to create the new Long-Range Plan, the District developed a profile of a District 41 student. We believe by achieving the goals of our Long-Range Plan the intended outcome will be the attributes we hope that every student attains while learning, growing and achieving in Glen Ellyn School District 41. In 2016, Superintendent Gordon worked with groups across the District including teachers, staff and parents to help create the profile. Finally, he surprised a couple of 8th grade classes with an activity to learn directly from them! The students shared their thoughts and engaged in deep conversation around the challenges they face as a generation and the qualities and skills they feel a student their age needs to succeed.

Each of the characteristics of a District 41 learner represent a key attribute we will foster to ensure student success in school and in life.



**I am a  
District 41 Student.**



# Strategic Priorities and Indicators of Success

## ELEMENTS OF THE PLAN

### Strategic Priorities

The Board of Education identified six Strategic Priorities to guide the work of the district.

### Indicators of Success

The Indicators of Success were created by the Board of Education to further describe the main themes to be embedded in our work toward realizing the seven Strategic Priorities.

### Key Performance Indicators (KPIs)

KPIs are measurable values that demonstrate how effectively District 41 is achieving the goals defined by the Strategic Priorities.

### Action Steps

The Action Steps are the activities that will take place across the district that will propel us to achieving the goals defined by the Strategic Priorities.

**Academic Excellence — Student Learning and Academic Achievement**

**Facilities that Enhance Student Learning**

**Finances that Support Student Learning**

**Dedicated and Talented Staff Committed to Student Learning**

**School Community Culture & Climate to Further Enhance Student Learning**

**Community Engagement and Communication**



Our educators are committed and strategic. They have an unwavering belief in people as learners, thinkers, leaders, and problem-solvers, and express this belief through our Vision, Mission and Values. We embrace and celebrate each student's history and future. We have an obligation to our communities and to our families to teach well and to nourish the human spirit with a love of learning and inquiry. We are determined to provide all of our students with a high-quality education that provides opportunities to demonstrate learning in varied and challenging ways. We know that learning is a complex process and strive to be intentional and responsive to the needs of each of our learners.

## Academic Excellence — Student Learning and Academic Achievement

### Strategic Priority 1

We will create a positive and nurturing environment which is foundational to student success. We will enhance and support a culture of academic excellence while working to close the achievement gap.

#### Indicators of Success

We will successfully prepare our students for high school and for an increasingly global society.

Establish and measure KPIs for academics, social/emotional learning and to close the achievement gap.

Champion active collaboration among staff.

Technology will support and enhance student learning.

## Facilities that Enhance Student Learning

### Strategic Priority 2

We will ensure that our facilities accommodate and adequately support current educational

needs and allow for flexibility to support long-term future needs. We will continually evaluate facilities and strategically plan for the maintenance of all buildings and grounds.

#### Indicators of Success

Evaluate space utilization.

Ensure and evaluate level of safety and security for all schools including fostering partnerships with civic agencies.

Implement plans for well maintain buildings and grounds on a scheduled basis.

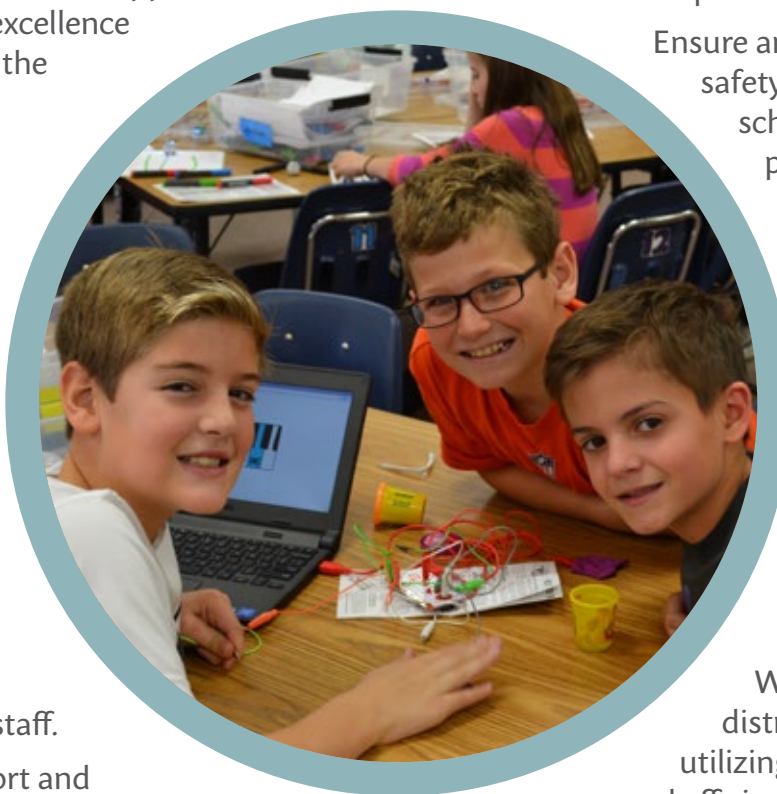
## Finances that Support Student Learning

### Strategic Priority 3

We will realize the district's mission while utilizing resources responsibly and efficiently. We will be respectful and mindful of taxpayers by evaluating and prioritizing spending.

#### Indicators of Success

Establish an annual budget with a five year forecast to prioritize, cost containment, and use resources responsibly.



Engage the community relative to financial priorities.

Evaluate spending for fidelity, impact, satisfaction, and efficiency.

### **Dedicated and Talented Staff Committed to Student Learning**

#### **Strategic Priority 4**

We will recruit, support and encourage retention of employees at all levels. We are committed to a thriving work environment that encourages staff learning, growth and to have a voice in the decision-making process. We will strive to make District 41 an employer of choice.

#### **Indicators of Success**

Staff is highly engaged in the work, they are proud of their work, feel valued, and are focused on the mission of the organization.

High quality professional development and mentoring opportunities are key to our success. Individuals are taught the skills and knowledge they need in order to be successful in their role.

Provide all teachers opportunities to engage the district beyond the classroom.



### **School Community Culture and Climate to Further Enhance Student Learning**

#### **Strategic Priority 5**

We will enhance a healthy, productive and collaborative relationship with school and district stakeholders.

#### **Indicators of Success**

Increase parent engagement and ensure they feel connected to the staff and to the overall school community.

Continuously improve a welcoming culture in each school community.

Continuously improve satisfaction among students parents and staff.

### **Community Engagement and Communication**

#### **Strategic Priority 6**

We will deepen trust with the community members who live in the over 12,000 households within the District 41 boundaries through comprehensive and transparent communications. We will seek input from all District 41 stakeholders.



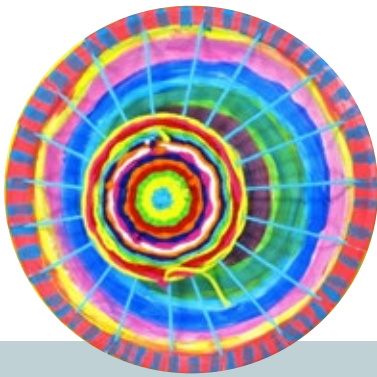


## Indicators of Success

The community is informed about District 41 practices, decisions and operations.

Enhance the District's understanding on the various community perspectives on school district topics.

Improve stakeholder and community pride in District 41.



## Long-Range Plan Accountability

### Strategic Priority 7

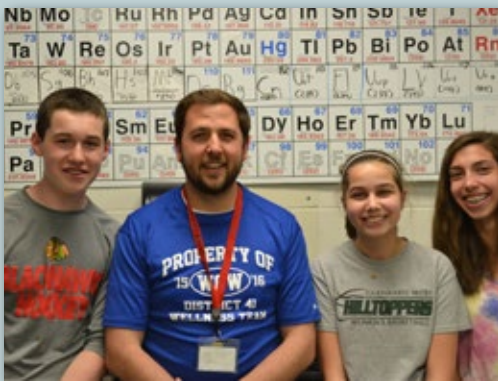
The Board will be accountable to annually review Strategic Priorities by monitoring and evaluating quantitative and qualitative data.

### Indicators of Success

Board will set an annual date to review and evaluate data from Strategic Priorities 1-6



For more information about the elements of the Long-Range Plan visit our website: [www.d41.org/LRP](http://www.d41.org/LRP)







# The District 41 Model

The following pages outline the District 41 Model of the structures in place to support teaching and learning.

## High Quality Instruction in every classroom, every day

In Glen Ellyn School District 41, high quality instruction translates to ensuring every classroom provides challenging and engaging instruction for every student daily. We recognize the importance of errors and purposeful struggle for our learners as critical elements in the learning process: Struggle is not optional—it's neurologically required.

Below are essential components of the D41 Model:

### LITERACY/MATH

- Cultivate readers and writers who display confidence, independence and a joy for literacy through high levels of reading and writing occurring in every classroom, every day
- Develop deeper and a more conceptual understanding of mathematics that sets students up for success in high school, college, careers, and beyond
- Science is integrated with Math; literacy is integrated with Social Science in order to foster a sense of the relationships among these subjects and skills
- Workshop Approach to Learning:
  - Clear learning objectives and outcomes for every class
  - Mini-lesson
  - Students practice and apply learning
  - Teachers checking for understanding (conferring with individual or small groups of students)
  - Providing feedback through conferring and small group instruction to determine next steps in instruction
  - Scaffolding instruction for the various learners in the class to enhance student learning
  - Formative and Summative Assessment to inform instruction



- PBL/Inquiry is a student-centered, active learning approach that focuses on questioning, collaboration, critical thinking, and problem-solving. A focus on PBL inquiry allows all classrooms to go deeper, enhance creativity, give students more input, and let them experience purposeful struggle and success, which are keys to learning. Experiencing intentional challenges that are just beyond our students' reach fosters deep, lasting learning.

### DUAL LANGUAGE AND FOREIGN LANGUAGE IN ELEMENTARY SCHOOLS (FLES)

- Students in the Dual Language Program become bilingual, bi-literate, and bi-cultural. Students spend the day together learning a comprehensive and rigorous curriculum in which students receive instruction in both languages through specific content areas.
- Students in the FLES program develop proficient communicative competence in the target language through integrated thematic instruction. Students embrace diverse cultural perspectives. Students

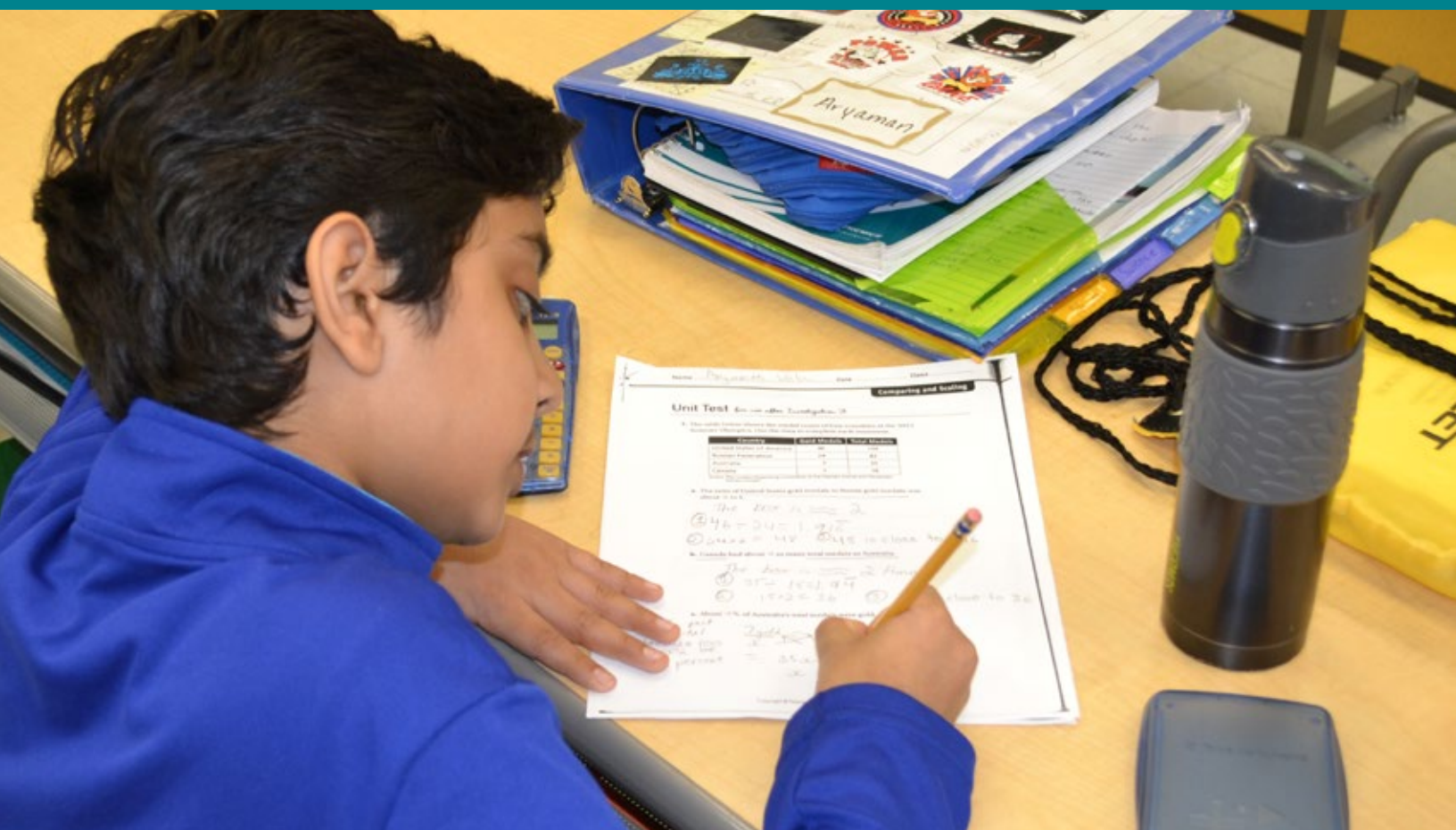
spend 30 minutes daily in a Spanish immersion program beginning in first grade that builds on topics and content that are relevant to the students' grade level learning.

### PHYSICAL EDUCATION, ART, MUSIC AND BEYOND

District 41 values and supports our students obtaining a well-rounded educational experience that is comprised of art, music, physical education, daily Spanish, and different elective offerings that foster a curiosity of learning that is beyond the core academic courses. In addition, we believe our students should and must participate in after-school activities.

### PROFESSIONAL LEARNING COMMUNITIES (PLC)

PLCs use a collaborative approach that allows educators to focus on creating deep understandings of our students and their academic/behavior needs and outcomes so students can learn with confidence and transfer and apply their learning to different and unique situations.





## Effective PLCs:

- Focus on learning rather than teaching
- Share the responsibility for the total development of students and collective responsibility for students' success.
- Work interdependently to achieve common goals for which members are mutually accountable.
- Use the four critical questions to drive their work:
  - What do students need to know and be able to do?
  - How will we know when they have learned it?
  - What will we do when they haven't learned it?
  - What will we do when they already know it?



## INCLUSION AND EQUITY FOR ALL STUDENTS

Inclusion and equity are about opening our hearts, minds and beliefs that every child can and will be successful in an academically rigorous environment. As educators, it is our responsibility to ensure that all students have opportunities, access, and support in rigorous and engaging learning environments throughout the entire school day. As Dr. John B. King stated, "When our youth are denied the chance to learn alongside classmates who are different from them, they also are denied the preparation for the real world they will inhabit as adults."

### DISTRICT 41 INCLUSIVE PRINCIPLES

1. Viewing every child as a general education student.





2. Developing a continuum of services that is driven by individual student strengths and needs.
3. Creating a culture that develops a sense of belonging for all diverse learners.
4. Assuring shared ownership by every educator for every student.
5. Respecting every student's strengths and needs.
6. Presuming competence for each student.
7. Engaging in collaborative problem solving to develop, challenge, and accommodate all learners.

- As a district, we provide Professional Development that is:
  - authentic, differentiated, rigorous and engaging
  - reflective and promote the best instructional practices
  - honor the professionalism, expertise, experience, and skills of staff
  - grounded in teachers' practice and an ongoing part of our daily work

### PROFESSIONAL DEVELOPMENT

- It is essential that all teachers have the support, resources, and time they need to develop their capacity and confidence to ensure an equitable and inclusive education for all students. As educators, we must continually have a thirst for knowledge, a desire to improve our craft, and a drive to help our students grow as learners. Inquiry and reflection are at the heart of professional learning.

*“When our youth are denied the chance to learn alongside classmates who are different from them, they also are denied the preparation for the real world they will inhabit as adults.”*

Dr. John B. King





# How do we know we are making progress?

Specific Action Steps were created to support the various activities the District will undertake in the next few years to achieve the Strategic Priorities. Each year we will develop a set of annual activities which support the Action Steps. At the end of each year we review the completion of these activities, provide the results to our Board of Education, and reflect and revise the school improvement plans for the coming year. The District will also publish them on the Long-Range Plan section of the website. These are specific and unique measures for Glen Ellyn School District 41.

The second way of demonstrating progress involves a set of Key Performance Indicators (KPIs) to assess tangible progress on each of our Strategic Priorities.

Education is held to many different standards that define how schools and districts are improving and evolving in the ever changing world that students will be leading in the near future. In District 41, we are continuously seeking feedback from our parents and community members about their overall satisfaction with our programs and general direction of the District.

Glen Ellyn School District 41 will continue to work every year toward achieving these Strategic Priorities, reflecting excellence and accountability.

## STRATEGIC PLAN PROGRESS REPORT

STATUS KEY	
Green	Met goal
Yellow	Approaching
Red	Not yet



## STRATEGIC PRIORITY 1: Academic Excellence – Student Learning and Academic Achievement

We will create a positive and nurturing environment which is foundational to student success.

We will enhance and support a culture of academic excellence while working to close the achievement gap.

### Indicators of Success

- Prepare our students for the rigor of high school and for an increasingly global society. Establish and measure Key Performance Indicators (KPI) for academics, social/emotional learning and closing the achievement gap.
- Champion active collaboration among staff.
- Support and enhance student learning through technology commitment.

### PREPARE OUR STUDENTS FOR THE RIGOR OF HIGH SCHOOL AND FOR AN INCREASINGLY GLOBAL SOCIETY

Key Performance Indicators	Baseline	Target 16/17	Actual 16/17	Target 17/18	Actual 17/18	Target 18/19	Target 19/20	Goal 20/21
By 2021, 65% of 3rd, 5th, and 8th grade students will be <b>reading</b> at or above the 75th percentile as measured by the Northwest Evaluation Association (NWEA) Measures of Academic Progress® (MAP) test.	Gr 3 - 49	52	50	55	48	58	61	65%
	Gr 5 - 52	54	50	57	42	60	62	
	Gr 8 - 59	60	58	61	64	62	63	
By 2021, 65% of 3rd, 5th, and 8th grade students will be at or above the 75th percentile in <b>math</b> as measured by the NWEA MAP test.	Gr 3 - 47	50	47	54	52	58	62	65%
	Gr 5 - 51	53	56	56	49	59	62	
	Gr 8 - 61	62	62	63	65	64	65	
3rd, 5th, and 8th grade students will demonstrate a median conditional growth percentile in <b>reading</b> at or above the 50th percentile each year as measured by the NWEA MAP Test.	Gr 3 - 51	Yes	51	Yes	54	Yes	Yes	Yes
	Gr 5 - 54		54		48			
	Gr 8 - 63		63		61			
3rd, 5th, and 8th grade students will demonstrate a median conditional growth percentile in <b>math</b> at or above the 50th percentile each year as measured by the NWEA MAP Test.	Gr 3 - 39	Yes	39	Yes	49	Yes	Yes	Yes
	Gr 5 - 54		54		68			
	Gr 8 - 71		71		68			
3rd, 5th and 8th grade students with an Individual Education Plan (IEP) will demonstrate a median conditional growth percentile in <b>reading</b> at or above the 55th percentile each year as measured by the NWEA MAP test.	Gr 3 - 42	Yes	29	Yes	50	Yes	Yes	Yes
	Gr 5 - 48		42		40			
	Gr 8 - 62		69		41			
3rd, 5th and 8th grade students with an IEP will demonstrate a student median conditional growth percentile in <b>math</b> at or above the 55th percentile each year as measured by the NWEA MAP test.	Gr 3 - 54	Yes	44	Yes	49	Yes	Yes	Yes
	Gr 5 - 50		55		52			
	Gr 8 - 51		47		52			

(Continued on following page)

## STRATEGIC PRIORITY 1: Academic Excellence – Student Learning and Academic Achievement

PREPARE OUR STUDENTS FOR THE RIGOR OF HIGH SCHOOL AND FOR AN INCREASINGLY GLOBAL SOCIETY (CONTINUED)

Key Performance Indicators	Baseline	Target 16/17	Actual 16/17	Target 17/18	Actual 17/18	Target 18/19	Target 19/20	Goal 20/21
3rd, 5th and 8th grade EL students will demonstrate a median conditional growth in <b>reading</b> at or above the 55th percentile each year as measured by the NWEA MAP test.	Gr 3 - 59		51		40			
	Gr 5 - 64	Yes	54	Yes	42	Yes	Yes	Yes
	Gr 8 - 68		65		58			
3rd, 5th and 8th grade EL students will demonstrate a median conditional growth in <b>math</b> at or above the 55th percentile each year as measured by the NWEA MAP test.	Gr 3 - 41		39		46			
	Gr 5 - 36	Yes	32	Yes	58	Yes	Yes	Yes
	Gr 8 - 67		77		47			
5th grade students in Accelerated and Enriched Curriculum (AEC) will demonstrate a conditional growth percentile in <b>math</b> at or above the 55th percentile each year as measured by the NWEA MAP test.	46	Yes	43	Yes	60.5	Yes	Yes	Yes
8th grade students in Accelerated Math will demonstrate a conditional growth percentile in <b>math</b> at or above the 55th percentile each year as measured by the NWEA MAP test.	78	Yes	93	Yes	81	Yes	Yes	Yes
8th grade students in Accelerated Literacy will demonstrate a conditional growth percentile in <b>reading</b> at or above the 55th percentile each year as measured by the NWEA MAP test.	82	Yes	71	Yes	63	Yes	Yes	Yes
100% of students responding to the satisfaction survey report that there is at least one adult at school that they can talk to if they have a problem.	94	Yes	N/A Biannual Survey	Yes	86.1	Yes	Yes	100
100% of students responding to the satisfaction survey report they have at least one friend at school.	97	Yes	N/A Biannual Survey	Yes	95.1	Yes	Yes	100
The number of students responding to the satisfaction survey who report that they feel bullied at school will be reduced by 5% each year.	16	Yes	N/A Biannual Survey	Yes	16.2	Yes	Yes	100
Consistently see improved data related to Student-Teacher Trust as reported for grades 6-8 on the 5Essentials survey results.	47	Yes	TBD Fall 2017	Yes	62	Yes	Yes	Yes



## STRATEGIC PRIORITY 1: Academic Excellence – Student Learning and Academic Achievement

### SUPPORT AND ENHANCE STUDENT LEARNING THROUGH TECHNOLOGY COMMITMENT

Key Performance Indicators	Baseline	Target 16/17	Actual 16/17	Target 17/18	Actual 17/18	Target 18/19	Target 19/20	Goal 20/21
100% of students will have received training on appropriate/ethical use of online resources as well as the safe use of technology.	N/A	100	Yes	100	Yes	100	100	100

## STRATEGIC PRIORITY 2: Facilities that Enhance Student Learning

We will ensure that our facilities accommodate and adequately support current educational needs and allow for flexibility to support long-term future needs. We will continually evaluate facilities and strategically plan for the maintenance of all buildings and grounds.

### Indicators of Success

- Evaluate space utilization.
- Ensure and evaluate level of safety and security for all schools including fostering partnerships with civic agencies.
- Implement plans for well-maintained buildings and grounds on a scheduled basis.

### EVALUATE SPACE UTILIZATION

Key Performance Indicators	Baseline	Target 16/17	Actual 16/17	Target 17/18	Actual 17/18	Target 18/19	Target 19/20	Goal 20/21
95% of school facilities are being used to support the educational goals and objectives.	As identified in architect report	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Standard for Furniture/Fixtures and Equipment (FFE) ensure common school expectations are applied 100% of the time as identified by FFE Committee.	N/A	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Continue to see improvement of survey data addressing “adequate space for students” in community survey.	N/A	Yes	Yes	Yes	Yes	N/A	Yes	Yes



The artwork pictured throughout this document was created by students at Churchill School, 2017/18.

## STRATEGIC PRIORITY 2: Facilities that Enhance Student Learning

ENSURE AND EVALUATE LEVEL OF SAFETY AND SECURITY FOR ALL SCHOOLS  
INCLUDING FOSTERING PARTNERSHIPS WITH CIVIC AGENCIES

Key Performance Indicators	Baseline	Target 16/17	Actual 16/17	Target 17/18	Actual 17/18	Target 18/19	Target 19/20	Goal 20/21
Address all Health Life Safety (HLS) required citations according to the 5 year facilities plan (as identified in the ten year Health Life Safety (HLS) report).	HLS Report	Yes	N/A	Yes	Yes	Yes	Yes	Yes
By 2017-18, and every year after, 95% of students surveyed will feel safe in our schools from a structural and environmental perspective.	95	N/A	N/A	Yes	Yes	Yes	Yes	Yes
By 2017-18, and every year after, 95% of parents surveyed will feel their students are safe in our schools from a structural and environmental perspective.	95	N/A	N/A	Yes	Yes	Yes	Yes	Yes
By 2017-18, and every year after, 95% of staff surveyed feels safe in our facilities from a structural and environmental perspective.	95	N/A	N/A	Yes	Yes	Yes	Yes	Yes

### IMPLEMENT PLANS FOR WELL-MAINTAINED BUILDINGS AND GROUNDS ON A SCHEDULED BASIS

Key Performance Indicators	Baseline	Target 16/17	Actual 16/17	Target 17/18	Actual 17/18	Target 18/19	Target 19/20	Goal 20/21
By 2017-18 and every year after, maintenance schedules are executed and implemented with fidelity.	N/A	Yes	N/A	Yes	Yes	Yes	Yes	Yes
By 2017 and every year after, 99% Network reliability rate.	N/A	Yes	Yes	Yes	Yes	Yes	Yes	Yes
By 2018, the district has a 100% wireless connectivity rate in all educational settings.	N/A	Yes	Yes	Yes	Yes	Yes	Yes	Yes
By 2018, increase our critical data backup and redundancy capacity.	N/A	Yes	Yes	Yes	Yes	Yes	Yes	Yes



### STRATEGIC PRIORITY 3: Finances that Support Student Learning

We will realize the district's mission while utilizing resources responsibly and efficiently.  
We will be respectful and mindful of taxpayers by evaluating and prioritizing spending.

#### Indicators of Success

- Establish an annual budget with a five year forecast to prioritize cost containment, and use resources responsibly.
- Engage the community relative to financial priorities.
- Evaluate spending for fidelity, impact, satisfaction and efficiency.

#### ESTABLISH AN ANNUAL BUDGET WITH A FIVE-YEAR FORECAST TO PRIORITIZE COST CONTAINMENT, AND USE RESOURCES RESPONSIBLY

Key Performance Indicators	Baseline	Target 16/17	Actual 16/17	Target 17/18	Actual 17/18	Target 18/19	Target 19/20	Goal 20/21
Maintain expenditures such that a structural deficit doesn't occur.	N/A	Yes	Yes	Yes	Yes	Yes	Yes	Yes
More than 75% of District 41 parent/staff survey respondents state the District uses its money and resources (staff, materials and facilities) well.	65	N/A	N/A	Yes	Yes	N/A	Yes	Yes

#### ENGAGE THE COMMUNITY RELATIVE TO FINANCIAL PRIORITIES

Key Performance Indicators	Baseline	Target 16/17	Actual 16/17	Target 17/18	Actual 17/18	Target 18/19	Target 19/20	Goal 20/21
Annually engage a community-based Finance Advisory Committee.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	TBD
FAC to annually complete Board assigned requests.	Yes	Yes	N/A	Yes	Yes	Yes	Yes	TBD

#### EVALUATE SPENDING FOR FIDELITY, IMPACT, SATISFACTION, AND EFFICIENCY

Key Performance Indicators	Baseline	Target 16/17	Actual 16/17	Target 17/18	Actual 17/18	Target 18/19	Target 19/20	Goal 20/21
Each year, maintain a low cost and high performing school district as compared to the Board of Education identified benchmarks as reported by Advantage Analytics.	N/A	N/A	N/A	Yes	Yes	Yes	Yes	Yes

## STRATEGIC PRIORITY 4: Dedicated and Talented Staff Committed to Student Learning

We will recruit, support and encourage retention of employees at all levels. We are committed to a thriving work environment that encourages staff learning, growth and to have a voice in the decision-making process. We will strive to make District 41 an employer of choice.

### Indicators of Success

- Staff is highly engaged in the work, they are proud of their work, feel valued, and are focused on the mission of the organization.
- High quality professional development and mentoring opportunities are key to our success. Individuals are taught the skills and knowledge they need in order to be successful in their role.
- Provide all teachers opportunities to engage the district beyond the classroom.

### STAFF IS HIGHLY ENGAGED IN THE WORK, THEY ARE PROUD OF THEIR WORK, FEEL VALUED, AND ARE FOCUSED ON THE MISSION OF THE ORGANIZATION

Key Performance Indicators	Baseline	Target 16/17	Actual 16/17	Target 17/18	Actual 17/18	Target 18/19	Target 19/20	Goal 20/21
Each year, increase all staff survey satisfaction data as measured by annual culture and climate survey.	N/A	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Each year, increase the satisfaction/engagement cultural assessment index survey results by .5.	N/A	Yes	Yes	Yes	75%	Yes	Yes	Yes
Each year, have the "Top 10" satisfaction areas of staff survey above a 4.5 average mean each year.	N/A	Yes	4.7	Yes	4.5	Yes	Yes	Yes
Each year, increase the average mean of the "Bottom 10" satisfaction areas of staff survey to a minimum of 4.0.	N/A	Yes	3.6	Yes	3.6	Yes	Yes	Yes

### HIGH QUALITY PROFESSIONAL DEVELOPMENT AND MENTORING OPPORTUNITIES ARE KEY TO OUR SUCCESS. INDIVIDUALS ARE TAUGHT THE SKILLS AND KNOWLEDGE THEY NEED IN ORDER TO BE SUCCESSFUL IN THEIR ROLE

Key Performance Indicators	Baseline	Target 16/17	Actual 16/17	Target 17/18	Actual 17/18	Target 18/19	Target 19/20	Goal 20/21
Professional Development surveys maintain an 80% satisfaction rate for every PD opportunity.	80	Yes	Yes	Yes	Yes	Yes	Yes	Yes
95% of all 2nd through 4th year staff have attained a proficient or higher rating through the identified evaluation.	N/A	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Beginning in 2018-2019, every school will have identified mentor leaders to support 1st through 2nd year teachers.	N/A	Yes	N/A	Yes	N/A	Yes	Yes	Yes



## STRATEGIC PRIORITY 4: Dedicated and Talented Staff Committed to Student Learning

PROVIDE ALL TEACHERS OPPORTUNITIES TO ENGAGE THE DISTRICT BEYOND THE CLASSROOM

Key Performance Indicators	Baseline	Target 16/17	Actual 16/17	Target 17/18	Actual 17/18	Target 18/19	Target 19/20	Goal 20/21
100% of the time an opportunity will be offered to teachers to participate or have a voice in committees and community/district-wide events.	N/A	Yes	Yes	Yes	Yes	Yes	Yes	Yes

## STRATEGIC PRIORITY 5: School Community Culture and Climate to Further Enhance Student Learning

We will enhance a healthy, productive and collaborative relationship with school and district stakeholders.

### Indicators of Success

- Increase parent engagement and ensure they feel connected to the staff and to the overall school community.
- Continuously improve a welcoming culture in each school community.
- Continuously improve satisfaction among students parents and staff

INCREASE PARENT ENGAGEMENT AND ENSURE THEY FEEL CONNECTED TO THE STAFF AND TO THE OVERALL SCHOOL COMMUNITY

Key Performance Indicators	Baseline	Target 16/17	Actual 16/17	Target 17/18	Actual 17/18	Target 18/19	Target 19/20	Goal 20/21
Increase the average mean score of satisfaction with communications as reflected in the parent satisfaction survey.	N/A	N/A	N/A Biannual Survey	Yes	Yes	N/A Biannual Survey	Yes	Yes
Increase parent satisfaction data related to parent involvement or engagement for each of the schools as reflected in the parent satisfaction survey.	N/A	N/A	N/A Biannual Survey	Yes	Yes	N/A Biannual Survey	Yes	Yes

CONTINUOUSLY IMPROVE A WELCOMING CULTURE IN EACH SCHOOL COMMUNITY

Key Performance Indicators	Baseline	Target 16/17	Actual 16/17	Target 17/18	Actual 17/18	Target 18/19	Target 19/20	Goal 20/21
Increase parent satisfaction data for each of the schools as reflected in the parent satisfaction survey. ■ I feel welcomed at my child's school ■ Staff are willing to listen to parent concerns	N/A	N/A	N/A Biannual Survey	Yes	Yes	N/A	Yes	Yes

## STRATEGIC PRIORITY 5: School Community Culture and Climate to Further Enhance Student Learning

### CONTINUOUSLY IMPROVE SATISFACTION AMONG STUDENTS, PARENTS AND STAFF

Key Performance Indicators	Baseline	Target 16/17	Actual 16/17	Target 17/18	Actual 17/18	Target 18/19	Target 19/20	Goal 20/21
Each year, increase staff satisfaction data for each of the schools as reflected in the culture and climate staff survey data.	N/A	Yes	N/A	Yes	No	Yes	Yes	Yes
Each year, increase parent and student overall satisfaction among those surveyed by School Perceptions.	N/A	N/A	N/A	Yes	Yes	N/A	Yes	Yes

## STRATEGIC PRIORITY 6: Community Engagement and Communication

We will deepen trust with the community members who live in the over 10,000 households within the District 41 boundaries through comprehensive and transparent communications. We will seek input from all District 41 stakeholders.

### Indicators of Success

- The community is informed about District 41 practices, decisions and operations.
- Enhance the District's understanding on the various community perspectives on school district topics.
- Improve stakeholder and community pride in District 41.

### THE COMMUNITY IS INFORMED ABOUT DISTRICT 41 PRACTICES, DECISIONS AND OPERATIONS

Key Performance Indicators	Baseline	Target 16/17	Actual 16/17	Target 17/18	Actual 17/18	Target 18/19	Target 19/20	Goal 20/21
Increase the number of people engaged in district social media pages (Facebook and Twitter) by 100 people each year.	1,300	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Increase the satisfaction with the overall communication from the district as reflected in the community at-large survey.	75	N/A	Yes	Yes	N/A Biannual Survey	Yes	Yes	Yes





## STRATEGIC PRIORITY 6: Community Engagement and Communication

### ENHANCE THE DISTRICT'S UNDERSTANDING OF THE VARIOUS COMMUNITY PERSPECTIVES ON SCHOOL DISTRICT TOPICS

Key Performance Indicators	Baseline	Target 16/17	Actual 16/17	Target 17/18	Actual 17/18	Target 18/19	Target 19/20	Goal 20/21
Increase the average mean score of satisfaction with "involving community members in decision making" as reflected in the annual parent satisfaction survey.	N/A	N/A	N/A Biannual Survey	Yes	Yes	N/A	Yes	Yes
Increase the number of opportunities community members have to develop a deeper understanding of the district.	N/A	Yes	Yes	Yes	Yes	Yes	Yes	Yes

### IMPROVE STAKEHOLDER AND COMMUNITY PRIDE IN DISTRICT 41

Key Performance Indicators	Baseline	Target 16/17	Actual 16/17	Target 17/18	Actual 17/18	Target 18/19	Target 19/20	Goal 20/21
Increase the average mean score of overall satisfaction with the district among the parent community as reflected in the satisfaction survey.	N/A	N/A	N/A Biannual Survey	Yes	Yes	N/A	Yes	Yes



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