



Children are at the heart of all decisions

Long-Range Plan
2017-2021



Long-Range Plan

“Great schools matter to our families and to the communities we serve. District 41 is committed to being a great school district and preparing our students for success now and into the future.”

~ Superintendent Paul Gordon

Children are at the heart of all decisions.

In the fall of the 2015-2016 school year, District 41 began a collaborative process to develop the district's new Long-Range Plan. The district offered multiple opportunities for engagement, including staff workshops, engagement with district staff teams, focus groups with teachers and community members, and an online staff and community survey. The theme during the development of the Long-Range Plan was “Children are at the heart of all decisions.” The Long-Range Plan and this theme will guide the work of the district through 2021.

Long-Range Plan Explained

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

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.

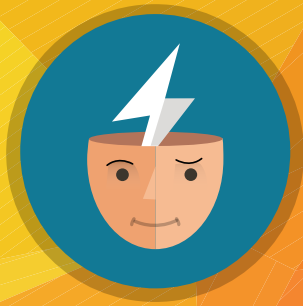
Student Profile

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. Over the past year, 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. These characteristics are built upon from the first day our students start their education experience in District 41 schools.

Student Attributes

- I am kind.
- I am collaborative.
- I am curious.
- I am a critical thinker and problem solver.
- I am educationally prepared.
- I have a growth mindset.
- I have a global perspective.



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.



Strategic Priorities and Indicators of Success

Academic Excellence

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

Academic Excellence

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, Values and Commitments. 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.

In an effort to continue to enhance student learning, District 41 recently implemented new curricula and curricular resources in Math and Literacy. Teachers are working throughout the district to implement the curricula with fidelity. Research shows that teachers are the most impactful variable in student learning. The district supports teachers through timely and necessary job-embedded professional development.

District 41 is also committed to Professional Learning Communities (PLCs). PLCs are groups of teachers who come together to gather evidence of student learning, analyze data, and make adjustments to instruction to meet the needs of all learners. PLCs create action plans for students who are not on track for meeting their targets and for those that have already mastered identified targets.

The Teaching and Learning Department (TLA) and the Building Leadership Teams at each school offer professional development opportunities to support classroom teachers' implementation of technology in the classroom to enhance student learning through the SAMR model. Digital Literacy Specialists provide students and staff with learning opportunities to support appropriate, ethical and safe use of technology and online resources. PLCs work to document and share evidence of highly effective uses of technology that enhance student learning.

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

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

Providing educational space that best supports student learning is an ongoing process that involves many people from the



district and each of the school buildings. Building leaders work directly with the Buildings and Grounds and Teaching, Learning and Accountability departments to ensure the best use of space for student learning and individual student needs. An annual process for assessing enrollment, program needs and space utilization is being created and implemented. A committee of staff from across the district develops a standard for Furniture/Fixtures and Equipment (FF&E) to ensure common school expectations.

The educational environment is extremely important to learning and District 41 has maintained the buildings with the children in mind for many years. Most recently, all portable classrooms were removed and space was added to the existing buildings at the elementary schools.

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

Fiscal strength is crucial to the health of School District 41. With the development of this Long-Range Plan, the district now has a budget that directly connects back to the district's strategic priorities.



District 41 is one of the most fiscally conservative districts among area elementary school districts. The district manages finances in a way that provides the best for students and is respectful to the taxpayer. The allocation per elementary building is \$140 per pupil and \$185 per pupil for Hadley Junior High School. Over the past several years, the Board of

Education Finance Committee

and the district finance office have developed a five-year plan to prepare for the future.

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

District 41 strives to be an employer of choice with high retention and a welcoming culture for all. District and school leadership continually engage staff through listening sessions, open office hours, informational visits, and other forms of face-to-face conversations. Dynamic staff structures are in place to share work-related successes, concerns and ideas for improvement and change.



District 41 staff are committed to being life-long learners. Professional development is a key focus of the school district. The Professional Development Team offers a differentiated annual plan to support the Long-Range Plan based on feedback and input from staff. There is also specific building based professional development opportunities to ensure the needs of all staff members are met to support and enhance student learning. The District is also looking at new programs such as a mentoring program for incoming first through third year teachers to nurture their development and support their understanding and growth as educators and leaders. As always, we seek feedback from staff after every professional development opportunity to ensure the professional development is meeting the needs of the staff.

The district takes staff feedback seriously and administers an annual culture and climate survey to learn more about how to continue improving staff satisfaction. Administration, staff, Board of Education members, and community members work side-by-side in the District's Teams for Excellence leadership structure. These teams include Continuous Improvement Team, Team 21 and Building Leadership Teams to name a few. The District is intentional about having a fully engaged and satisfied staff across the district.

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 & Climate to Further Enhance Student Learning

District 41 is fortunate to have an involved and supportive community. It takes everyone together to support students as they learn and grow from year to year. District 41 schools make every effort to cultivate relationships and partner with parents and key stakeholders. The strength in these partnerships directly support student learning. Opportunities for parents, community members and staff to come together are presented annually by the district and school communities through programs and committees.

Feedback from all of the district's stakeholders is essential and gathered in a variety of ways, including parent and community surveys, during coffees with the Board of Education and superintendent, listening sessions, and open office hours at all of the schools. The District listens to this feedback and makes adjustments to plans and priorities, as appropriate.

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

District 41 is committed to engaging with the community through comprehensive communications and outreach opportunities. All of the stakeholders of District 41 have a voice through this work.

Engagement with the community is included in the Superintendent's annual goals set by the Board of Education. Members of the District 41 staff actively participate in community organizations and events that impact the community. There are a number of mutual agreements with organizations that enhance the district and

community through shared resources. In addition, strategic communications are created to reach all of the stakeholders such as the new websites for the district and schools, official district social media pages, and a print newsletter sent to all households in the district boundaries.

In addition to sharing information with the community through participating in community outreach opportunities and producing communications, District 41 administers a survey for all households within district boundaries to solicit feedback from those who support the school district through local taxes.

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.

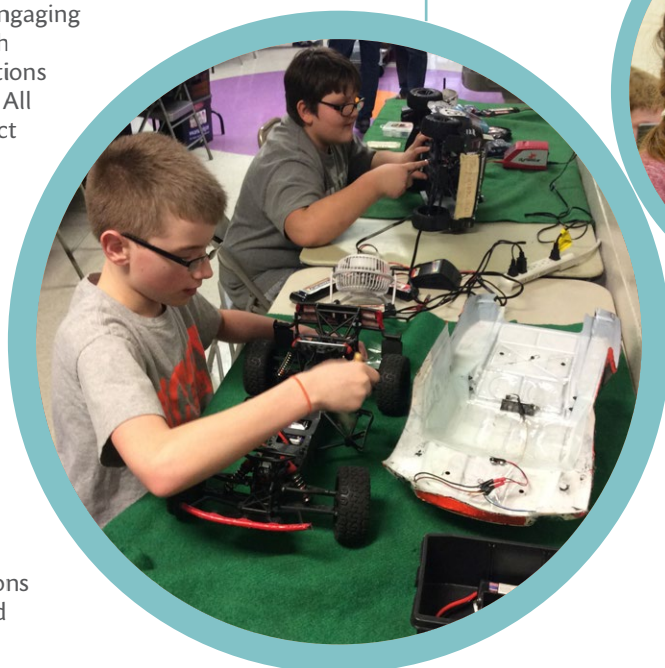
Long-Range Plan Accountability

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



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.



The District 41 Model

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

Planning

The critical attributes of our District 41 planning structure are:

- Alignment to standards.
- A deep understanding of our students.
- Teachers as thinkers and learners.
- Our ability to differentiate instruction to allow students to be the problem solvers of tomorrow.

We start with the end in mind, and use backwards planning to innovate, take risks and engage students in inquiry through a problem-based learning approach. Through an in-depth analysis of the standards, authentic problems emerge that allow our students to study, examine and attempt to solve real problems.

Collaboration

Our planning sessions use a collaborative approach that allows educators to focus on creating deep understandings so that students can use what they've learned

with confidence, connect their learning to the real world, and recognize concepts when they encounter them in a different context.

Professional Learning, and Professional Learning Communities

Our educators are intellectual and reflective practitioners who engage in professional learning experiences. Learning is at the core of our educators; we continually have a thirst for knowledge, a desire to improve our craft, and a drive to help our students grow as learners. Our Professional Learning Communities know that the classroom is the heart of inquiry and reflection. We will deliver professional growth opportunities that are differentiated, authentic, rigorous, and engaging.

Leadership Plan Aligned to Goals

All professional learning promotes and supports the instructional model.



- Ensure all students meet the standards for scientific inquiry, engineering and technological design.
- Expand opportunities that already exist in school, district and state; learn from existing models and continually seek, research, and analyze new models and programs.
- Emphasize cognitive abilities and skills as learning outcomes (example: What is your evidence for your explanation? What alternative explanations have you heard from your team?).
- Include literacy and mathematics as part of all intentional learning outcomes.

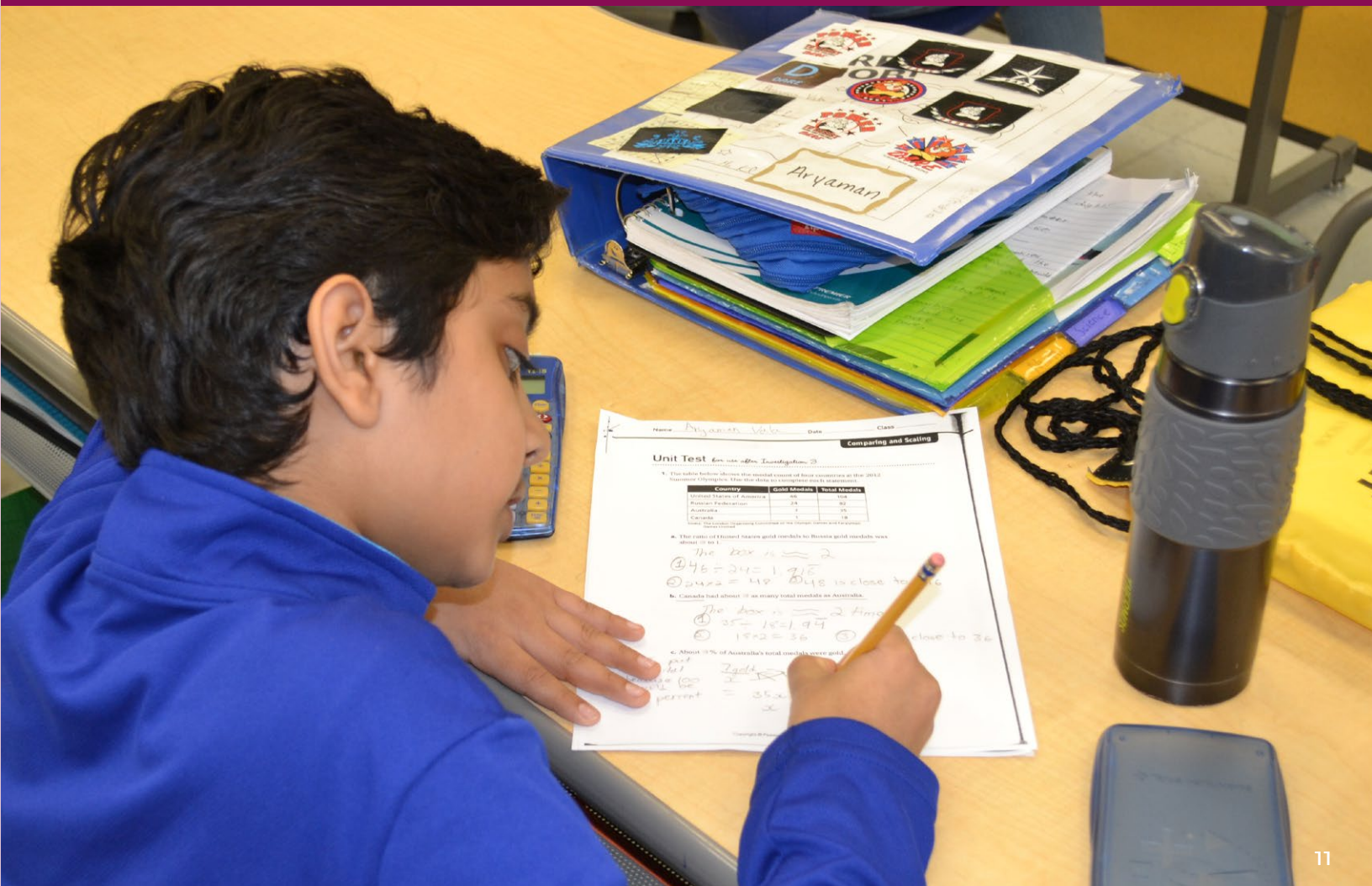
Professional Learning Communities

The Professional Learning Community (PLC) structure is central to more than one component of the District 41 Model. It is where teams do much of their planning, it is where they learn from each other to hone their craft, it is where they can develop PBLs and strategize differentiation, and it is where they can decide what they will look for as observable indicators of success

Differentiation

D41 educators differentiate instruction to meet the learning needs of all students by:

- Facilitating learning in and out of their classrooms using a variety of internal and external resources such as industry partnerships, authentic field experiences and technology to connect with the world outside of the classroom.
- Demonstrating innovation daily in their teaching and modeling the integration of theory and practice.
- Providing authentic feedback and constant opportunities for students to apply their knowledge and skills to authentic situations.
- Seeking critical feedback about their pedagogy from peers, administrators and students.
- Supporting and encouraging students through the trial and error involved in the learning process (promoting resilience).



Workshop Model

Over the past decade, the workshop model has been shown to be one of the most effective differentiated instructional models. District 41 has used the workshop model in literacy since 2007. Using workshop in all content areas ensures that each student is highly engaged, the learning is differentiated, and students are working on “just right” materials as well as materials that will stretch their thinking. Workshop is a rigorous yet affirming educational model that can be outlined as follows:

- Mini-lessons are used to model skills or strategies.
- Students practice the skill or strategy together with the teacher.
- Students break into groups based on similar needs; the teacher works with each group in guided instruction.
- Students work independently or collaboratively to develop the skill or strategy, share their work with the class and engage in class-wide discussion.

Conferring

Learners crave feedback to grow, and conferring is a differentiated way to provide it. At the heart of the workshop, this conversation between two (or more)

creates a deeper understanding of a student’s thinking and processing and is an opportunity to coach and nurture students. The decisions about why and how to engage in a conference with a student are shaped by 1) the relationship with the student and 2) by the instructional intentions or purpose for the conference.

Assessment

Assessment for learning provides students and teachers with information they can use immediately to improve performance by differentiating instruction to meet the learner’s needs in the moment. Research shows that students do better when regular assessment shows them the way forward. Assessment for learning begins when teachers help students understand what “right” looks like, and provide frequent feedback taking care not to overwhelm them. The students’ role is to use feedback to see where they are in relation to where they want to be, and to determine how to do better.

Teachers and students are partners in the process: for example, students could create a student-friendly version of a scoring rubric, create practice versions of tests to help them study or accumulate evidence of their learning in growth portfolios. They can also partner with teachers by leading their parent/teacher conferences.



Problem-Based Learning (PBL) and Inquiry

Our 21st Century Teaching and Learning Model aligns to authentic, real-world work and exploration and is appropriate at all grades. The Model is inquiry-based through the use of Problem-Based Learning with transdisciplinary approaches (meaning explicitly making connections across subjects) and is grounded in the state and national standards. Problem-Based Learning is not an event or a random special occurrence; it is rooted in our planned units and only thrives when it is connected to authentic learning and the standards. Inquiry involves the science, art and spirit of curiosity. Effective inquiry is more than just asking questions. "A complex process is involved when individuals attempt to convert information and data into useful knowledge. Useful application of inquiry learning involves several factors: a context for questions, a framework for questions, a focus for questions, and different levels of questions. Well-designed inquiry learning produces knowledge formation that can be widely applied." (National Science Standards, 2000).

Panel

The most critical part of the PBL cycle is the panel...when students present their ideas, receive feedback and defend their solutions. Ideally, panel members have a vested

“Problem-Based Learning is not an event or a random special occurrence; it is rooted in our planned units and only thrives when it is connected to authentic learning and the standards.”

interest and are genuinely looking for solutions. Students get feedback on the problem at hand, and learn about the experiences of the panelists. Developing and nurturing partnerships will be at the heart of District 41's PBL process. Partners from business, industry and universities will co-teach with teachers, work with students, sit on panels, mentor, and share ideas for our curriculum. The PBL Coaches are the primary contact for industry partnerships and work with teachers to match the panel to the PBL.



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, providing the results to our Board of Education. 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.

Action Steps and Key Performance Indicators:



Every Strategic Priority set by the Board of Education is supported by Action Steps and evaluated by the measurements outlined in the Key Performance Indicators (KPIs). The Action Steps represent the work at the school and district level that will take place to meet the goals of the district. Below is an example of Action Steps and KPIs for Strategic Priority 1. All Action Steps and KPIs are posted on the District 41 website and evaluated every year.

Strategic Priority 1 Indicator 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.

Key Performance Indicators

Key Performance Indicators	Baseline (Average Previous 4 years)	Yearly Target				Goal
		16/17	17/18	18/19	19/20	20/21
By 2021, 65% of 3rd, 5th, and 8th grade students will be reading at or above the 75th percentile as measured by the Northwest Evaluation Association (NWEA) Measures of Academic Progress® (MAP) test.	Gr 3 - 49	52	55	58	61	65%
	Gr 5 - 52	54	57	60	62	
	Gr 8 - 59	60	61	62	63	
By 2021, 65% of 3rd, 5th, and 8th grade students will be at or above the 75th percentile in math as measured by the NWEA MAP test.	Gr 3 - 47	50	54	58	62	65%
	Gr 5 - 51	53	56	59	62	
	Gr 8 - 61	62	63	64	65	
Each year 95% - 98% of 5th grade English Learners (EL) cohort students will attain language proficiency as determined by the Illinois State Board of Education (ISBE).	93%	Yes/No	Yes/No	Yes/No	Yes/No	Yes

Action Steps (Owner)

- Math and literacy coaches will provide timely and necessary job-embedded professional development for appropriate staff to support our educators understanding of the resources and curricula. (Teaching Learning and Accountability (TLA) & School Leaders)
- Literacy teachers will implement the curriculum and/or teacher resource with fidelity to support an increase in overall student achievement and conditional growth, understanding that all content areas and every educator contributes to the overall student achievement. (TLA & School Leaders)
- Elementary math teachers will implement curriculum and/or teacher resource with fidelity to support an increase in overall student achievement and conditional growth, understanding that all content areas and every educator contributes to the overall student achievement. (TLA & Principal)
- School leaders will create common planning time for teachers with access to coaches to support an increase in overall student achievement and conditional growth.(Principal)

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