

LaGrange District 105 Strategic Plan 2013-2018

MISSION	Empower students to pursue their interests, talents and dreams
MOTTO	Today's learners are tomorrow's leaders.
VISION	<p>District 105 strives to be a high performing school district that celebrates the importance of each individual student.</p> <ul style="list-style-type: none"> • We want <i>each student to feel that he/she is a valued member of the school community prepared for future academic and career success.</i> • We want <i>our communities to feel pride in our work and express confidence that we are good stewards of their resources.</i> • We want <i>each staff member to make a positive difference in the lives of our students and their families.</i>

To guide our behaviors and actions District 105 states its core values and commitments. We will hold one another accountable for these values and commitments as we strive to achieve our mission and vision.

VALUE	COMMITMENT
<i>We believe the diversity of our communities contributes to our students being successful in our world.</i>	We commit to the development of the "whole child" by meeting the diverse intellectual, social, physical and emotional needs of our students.
<i>We believe students learn in different ways and at different rates as they become self-sufficient in their learning.</i>	We commit to guide students toward self-sufficiency, responsibility and accountability.
<i>We believe education is a shared responsibility of the student, family, school and community.</i>	We commit to forge strong bonds with our parents and communities in our commitment to continuous improvement.
<i>We believe an engaging, innovative, technological learning environment is critical to the learning success for all students.</i>	We commit to integrate technology to enrich and enhance our work and to prepare our students to be knowledgeable and responsible digital citizens.
<i>We believe data and clear information accelerates both teaching and learning.</i>	We commit to use information to make decisions that are in the best interests of our students.
<i>We believe building strong, collaborative school communities are critical to the learning success of our students.</i>	We commit to build strong, trusting, collaborative relationships among all five of our school communities.

To measure the effectiveness of District 105, the following long-range goals and indicators have been established. Targets will be set for each indicator within each goal. Achieving our targets will serve as a way to monitor and report our progress.

LONG-RANGE GOAL ONE: STUDENT ACHIEVEMENT

GOAL STATEMENT

KEY INDICATORS

All students will demonstrate continuous growth and achieve college and career readiness standards.

- Students are Kindergarten ready.
- Students meet or exceed state ISAT standards in reading and mathematics.
- Students read on grade level by the end of third grade.
- Students achieve annual progress targets in reading and mathematics.
- Students achieve district learning standards in all curricular areas.
- Students make a successful transition to high school.
- Students are challenged and motivated by a rigorous, well-executed curriculum.
- District 105's academic data compares favorably with similar and highest performing districts.
- District academic data improves over time.

LONG-RANGE GOAL TWO: SUPPORTIVE LEARNING ENVIRONMENT

All students will attend school in a safe, supportive and healthy learning environment.

- Students have a sense of belonging and feel safe, respected and free from bullying.
- Students have adults in the school that they feel care about them and that they feel they can go for academic, social, and emotional support.
- Students, families and staff value health and well-being.
- School learning climate survey data improves over time (student, staff and parent).
- District 105's learning climate data compares favorably with similar and highest performing districts.
- District 105's learning climate data improves over time.

LONG-RANGE GOAL THREE: ENGAGED FAMILIES AND COMMUNITIES

District 105 will enhance learning partnerships by connecting schools, families and communities.

- Parents and community members feel that they are welcomed throughout the district and that their support and assistance are sought.
- The school and district provide parent learning opportunities and partnerships that contribute to student success.
- District 105's family and community satisfaction data compares favorably with similar and highest performing districts.
- District 105's family and community satisfaction data improves over time.

LONG-RANGE GOAL FOUR: QUALITY STAFF

District 105 will recruit, retain and develop a high quality, collaborative staff.

- Staff retention is high.
- Staff holds multiple areas of subject area content certification.
- Staff meeting National Board Certification status.
- Staff demonstrates effectiveness.
- Staff demonstrates continued learning (university or in-district approved workshops, coursework, professional development).
- District 105's staff data compares favorably with similar and highest performing districts.
- District 105's staff satisfaction data improves over time.

LONG-RANGE GOAL FIVE: VALUE-ADDED RESOURCES

District 105 will make effective and efficient use of its resources.

- District maintains appropriate financial resources to meet the needs of its communities.
- District maintains appropriate technology resources to meet the needs of its communities.
- District maintains appropriate facility resources to meet the needs of its communities.
- District 105's resources data compares favorably with similar and highest performing districts.
- District 105's resources data improves over time.

To improve our current results, District 105 will focus its efforts on the following six critical strategies. In analysis of our current data and information, the following strategies require our attention. Action plans will be established. Stakeholders will identify what we need to do differently in these strategy areas to get improved results. Progress and results related to these strategies will be shared with our stakeholders periodically.

STRATEGY	KEY CONCEPTS
<p>AMBITIOUS INSTRUCTION <i>“The world is passing us by: At a time when a postsecondary education matters more than ever and jobs increasingly require more than a high school diploma, fewer than three-fourths of Illinois students who begin high school will graduate and fewer than a third of those will go on to complete a postsecondary degree.”</i> 2012 The State We’re In: A Report Card on Public Education in Illinois- Advance Illinois</p>	<ul style="list-style-type: none"> ● Transition to the common core state standards ● Middle school, high school, college and career readiness ● Science Technology Engineering and Mathematics (STEM) ● Rigor and relevance; critical thinking, problem solving ● Content and pedagogy expertise ● From isolation to collaborative teams ● Unit Plans: Common essential learning targets, aligned common assessments, differentiated instruction, aligned interventions and enrichments
<p>WHOLE CHILD COMMITMENT (well rounded, complete education) <i>“If we fail to move beyond a narrow curriculum and accountability system, we have failed to adequately prepare students for their futures.”</i> Making the Case for Educating the Whole Child, ASCD, 2011</p>	<ul style="list-style-type: none"> ● Fine Arts ● Exploratory ● Clubs and Extra Curricular opportunities ● Student Choice ● Social Emotional Learning/ self concept ● Career awareness ● Counseling and guidance ● Health
<p>EARLY LEARNING SUCCESS <i>“School readiness is the result of a long chain of interrelated factors that combine early in a child’s life and extend well beyond the first day of kindergarten. Once students fall behind it is difficult to catch up.”</i> Voices for Illinois Children 2011</p>	<ul style="list-style-type: none"> ● Kindergarten Ready ● Developmental Screenings ● English Language Learners ● Highly qualified instructors; Bilingual expertise ● Partnerships with community agencies ● Continuum of quality accredited programs and services (Head Start- 3 and 4 year olds, Home visiting, Preschool- 3 and 4 year olds. Early Childhood, Full day Kindergarten, Extended Kindergarten)
<p>CLOSING ACHIEVEMENT GAPS <i>“Achievement gaps persist at a time when success depends upon how well we meet the needs of ALL students.”</i> 2012 The State We’re In: A Report Card on Public Education in Illinois- Advance Illinois</p>	<ul style="list-style-type: none"> ● Increasing low income student and family population ● Gaps in reading and math for ethnic groups ● Gaps in reading and math for English Language Learners ● Gaps in reading and math for a growing low-income population of students ● Equity among schools and communities ● Sustaining and celebrating pride in our diversity
<p>ENGAGING FAMILIES AND COMMUNITIES <i>“No school can be a strong pillar of a thriving community without deep parent and community responsibility for and ownership of the school’s academic and social-emotional success.”</i> Transforming the Teaching Profession 2012- US Department of Ed, AFT, NEA, AASA, NSBA, CCSSO, Council of the Great City Schools</p>	<ul style="list-style-type: none"> ● Commit to continuous improvement with knowledge, purpose and efficiency ● Shared responsibilities and participation in decision making that advances the district and school mission and vision. (Governance opportunities, Parent Education, Volunteerism, Progress monitoring/ partners in student growth and achievement) ● Connecting our communities ● Technology mediated communication and collaboration ● Leveraging community resources to support student and family needs

STRATEGY	KEY CONCEPTS
<p>OPTIMIZING TIME, PEOPLE, SPACE AND OTHER RESOURCES</p> <p><i>“We need schools and districts whose climates and cultures, use of time and space, approaches to staffing are optimized and adapted to a changing world to continuously improve outcomes for the students they serve.”</i></p> <p><i>Transforming the Teaching Profession 2012- US Department of Ed, AFT, NEA, AASA, NSBA, CCSSO, Council of the Great City Schools</i></p>	<ul style="list-style-type: none"> ● School Day ● Extended Day ● School Year ● Extended Year ● Summer Programming ● Enrollment increases ● Space Needs ● Differentiated Staffing ● Differentiated Leadership; Teacher leadership ● Exploring alternatives to Grade levels; multi age ● Technology: any time, any place, any where