STRATEGIC PLAN 2022

Inspire Curiosity ✳ Cultivate Academic Growth ✳ Nurture Diversity

AVOCA SCHOOL DISTRICT 37
PORTRAIT OF A GRADUATE

Inspire Curiosity ✳ Cultivate Academic Growth ✳ Nurture Diversity

Avoca District 37 graduates are:

Academically Prepared
Rigorously exploring knowledge that will help them
and others thrive in the future.

Confident Advocates
Asking questions, taking risks, seeking new experiences,
and speaking up for themselves and others.

Socially Grounded
Developing healthy relationships with self and others,
rooted in respect, empathy, integrity, and justice.

Culturally Competent
Seeking, learning from, and valuing diverse peoples,
perspectives, and experiences in school and life.

Balanced
Seeking to advance their knowledge and experience
in academics, the arts, recreation, and technology.

Civically Engaged
Inviting constructive and respectful civic participation,
while contributing to their community and the world.

Effective Communicators
Listening, speaking, and writing from caring and
critical perspectives.

OUR GOALS WHAT WE WILL ACHIEVE
AND OBJECTIVES WHAT IS OUR PRIORITY WORK

GOAL 1

SCHOOLS THAT ENGAGE AND SUPPORT STUDENTS AS INDIVIDUALS AND A COMMUNITY OF HEALTHY AND DIVERSE LEARNERS.

OBJECTIVES

- Explicit and evidence-based practices to support students' Social Emotional Learning (SEL) across curricular and extracurricular opportunities.
- A multi-tiered system employing timely and accurate data and evidence-based supports, extensions, and enrichment, inclusive of students' linguistic and other specific learning needs.
- Advanced Learner programming, practices, and support updated to reflect evidence-based best practices.
- Informal and formal opportunities for student advocacy, civic involvement, community service, and participation in school governance.
- Appropriate curricular and extracurricular learning content that incorporates educational, economic, racial, gender, cultural, and linguistic diversity, and equity.
- An articulated and innovative scope and sequence of inquiry-based STEM learning for grades K through 8.
- Clearly articulated scope and sequence of curricula (across instructional tiers) that is grounded in research, evidence, and nationally recognized professional frameworks.
- Identify school day schedules that maximize the ability to achieve the strategic objectives outlined in the adopted Strategic Plan.

GOAL 2

SCHOOLS THAT NURTURE STAFF MEMBERS' MENTAL, PHYSICAL, AND INTELLECTUAL HEALTH.

OBJECTIVES

- A responsive work environment that supports staff members' mental and physical health.
- An academically prepared staff who reflect the racial, cultural, and linguistic diversity valued by the community.
- Sustained and focused, high quality professional learning for staff that advances student health, learning, and academic achievement.
- Staff collaborative practices that grow collective efficacy and high-quality professional practice.

GOAL 3

SCHOOLS THAT FULLY INVITE THE ENGAGEMENT, CONTRIBUTIONS, AND SUPPORT OF PARENTS, GUARDIANS, AND COMMUNITY MEMBERS.

OBJECTIVES

- The Avoca community is informed about the quality of the schools, including curricula, learning, facilities, and finances.
- Parents, guardians, and community members experience opportunities to nurture the diversity of Avoca schools.

GOAL 4

SCHOOL FACILITIES AND FINANCES THAT ARE FINANCIALLY SUSTAINABLE, FLEXIBLE, AND THAT PHYSICALLY SUPPORT STUDENTS' AND STAFF MEMBERS' ACHIEVEMENT.

OBJECTIVES

- Identify how the District's school buildings can best support the physical, mental, safety, intellectual growth, and safety of students and staff.
- Identify how District finances can responsibly sustain the District's mission and strategic objectives over the long term.
- Garner community's support to sustain the finances, facilities, and programming to achieve the District's mission and strategic objectives.

Schools that Engage and Support Students as Individuals and a Community of Healthy and Diverse Leaders.

1A OBJECTIVE EXPLICIT AND EVIDENCE-BASED PRACTICES TO SUPPORT STUDENTS' SOCIAL EMOTIONAL LEARNING (SEL) ACROSS CURRICULAR AND EXTRACURRICULAR OPPORTUNITIES.

RATIONALE Robust and explicit instruction in Social Emotional Learning across school contexts is demonstrated by research and evidence to improve students' well being and readiness to learn, persist, collaborate, and make good choices.

PEOPLE

Lead(s)
• K Moore
• E Ryan
• J Hutchison

SEL Committee Members
• H Newton–MM
• J Silverman–MM
• H Miller–MM
• R Hernandez–MM
• B Maisel–AW
• C Nehring–AW
• J Stump–AW
• L Zebro–AW
• A Gurwin-Gornik–AW
• T Raczyla–AW
• C Henson–AW

Other
• Team participation and inter-team collaboration is essential
• Support from the Superintendent and Board of Education is essential

TIMELINE

2020–2021 School Year
• Advisory implemented
• Morning meeting implemented
• CASEL training for Admin
• PD on SEL standards

2021–2022 School Year
• SEL Scope & Sequence identified
• SEL Scope & Sequence implemented in Advisory & Morning Meeting
• SEL Assessment with national norms implemented
• SEL addressed in PLCs and MTSS
• Selection of behavior management system/approach

2022–2023 School Year
• Advisory & Morning Meeting continued with Student Services support
• SEL standards assessment
• Behavioral data collection
• Formalized Tier 2 SEL interventions & documentation
• Develop shared language for responding to student behavior

2023–2024 School Year
• Implementation of CHAMPS
• Further development of Tier 2 interventions
• SEL Standards aligned to subject-based learning
• SEL Student Committee

2024–2025 School Year
• CHAMPS implementation refined
• Parent and community engagement to support SEL

RESOURCES

Professional Development Investments
• SEL lesson development
• Behavior response resources (CHAMPS)
• Behavior response training (CHAMPS)
• Integrating SEL into general ed instruction
• Tier 2 SEL intervention resources
• Tier 3 SEL intervention resources
  –Relevant PD
  –Substitute teachers
  –Summer Learning

DELIVERABLES

• Published scope and sequence of SEL standards.√
• Outline of explicit SEL instruction aligned to SEL standards, scope and sequence.√
• Explicit SEL instruction delivered in classrooms as outlined.√
• Standardized, nationally normed SEL survey.√
• Identification and documentation of SEL standards aligned to existing subject-based learning (e.g. Social Studies, Math, etc.)
• Collaboration with Student Services and/or consultant to develop SEL lessons and/or mini-lessons to support SEL standards in subject based learning.
• All staff is trained in CHAMPS so that a shared language and responses are established across the schools, inside the classroom and outside the classroom

INDICATORS OF ADVANCEMENT

• Increase in positive student data responses on SEL survey (Panorama)
• Increase in positive student data responses on 5Essentials
• Decrease in student behavioral referrals outside of classroom

Schools that Engage and Support Students as Individuals and a Community of Healthy and Diverse Leaders.

1B OBJECTIVE A MULTI-TIERED SYSTEM EMPLOYING TIMELY AND ACCURATE DATA AND EVIDENCE-BASED SUPPORTS, EXTENSIONS, AND ENRICHMENT, INCLUSIVE OF STUDENTS' LINGUISTIC AND OTHER SPECIFIC LEARNING NEEDS.

RATIONALE A multi-tiered system of support for students' behavior and learning fosters inclusion, is legally required, and is demonstrated by research and evidence to increase student achievement and close learning gaps between students in different identified groups.

PEOPLE	TIMELINE	RESOURCES	DELIVERABLES	INDICATORS OF ADVANCEMENT

Lead(s)
• K Moore
 	
MTSS Committee Members
• J Hutchison–AW
• E Ryan–MM
• T Erf–AW
• J Freeman–AW
• J Rajab–AW
• A Riemer–AW
• J Gravagna–MM
• TBD–MM
 	
Other
• Team participation and inter-team collaboration is essential
• Support from the Superintendent and Board of Education is essential
	Summer 2020–Spring 2021
	• Research on MTSS
	• Roles/Responsibilities defined
	• PLC training for admin/team leaders
	• Data Warehouse developed
	• Identify assessments
	• Assessment calendar
	
	2021–2022 School Year
	• Assessment training (early grades)
	• Parent/guardian education
	• Develop formal academic and SEL interventions & documentation (e.g. in Viking Time)
	• Improve and formalize Individual Problem-Solving Process
	• Additional PD on early literacy
	
	2022–2023 School Year
	• Parent/guardian education–continue
	• Review MTSS Roles and Responsibilities
	• Initiate MTSS Parent Committee
	• Formalize parent communication practices
	• Further develop formal academic and SEL interventions & their documentation
		Professional Development Investments
		• Assessment development training
		• Assessment resources
		• Data analysis resources and training
		• PLC practices/coaching
		• Training on differentiation by subject
		• Tier 2 academic and SEL intervention resources
		• Tier 3 academic and SEL intervention resources
		• Specialized training for early literacy & dyslexia
		  –Substitute Teachers
		  –Summer Learning hours
			• Documentation of Individual Problem-Solving process✓
			• Documentation of Roles & Responsibilities✓
			• Data Warehouse✓
			• Documentation of suite of interventions for academic and extra-academic needs
			• Student schedule that provides for interventions, extensions, and enrichment✓
			• Suite of Formal Assessment
			  –Standardized✓
			  –Curriculum Based
			  –SEL
			• Accessible resources for parents/guardians to learn about MTSS
				• Increased student academic growth on standardized measures for students receiving interventions
				• Narrowing of gap on standardized assessments between students based on group identification
				• Decrease in disruptive behaviors for students receiving behavioral interventions
				• Increase in positive reporting by students on SEL measures
				• Reduced rate of referral of existing students for IEP case studies via legal process

2022–2023 School Year Continued
• Continue to improve and formalize Individual Problem-Solving Process
• Develop staff collaboration on Tier 1 differentiation
• Develop standards-aligned extensions and enrichment
• Update website

2023–2024 School Year
• Further develop formal academic and SEL interventions and their documentation
• Research and recommend evidence-based student-centered practices
• Identify, develop, and implement improvements based on data and feedback from 2022–2023 school year

2024–2025 School Year
• Professional development on, implementation and/or continuation of evidence based student-centered practices.

Schools that Engage and Support Students as Individuals and a Community of Healthy and Diverse Leaders.

1C OBJECTIVE ADVANCED LEARNER PROGRAMMING, PRACTICES, AND SUPPORT UPDATED TO REFLECT EVIDENCE-BASED BEST PRACTICES.

RATIONALE Students whose performance on standardized measures typically falls in the top 5% of national norms at times require additional instructional extensions to thrive academically. Targeted, specific, and appropriate differentiation inside and outside the regular classroom can provide the supportive opportunities.

PEOPLE	TIMELINE	RESOURCES	DELIVERABLES	INDICATORS OF ADVANCEMENT

Lead(s)
• K Osburn
 	
Contributors
• K Morgan–AW
• D Bilcer–AW
• J Hutchison–AW
• E Ryan–MM
• K Moore
• TBD
• TBD
• TBD
 	
Others
• Consultant
	2022–2023 School Year
	• Survey stakeholders for needs assessment regarding Advanced Learner program
	• Review research-evidence on best way to identify and support advanced learners in K-8 environments
	
	2023–2024 School Year
	• Consult experts on Advanced Learner options based on survey feedback and research-evidence
	• Identify ideal model for Advanced Learner programming in District 37
	• Recommend to Board of Education revisions to Advanced Learner programming
	
	2024–2025 School Year
	• Implement recommendations adopted by Board of Education
		• Research resources needed for review of Advanced Learner program
		• Expert consultation on Advanced Learner support
		• Potential increases in staffing based on recommendation to Board of Education
		• School Visits
		  –Summer Learning
		  –Substitute Teachers
			• Stakeholder survey for needs assessment regarding Advanced Learner program
			• Research-based report for Board of Education, staff, and community regarding best practice in Advanced Learner programming
			  –Recommendation to Board of Education regarding revisions to Advanced Learner programming
				• Increased growth in achievement for students in top 5% of performance on MAP and IAR (when applicable)
				• Positive/increasing student responses on surveys
				• Positive/increasing student responses on SEL surveys

Schools that Engage and Support Students as Individuals and a Community of Healthy and Diverse Leaders.

1D OBJECTIVE INFORMAL AND FORMAL OPPORTUNITIES FOR STUDENT ADVOCACY, CIVIC INVOLVEMENT, COMMUNITY SERVICE, AND PARTICIPATION IN SCHOOL GOVERNANCE.

RATIONALE Research evidence supports that opportunities for students to advocate for themselves and others in the classroom environment, the school environment, and in their community increases their sense of efficacy and confidence as learners.

PEOPLE	TIMELINE	RESOURCES	DELIVERABLES	INDICATORS OF ADVANCEMENT

Lead(s)
• E Ryan–MM
• J Hutchison–AW
• Staff
 	
Others
• K Osburn
• Board of Ed
• PTC
• Community members
	2022–2023 School Year
	• Clearly define student advocacy and civic involvement (see Portrait of a Graduate)
	• Identify opportunities for greater student advocacy, civic involvement, and community service in various contexts
	  –Classroom
	  –School (curricular or extracurricular)
	  –Outside of school
	  –Individual and collective
	• Identify and highlight opportunities already engaged, e.g. student council
	• Engage additional opportunities for student advocacy, involvement, and service as appropriate
	
	2023–2024 School Year
	• Review progress and feedback from 2022–2023 school year
	• Review opportunities for greater student advocacy and civic involvement in various contexts (see above)
	• Engage additional opportunities for student advocacy and involvement as appropriate, e.g. student-student mentoring, academic support, student BoE members, etc.
		• Research evidence on student advocacy and involvement
		• Exemplars at other schools, districts
		• Guest speakers
		• Field trips–service
		  –Substitute teachers
		  –Summer Learning
			To be determined through stakeholder collaboration and Administration, including but not limited to:
			• Individual formal student opportunities to advocate for themselves and/or others
			  –Outside the classroom
			  –Inside the classroom
			  –Outside the school
			• Group formal student opportunities to advocate for themselves and/or others
			  –Outside the classroom
			  – Inside the classroom
			  –Outside the school
			• To be reported to the Board annually
				• 5Essentials items
				• Panorama SEL survey responses by students
				• Student focus group data
				• BoE Recognition events

Schools that Engage and Support Students as Individuals and a Community of Healthy and Diverse Leaders.

1E OBJECTIVE APPROPRIATE CURRICULAR AND EXTRACURRICULAR LEARNING CONTENT THAT INCORPORATES EDUCATIONAL, ECONOMIC, RACIAL, GENDER, CULTURAL, AND LINGUISTIC DIVERSITY, AND EQUITY.

RATIONALE When preparing students to be productive members of a diverse society (to be culturally competent), resources and materials, along with instruction, should appropriately incorporate the kind of diversity that empowers students to see their own experiences and the experiences of others in their learning. In other words, students should experience "windows" wherein they encounter experiences different than their own and "mirrors" wherein they encounter experiences like their own.

PEOPLE

Lead(s)
- K Osburn
- J Hutchison–AW
- E Ryan–MM
- K Moore

Co-Leads
- Relevant Staff (Curriculum Dir./ Consultant)

TIMELINE

Ongoing
- **When** a relevant curriculum, lesson, assessment, resource, activity, or instructional strategy is identified for review and improvement or adoption, any adoption and implementation process should simply consider whether the objective identified–in all its relevant aspects–has been considered at different steps in the review and adoption process.
  –In evaluating the current state of the resource or instructional strategy;
  –In research evidence regarding other resources or instructional strategies;
  –In evaluating potential resources or instructional strategies;
  –In implementing relevant resources or instructional strategies, including professional development;
  –In evaluating the success of implementation.

- Some instances can be undertaken by a teacher, teacher team, in consultation with the principal
- A consultant could be engaged at any one or more of the above steps

RESOURCES

- Specific to the context of resource adoption
- Possible consultant expenses
- Professional Development expenses
  –Substitutes
  –Summer Learning

DELIVERABLES

The following that should be more inclusive and responsive of our students need for exposure to diverse experiences and learning
- Curriculum
- Curriculum resources
- Classroom resources
- Instructional strategies
- Extracurricular content
- Extracurricular activities
- Staff practices consistent with objective

INDICATORS OF ADVANCEMENT

TBD

Schools that Engage and Support Students as Individuals and a Community of Healthy and Diverse Leaders.

1F

OBJECTIVE AN ARTICULATED AND INNOVATIVE SCOPE AND SEQUENCE OF INQUIRY-BASED STEM LEARNING FOR GRADES K THROUGH 8.

RATIONALE A scope and sequence of overlapping and integrated inquiry-based science, technology, engineering, and math learning experiences sustains students being academically prepared in ways more than any one of the subjects does alone or that the subjects accomplish additively. Overlapping and integrated inquiry-based STEM programming improves students' learning across disciplines beyond STEM, spurs innovative thinking, and connects student learning to high potential future opportunities and careers.

PEOPLE

Lead(s)
- K Osburn
- J Hutchison–AW
- E Ryan–MM
- J Gravagna–MM

Stakeholders
- D Persino–MM
- J Kim–MM
- M Johnson (22-23)–AW
- K Lane
- Staff–Math TBD
- Staff TBD
- Parent/Guardian TBD
- Parent/Guardian TBD

Others
- Consultant

TIMELINE

2022–2023 School Year
- Core group identifies research resources related to high quality STEM learning in K–8 grades
  –State of IL standards
- Core Group visits schools with earned reputations for providing high quality STEM learning
  –Visits identified schools
- Consultant possibly engaged
- Successor to M. Johnson hired

Summer 2023
- Core stakeholders draft preliminary report based on 2022–2023 collaboration
  –Identifies components of high-quality STEM learning
  –Identifies what components exist/do not exist in District
  –Plan for 2024-2025 work

2023–2024 School Year (Fall)
- Large stakeholder group forms
  –Reviews preliminary report
  –Develops survey questions for feedback on stakeholder needs and vision related to STEM learning
  –Meets with local STEM professionals for focus group feedback on STEM learning
  –Develops report to Board of Education recommending components of comprehensive inquiry-based STEM learning for District

2023–2024 School Year (Fall) Continued
- Consultant possibly engaged
- Board adopts, rejects, revises recommendation

Summer 2024
- Core stakeholders identify standards of proposed STEM learning
- Core stakeholders identify instructional space for delivery of standards, e.g. general ed, middle school science, elective, after school

2024–2025 School Year
- Administration identifies staffing required for STEM learning plan
- Core stakeholders develop final standards sequencing and other recommendations
- Admin recommends staffing to Board
- Board approves staffing
- New staff, if necessary, hired

Summer 2025
- Staff develop materials, learning for new course(s)
- Instructional materials and equipment identified and purchased

2025–2026
- Implement new STEM learning across district as adopted

RESOURCES

- Potential consultant expense
- School visit/release time expense
  –Substitute Teachers
  –Transportation costs
- Research materials
- Curricular resources
- Instructional materials and equipment
- Potential additional staff

DELIVERABLES

- Preliminary report to Board of Education on components of STEM programming
- Relevant surveys from stakeholders
- Report to Board with recommendation for STEM Learning
- New scope and sequence of standards aligned to best STEM standards
- New programming designed to exceed best existing STEM programming in K-8 schools

INDICATORS OF ADVANCEMENT

- Survey feedback
- Student subscription to extra-curricular STEM programming

Schools that Engage and Support Students as Individuals and a Community of Healthy and Diverse Leaders.

1G **OBJECTIVE** CLEARLY ARTICULATED SCOPE AND SEQUENCE OF CURRICULA (ACROSS INSTRUCTIONAL TIERS) THAT IS GROUNDED IN RESEARCH, EVIDENCE, AND NATIONALLY RECOGNIZED PROFESSIONAL FRAMEWORKS.

RATIONALE A guaranteed and viable curriculum is the bedrock of effective instruction and continuous improvement.
One that has a clearly articulated scope and sequence of curricula fosters a range of best practices, including but not limited to:
Effective assessment development, clarity of instruction, focused collaboration, improved teacher feedback, improved development of different instructional tiers and related resources, improved ability for students to establish and monitor their own learning goals.

PEOPLE	TIMELINE	RESOURCES	DELIVERABLES	INDICATORS OF ADVANCEMENT
TBD • Director/Asst. Supt of Curriculum & Instruction and/or Consultant	Ongoing When a curricular review and improvement cycle is determined, then a process for review and adoption of new curricula should be established.			Increased student achievement on standardized measures

NOTE While the objective will remain important, there is currently no staff capacity to develop and execute what is required of this strategic action plan. Only when other action plans have been fully implemented could current staff capacity possibly be able to fully develop then execute this action plan as it might apply to a given curricula.

Schools that Engage and Support Students as Individuals and a Community of Healthy and Diverse Leaders.

1H OBJECTIVE IDENTIFY SCHOOL DAY SCHEDULES THAT MAXIMIZE THE ABILITY TO ACHIEVE THE STRATEGIC OBJECTIVES OUTLINED IN THE ADOPTED STRATEGIC PLAN.

RATIONALE Once the strategic objectives are identified and a path toward their achievement is developed, a school day that best makes possible the achievement of the objectives should be identified and adopted. Otherwise, a schedule developed for other purposes will be in place and potentially be a barrier to fulfilling the District's mission, its Portrait of a Graduate, and its strategic objectives.

PEOPLE

Lead(s)
• K Osburn
• Staff Co-Chairs

Participants
• Master Schedule
  Committee (MSC)
  –Teachers
  –Staff
  –Admin
• Parents/Guardians
• BoE Members

Others
• Community members
• Schedule experts

TIMELINE

2023–2024 School Year
• Master Schedule Committee
  (MSC) formed
• MSC researches schedules
• MSC surveys stakeholders
• MSC conducts focus groups
• MSC identifies strengths
  and weaknesses in current
  schedules–reports to Board

Fall 2024
• MSC develops draft schedules
• MSC seeks stakeholder
  feedback on draft schedules
• MSC reports to Board on
  advantages and disadvantages
  of draft schedules
• Board decides on any adoption
  of schedule changes for
  Fall 2025 or Fall of 2026

Spring & Summer 2025
• Board bargains with Avoca
  Education Association the
  impact of any schedule changes
• Professional Development
  related to schedule changes

2025–2026 School Year
• Additional professional
  development related to
  schedule changes
• Staffing changes related
  to schedule changes
  confirmed in Spring 2025
  for Fall of 2026

Fall of 2026
• New School Day Schedule
  (if any)

RESOURCES

**Professional
Development Investments**
• Experts on school
  day schedules
• Resources on school
  day schedules
• Visits to other schools
  or by other school staff
• Substitute Teachers
• Summer Learning Hours

DELIVERABLES

• MSC Report to Board on
  current school day schedule
• MSC Report to Board on
  advantages and disadvantages of
  proposed school day schedules
• Draft school day schedules
  consistent with the mission of
  the District, the Portrait of a
  Graduate, and the District's
  strategic goals and objectives
• All other deliverables
  consistent with Section 7.1
  of the Collective Bargaining
  Agreement between the Board
  of Education and the Avoca
  Education Association

INDICATORS OF ADVANCEMENT

• Increased student achievement
• Increased student responses
  on SEL surveys
• Increased staff responses on
  relevant surveys
• Increased parent/guardian
  responses on relevant surveys

Schools that nurture staff members' mental, physical, and intellectual health.

2A

OBJECTIVE A RESPONSIVE WORK ENVIRONMENT THAT SUPPORTS STAFF MEMBERS' MENTAL AND PHYSICAL HEALTH

RATIONALE A work environment where employers and employees collaborate to identify employee needs and possible supports proactively, identify how the work environment can be improved for staff member well-being, and empowers staff to seek and receive help inside and outside the workplace when appropriate is shown to result in greater levels of staff well being and job satisfaction.

PEOPLE

Lead(s)
- K Osburn
- B Dever
- Staff Co-Chair

Participants
- Staff Committee
- 3 certified
- 3 non-certified

TIMELINE

2022–2023 School Year
- Leads collect research and available local and regional data on workplace environment and best-practice supports
- Identify current practices that can be implemented immediately

2023–2024 School Year
- Committee reviews research and available data
- Committee surveys staff
- Committee (or external party) conducts focus groups
- Committee reviews feedback from staff
- Committee reviews Collective Bargaining Agreement for sections relevant to work environment and supports for mental and physical health
- Committee issues report to Board and staff with areas that could be addressed to make progress toward achievement of strategic objective

2024–2025 School Year
- Administration and staff engage in non-bargaining related recommendations included in report

Spring 2025
- Board and AEA review work on initiative to-date and consider inclusion of relevant outstanding items for bargaining

RESOURCES

- External experts on education work environments, supports for staff mental and physical health
- Externally generated surveys on staff wellbeing and morale
- TBD resources related to recommendations made by committee

DELIVERABLES

- Report to Board of Education
- TBD events/ engagements recommended to achieve the strategic objective

INDICATORS OF ADVANCEMENT

- 5Essentials
- TBD

Schools that nurture staff members'
mental, physical, and intellectual health.

2B OBJECTIVE AN ACADEMICALLY PREPARED STAFF WHO REFLECT THE RACIAL, CULTURAL, AND LINGUISTIC DIVERSITY VALUED BY THE COMMUNITY.

RATIONALE Research evidence makes clear that student achievement is higher when students have qualified teachers who come from diverse backgrounds. For students from non-white backgrounds, evidence shows that their achievement is higher when they have a teacher or teachers who share the same racial and/or ethnic background, particularly for students who come from backgrounds that were traditionally underserved by schools or that traditionally underperformed on standardized assessments. Additionally, a diverse staff speaks directly to the mission and values of the school district.

PEOPLE	TIMELINE	RESOURCES	DELIVERABLES	INDICATORS OF ADVANCEMENT
Lead(s) • K Osburn • J Hutchison–AW • E Ryan–MM • K Moore **Contributors** • Staff members • Parents/guardians	**2021–2022 School Year** • Explicit steps in the interview process to highlight the value of a diverse applicant pool and diverse candidates **2022–2023 School Year** • Identification of community and staff members from diverse backgrounds who can help with outreach to potential candidates or candidate communities • Identification of resource pools not previously mined by Administration, e.g. HBCU job fairs, professional affinity organizations for educators • Outreach to newly identified resource pools, e.g. diversity focused job fairs, schools of education	• Research resources related to objective • Promotional materials targeted to potential candidate communities • Travel expenses to promote Avoca in newly identified communities	• Promotional materials targeted to reach new potential candidate communities	• Increase in qualified candidate applications that reflect the diversity valued by the community (compared to 2021–2022) • Increase in staff diversity aligned to objective (compared to 2021–2022)

Schools that nurture staff members' mental, physical, and intellectual health.

2C

OBJECTIVE SUSTAINED AND FOCUSED, HIGH QUALITY PROFESSIONAL LEARNING FOR STAFF THAT ADVANCES STUDENT HEALTH, LEARNING, AND ACADEMIC ACHIEVEMENT.

RATIONALE High quality professional development results not only in greater student achievement over time but also contributes to greater staff morale.

PEOPLE

Lead(s)
- K Osburn
- E Ryan–MM
- J Hutchison–AW
- K Moore
- K Morgan–AW
- F Mishinger–MM
- S Lovell

TIMELINE

2022–2023 School Year
- Professional Development (PD) Committee reviews research evidence identifying characteristics of high-quality teacher PD
- PD Committee surveys staff regarding professional development interests, including those related to strategic objectives
- PD Committee structures October, November, and April institute days to align to best practice and strategic objectives
- PD Committee identifies additional PD opportunities for staff (school day, conferences, summer learning, coaching)
- PD Committee surveys staff for feedback on 22–23 school year
- PD for non-certified staff

Summer 2023
- PD sessions designed to align to research evidence on best practice, teacher choice, and strategic objectives

2023–2024 School Year
- Based on feedback from staff, PD Committee revises and improves approach to PD for school year
- PD for non-certified staff

RESOURCES

- Research on best practice in educator professional development
- Expenses for external experts related to professional development areas to be addressed, e.g. SEL, MTSS, PLCs, content areas
- Conference attendance fees for staff members

DELIVERABLES

- Professional development and learning opportunities aligned with research evidence, teacher interest, and strategic objectives, e.g. Institute Day, release time during school day, conference attendance, summer learning connecting to internal and/or external expertise
- Onboarding Professional Development menu that identifies required PD for incoming employees
- Report to Board of Education on Professional Development and Learning from Administration and PD Committee

INDICATORS OF ADVANCEMENT

- 5Essentials items
- Panorama (when appropriate)
- Other internal surveys
- Increased student achievement

Schools that nurture staff members' mental, physical, and intellectual health.

2D OBJECTIVE STAFF COLLABORATIVE PRACTICES THAT GROW COLLECTIVE EFFICACY AND HIGH-QUALITY PROFESSIONAL PRACTICE.

RATIONALE Collective efficacy is the belief by a whole staff that individually and collectively its work positively affects student learning. Collaborative practices for staff members that promote both more effective collaboration, more collective inquiry and efficacy, and high-quality professional practices results in greater student achievement and greater staff cohesion and morale.

PEOPLE

Lead(s)
- K Osburn
- E Ryan–MM
- J Hutchison–AW
- K Moore
- Teacher Teams
- Vertical Teams

TIMELINE

Summer 2021
- Team leaders receive initial training on Professional Learning Communities (PLC) principles and practices

2021–2022 School Year
- Northwestern University staff partners coach team leaders and teacher teams in PLC practices
- Teacher teams engage in PLCs semi-weekly

Summer 2022
- Northwestern University staff partners provide additional professional development for team leaders

2022–2023 School Year
- Weekly PLCs meet
- Northwestern University staff partners coach team leaders, attend weekly PLCs for first quarter, then semi-weekly, then end PLC attendance but continue to coach

2022-2023 School Year Continued
Professional Development sessions developed based on PLC feedback
- Vertical team collaboration at least quarterly per vertical team input
- Identifying opportunities for teachers to observe colleagues teach

Summer 2023
- Northwestern University staff partners provide additional professional development for team leaders

2024–2025 School Year
- Weekly PLCs meet
- PD to improve PLCs occurs at regularly scheduled in-service days for staff
- Professional Development opportunities based on PLC feedback
- Vertical team collaboration at least quarterly per vertical team input

RESOURCES

- Text resources for team leaders
- Northwestern University partnership expenses
- Resources for PLCs identified inquiries, e.g. SEL, grading, homework, executive functioning, math, literacy, etc.
- Expert speakers, trainers based on PLC feedback and inquiries
- Experts based on non-certified (non-instructional) staff feedback
  - Substitute teachers
  - Summer Learning Hours

DELIVERABLES

- Professional development sessions for team leaders on PLC facilitation
- Professional coaching sessions for team leaders on PLC facilitation
- PD sessions for teachers based on PLC feedback

INDICATORS OF ADVANCEMENT

- Survey responses (NU)
- 5Essentials items

Schools that fully invite the engagement, contributions, and support of parents, guardians, and community members.

3A

OBJECTIVE THE AVOCA COMMUNITY IS INFORMED ABOUT THE QUALITY OF THE SCHOOLS, INCLUDING CURRICULA, LEARNING, FACILITIES, AND FINANCES.

RATIONALE When community members and prospective community members are informed about what and how a school is functioning, they are better able to support and offer feedback to the school and feel part of the school community.

PEOPLE	TIMELINE	RESOURCES	DELIVERABLES	INDICATORS OF ADVANCEMENT
Lead(s) • K Osburn • E Ryan–MM • J Hutchison–AW • K Moore • S Lovell • B Dever **Contributors** • Staff • Board of Education	**2022–2023 School Year** • Survey parents and guardians regarding subjects about which they seek more information and what communication channels they prefer the District to use • Leads review survey feedback, share with staff • Superintendent and principals incorporate parent/guardian feedback into communication decisions and actions • Identify and hold one event in the Fall and one in the Spring for parents/guardians to learn more about schools • Survey parents and guardians about website usage and potential improvements • Leads survey local school district websites and media channels to create comparison with District 37's website and channels • Leads review survey feedback, survey of local district's websites, and investigate potential upgrades and/or improvements to website and media channels	• Expense of website upgrade • Expense of expert speakers for Fall & Spring events, if applicable • Summer Learning Hours	• Website upgrade • Fall & Spring events aligned to providing information to community based on community feedback and aligned to strategic objectives	• 5Essentials items • Qualitative survey feedback • Attendance at in-person events • Increased website traffic • Increased media channel traffic
	2022–2023 School Year Continued • Town Hall meetings providing update on Facilities and Finances (see subsequent strategic action plan) • Establish parent MTSS Committee **Summer 2023** • Summer hours for staff updates to web pages • Website upgrades • Planning for 2023–2024 events **2023–2043 School Year** • See steps taken in 2022–2023 School Year regarding Fall & Spring events • Town Hall meetings on potential school financing options (see subsequent strategic action plan)			

Schools that fully invite the engagement, contributions, and support of parents, guardians, and community members.

3B OBJECTIVE PARENTS, GUARDIANS, AND COMMUNITY MEMBERS EXPERIENCE OPPORTUNITIES TO NURTURE THE DIVERSITY OF AVOCA SCHOOLS.

RATIONALE The more deeply parents, guardians, students, staff and wider community members identify positively with a school, the more likely that school is to achieve multiple evidence-based indicators of success. Simply put, the more a community experiences a real sense of investment and ownership in a school, the more likely students in that school will experience success.

PEOPLE	TIMELINE	RESOURCES	DELIVERABLES	INDICATORS OF ADVANCEMENT

Lead(s)
• K Osburn
• E Ryan–MM
• J Hutchison–AW
• K Moore
• Parent Teacher Committee
 	
Contributors
• Students
• Community Members
	2022–2023 School Year
	• PTC identifies different bidirectional ways schools can and do involve the following in the life of the schools:
	  –Parents/Guardians
	  –Community members
	  • Review existing data/info
	  • Survey and focus groups of parents/guardians
	  • Include survey and focus groups with students
	  • Possible wider community survey
	• Review of existing research literature
	• Research/visit other successful schools
	• Issues report to Board of Education with recommendations
	
	Summer 2023
	• Administration and PTC review report recommendations and Board feedback and plan for 2023–2024 school years
	
	2023–2024 School Year
	• Implement select recommendations made to Board of Education
	• Survey for feedback on effectiveness of implementation
	
	Summer 2024
	• Administration and PTC members review report recommendations and Board feedback and plan for 2023–2024 school year
	
	2024–2025 School Year
	• Implement select recommendations made to Board of Education
	• Survey for feedback on effectiveness of implementation
		• No material resources investment expected
		• Possible expenditures for event support
			• Report to Board of Education
			• Small and/or large events that advance the objective
				• 5Essentials
				• Attendance at events
				• Other survey data

School facilities and finances that are financially sustainable, flexible, and that physically support students' and staff members' achievement.

4A&B

OBJECTIVE IDENTIFY HOW THE DISTRICT'S SCHOOL BUILDINGS CAN BEST SUPPORT THE PHYSICAL, MENTAL, SAFETY, INTELLECTUAL GROWTH, AND SAFETY OF STUDENTS AND STAFF AND HOW DISTRICT FINANCES CAN RESPONSIBLY SUSTAIN THE DISTRICT'S MISSION AND STRATEGIC OBJECTIVES OVER THE LONG TERM.

RATIONALE In order to secure comprehensive community support for the schools, all stakeholders must have a clear picture of what facilities and finances are necessary for the District's students and staff to thrive and excel over the long term.

PEOPLE

Lead(s)
• K Osburn
• B Dever

Contributors
• Facilities and Finance Committee (FFC)
  – S Balassa–BOE
  – G Gibori–BOE
  – R Zelensky
  – A Hoffmeister–MM
  – D Allen–MM
  – F Qazi–AW
  – J Gravagna–MM
  – B Cross–AW
  – H Miller–MM
  – D Elfring
  – P Leckerling
  – A Greenberg
  – L Paradise
  – H Azar
  – Student Community Member
  – Community Member

TIMELINE

2022–2023 School Year
• FFC convenes monthly
  – Reviews principles of school finance
  – Reviews District 37 Financial Status
  – Reviews District 37 Financial Projections
  – Reviews District 37 Facilities Status
    • Life/Safety Needs
    • Learning Space Needs
    • Program Needs
  – Issues Report to Board (June 2023)
    • Recommends Facilities Needs and Related Costs
    • Recommends Finance & Budget Needs and Related Costs

RESOURCES

• Expense of Architects' three-phase facility review
• Substitutes (for school visits, if needed)
• Meeting supports

DELIVERABLES

• Architects' Reports to Board of Education
• FFC Report to Board of Education
  – Included in community communications

INDICATORS OF ADVANCEMENT

NA

School facilities and finances that are financially sustainable, flexible, and that physically support students' and staff members' achievement.

4C OBJECTIVE GARNER COMMUNITY'S SUPPORT TO SUSTAIN THE FINANCES, FACILITIES, AND PROGRAMMING TO ACHIEVE THE DISTRICT'S MISSION AND STRATEGIC OBJECTIVES.

RATIONALE Only with the community's support for finances and facilities and programming to achieve the District's mission and objectives can the District sustain a positive and constructive relationship with all community members over time.

PEOPLE	TIMELINE		RESOURCES	DELIVERABLES	INDICATORS OF ADVANCEMENT
Lead(s) • K Osburn • B Dever • Board of Education **Contributors** • Staff • Parents/Guardians • Community members	**Fall 2023** • Board directs Admin gather feedback on options for Facilities and Financing investment that require community support via referendum • Admin develops presentations for stakeholder groups • Admin and Board hold monthly town halls on Facilities & Financing options • Admin and Board gather Focus Group feedback from stakeholders • Admin and Board gather survey-based feedback from all stakeholder groups • Board reviews stakeholder feedback • Board determines potential referendum question for ballot in March 2024 or determines to not seek referendum	**Spring 2024 (if referendum is attempted)** • External stakeholder committee forms • Admin informs community via multiple channels of referendum question • March 2024 Election date– community determines if it will support Board referendum **Spring 2024 (if no referendum is attempted)** • Administration identifies priority spending for programming and staffing for capital improvement and maintenance • Administration presents priority spending recommendations to the Board of Education	• Potential consulting expense for Fall 2023 development of referendum and community feedback • Architect fees for presentations, etc. • Materials for Fall 2023 and Spring 2024 information campaign	• Report to Board of Education regarding Fall 2023 community information and feedback campaign • Board referendum question • Communication materials for information and feedback campaign **(if no referendum is attempted)** Administration Report to Board of Education recommending spending priorities	• Sustainable financial strategies are in place; annual operating surplus of 2% or more • Sustainable infrastructure is in place to support mission and strategic objectives

STRATEGIC ACTION PLANS ENGAGEMENT CALENDAR

This graphic attempts to illustrate when work will start for a given action plan and when its most intense work will take place.
Few important initiatives are ever 'over,' but many, when fully implemented, no longer require the same intensity of investment.

> > > > > > > > This depicts a year when the initiative will be a primary focus of most of the staff's time and/or resources or the intense focus of a few people engaging with the Avoca community.

EXAMPLE SEL development involves every staff member and will continue to be a primary focus for at least the next two years. (1A)

The Finance & Facilities Committee will engage intensely with all stakeholder groups for one year. (4A & B)

> > > > > This depicts a year when the initiative will not be a primary focus of most staff's and/or resources or will only be the focus of a few staff members or will be mostly implemented.

EXAMPLE Advanced Learner development will include a first year of reading, research, and seeking feedback.

The second and third years will include consulting with experts, developing options, making a recommendation, then implementing a recommendation.

INITIATIVE	School Year 21–22	School Year 22–23	School Year 23–24	School Year 24–25	School Year 25–26
1A–SEL	>>>>>>>>	>>>>>>>>	>>>>>>>>	> > > > >	> > > > >
1B–MTSS	>>>>>>>>	>>>>>>>>	>>>>>>>>	> > > > >	> > > > >
1C–Advanced Learner		> > > > >	>>>>>>>>	>>>>>>>>	> > > > >
1D–Student Advocacy		> > > > >	> > > > >	> > > > >	> > > > >
1E–Culturally Responsive Learning		> > > > >	> > > > >	>>>>>>>>	>>>>>>>>
1F–K8 STEM		> > > > >	>>>>>>>>	>>>>>>>>	>>>>>>>>
1G–Curricula Scope & Sequence			> > > > >	> > > > >	> > > > >
1H–School Day Schedule			> > > > >	>>>>>>>>	>>>>>>>>
2A–Responsive Work Environment		> > > > >	> > > > >	> > > > >	> > > > >
2B–Staff Diversity		> > > > >	> > > > >	> > > > >	> > > > >
2C–Staff Professional Development		> > > > >	> > > > >	> > > > >	> > > > >
2D–Staff Collaboration	>>>>>>>>	>>>>>>>>	>>>>>>>>	> > > > >	> > > > >
3A–Community Communications		> > > > >	> > > > >	> > > > >	> > > > >
3B–Community Involvement in Schools		> > > > >	> > > > >	> > > > >	> > > > >
4A & B–Facilities & Finances		>>>>>>>>			
4C–Community Financing for Schools			>>>>>>>>		