



Community Consolidated School District 146 Strategic Plan 2019-2024



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Board of Education



Message from the Superintendent



Dr. Jeff Stawick
Superintendent

On behalf of the Board of Education, I am proud to present the 2019 Strategic Plan. We developed this plan with input from more than 1,200 people in our community through interviews, focus groups, and surveys. Those 1,200 people included students, parents, teachers, support staff, community leaders, administrators and members of the Board of Education. This document includes our mission, vision, portrait of a graduate, guiding principles, goals and objectives. This plan will guide our priorities and our work through the next 5 years.

The 2019-20 school year will mark the first year of implementation of this plan. Thank you for your input and support as we continue our mission of ***collaborating together to achieve high levels of learning and character development for every student.***

About Our District

Our Neighborhood Schools



Central Middle School



Fierke Education Center



Fulton Elementary School



Kruse Education Center



Memorial School

Community Consolidated School District 146 is a PK-Grade 8 school district serving approximately 2,500 students. Located in the southwestern suburbs of Chicago, students reside in the communities of Tinley Park, Oak Forest, and Orland Park. District leadership and educators are committed to providing students and families access to a high-quality education. Building leadership has been stable with only 1 principal change in the past 6 years. There are 184 full-time teachers with a pupil-teacher ratio of 16:1. Teacher retention in the district is 89 percent.

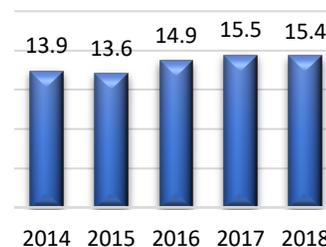
The District values its cultural and linguistic diversity. Over 25 different languages are spoken by families whose students attend the District’s schools. The largest language populations are English, Arabic, and Spanish. Approximately 12% of the student population are English Language Learners, meaning they require additional, targeted English language supports to access a meaningful education.

While the percentage of students with disabilities and low income have remained relatively stable, the percentage of students who are English Learners has increased by 20% from 2017 to 2018. Historically, approximately 9.5% of students were English Learners. As the District focuses on the future, this demographic shift is important as the teaching staff may require additional resources and supports to meet the needs of this growing population of students.

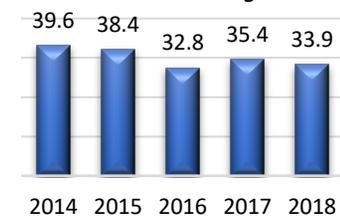
Students Identified as English Learners
Percentage



Students with IEPs
Percentage



Students Identified as Low Income
Percentage



Strategic Planning Process

The figure below is a representation of the strategic planning process.

<h3>Engage</h3> <p>Engage stakeholders in a research-based method of inquiry to articulate organizational priorities and values.</p>	<h3>Focus</h3> <p>Create a focused and actionable strategic plan aligned to stakeholder priorities.</p>	<h3>Execute</h3> <p>Develop specific action plans to accomplish the goals and objectives identified in the strategic plan.</p>
<ul style="list-style-type: none"> ✓ Conduct focus groups with key stakeholder populations (132 participants). ✓ Administer surveys to key stakeholders (1,109 respondents). 	<ul style="list-style-type: none"> ✓ Develop a draft strategic plan to serve as a broad framework to guide the future direction of the District. The strategic plan contains: <ul style="list-style-type: none"> ▪ Mission, Vision, and Guiding Principles ▪ Portrait of a Graduate ▪ Summary of Findings ▪ Strategic Goals ▪ Objectives ✓ Facilitate School Board work sessions to review research findings and finalize the strategic plan. 	<ul style="list-style-type: none"> ➤ Facilitate administrator planning meetings to guide implementation. ➤ Utilize the district dashboard to monitor progress

✓ Indicates Completion

Summary of Findings

During the 2018-19 school year, the Board of Education engaged the District's school community in strategic planning for the future. The District partnered with ECRA Group, Inc. ("ECRA") to evaluate progress and improvement since the implementation of the 2014 strategic plan and facilitate a planning process to establish priorities for the future.

The Strategic Plan is intended to provide a framework for future decision-making that builds upon a common mission, vision, and guiding principles held by the District community. The strategic planning process was designed to authentically engage stakeholders – including students, parents, board members, teachers, administrators, staff, and community leaders – in articulating organizational priorities and stakeholder values.

Between November of 2018 and May of 2019, District stakeholders were given the opportunity to participate in focus groups and complete online surveys regarding their perceptions of various aspects of the District. Structured focus groups were conducted with parents, students, the Board of Education, administrators, teachers, support staff, and community leaders. Stakeholders were asked to share their thoughts and views on characteristics and skills they would like students to acquire upon graduation, district strengths, and significant issues they would like the District to address over the next three to five years. Online surveys were administered in the spring of 2019. Common themes that emerged across stakeholder groups are summarized below.

Desired Skills and Characteristics

Stakeholders were asked to describe the skills and characteristics that are essential for students to develop throughout their time in District schools. Common themes include the need for students to have a good work ethic, strong time management skills, communicate confidently and clearly (both oral and written), and be organized and motivated to solve problems. Parents, staff, and Board members also reported the desire for students to be curious and enthusiastic about learning. Community leaders especially expressed a need to be proficient with technology and have strong writing skills for success in college and in the workplace. Other characteristics and skills reported across stakeholders include the desire for students to be empathetic, civic-minded, strong academically, and creative problem solvers.

District leaders further described their vision for students as confident self-advocates, global citizens that can identify real-world problems, and able to set their own goals and be resourceful. Students should be able to manage their emotions and deal with conflict in a healthy manner. They should be able to work with others effectively, as well as be able to work independently. Teachers and support staff added that students should be self-aware, understanding and accepting of others, possess perseverance and self-advocacy, as well as be good stewards of society and contribute to the community. Finally, students added the need to be good at academics, but also to be responsible, kind, creative, have a good work ethic, and be prepared for high school.

District Strengths

When asked to describe strengths within the district, the most notable sentiment across stakeholders was the strong sense of community throughout the District, and the pride expressed regarding the high quality of staff and their dedication to students. There is an appreciation of leadership across the District. Employees believe that District 146 is a great place to work. Building principals have the autonomy to innovate and make decisions within their own building, and teachers are encouraged to try new ideas and strategies that can strengthen student learning. Classrooms are engaging and have access to emerging technologies. Teachers emphasized the numerous resources available to meet the needs of different types of learners as one of the greatest strengths. Parents and staff also praised the newly implemented play-based learning that full day kindergarten students experience.

Students describe their teachers as caring and personable. There is a wide variety of extracurricular offerings for students, with the talented band and fine arts programs often highlighted as a strength. Students praised the variety of leadership opportunities they have through programs such as Family, Careers and Community Leaders of America (FCCLA) and Twister Leadership Team (TLT).

Facilities are perceived as well-maintained and safe. Stakeholders believe the District is fiscally responsible and makes decisions in the best interest of current and future generations of students.

Communication has improved within the District and throughout the local community. Stakeholders are pleased with information provided on the district website, the strategic indicators highlighted on the district dashboard, and news posts that are shared on social media pages. There has been greater outreach to parents about upcoming district programs which has contributed to increased family engagement and attendance at events such as family nights and reading nights.

Areas for Improvement

Stakeholders were also asked to share their thoughts about significant issues and areas for improvement that they would like the District to address in the next 3-5 years.

While communication has improved across the District, parents would like more information about ongoing changes to the curriculum. Programs and information about standards-based grading, homework expectations, or grade-level curriculum were examples shared. Increased communication for families from non-English speaking backgrounds was also reported as an area for improvement. Some examples shared include the need to receive information more frequently and in their spoken language. There is also a desire for improved communication and collaboration between the support staff, specialists, and classroom teachers to best support student learning.

Areas for Improvement Continued

Feedback also included a need to improve cultural responsiveness and representation throughout the District, with greater focus on cultural inclusivity, including adding more cultural clubs. Stakeholders would like to see more diversity in the teaching staff as well.

Although employees value autonomy in their professional practice, common policies and procedures set forth by the District are needed. Employees shared that buildings create their own policies or procedures and operate as individual entities, compartmentalized, rather than part of a district-wide system. Technology tools or programs used in one building, for example, may not be the same tools or programs in other buildings. Professional Learning Communities (PLCs) are not implemented consistently, and cross-building collaboration of PLCs with similar planning time is desired. Alignment and consistency were common themes across focus groups and represent one of the greatest areas for improvement. The most noted areas lacking alignment and consistency include curriculum, essential skills, learning standards, homework policies, discipline, PLCs, special education services, and Multi-Tiered System of Supports. Common guidelines for proper documentation for each student was also an area of concern, especially as it relates to students with disabilities and IEPs. Inconsistencies across the District make it difficult as students transition to the next grade or building.

Stakeholders value that the learning process is inclusive for all students. However, employees expressed a need to further develop and strengthen a full continuum of services. They would like to see inclusion work for everyone, including the general education population. Staff may need more training to better support students with disabilities. Employees indicated they are spread too thin between resources and implementation and would like the District to use data to make informed decisions before a new initiative is implemented.

The identification process for students to receive interventions and supports is different across buildings. Buildings are also using different approaches to document and monitor student supports and behaviors. Stakeholders would like to see greater focus on student behavioral issues such as bullying, vaping, and overall social-emotional and physical well-being. Ongoing professional development focused on embedding social-emotional learning into instruction is also desired, as well as assessing student's social-emotional competencies.

Lastly, students would like to see rules applied to everyone fairly and they would also like the District to focus on making learning fun. Community leaders would like to see the District focus on teaching students about the consequences of breaking rules and policies, holding them to high moral standards, reinforcing positive student behavior, and providing lessons on internet safety.

Strengths/Areas for Improvement

Themes emerged through a synthesis of stakeholder feedback gathered through structured focus groups and surveys. Strengths and areas for improvement are highlighted below.

Strengths to Leverage

- Strong sense of community throughout the District.
- High quality staff that is dedicated to students.
- Employees believe that District 146 is a great place to work.
- Employees have autonomy to innovate and try new ideas and strategies.
- Classrooms are engaging and have access to emerging technologies.
- The District has numerous resources available to meet the needs of different types of learners.
- Wide variety of extracurricular offerings for students.
- Stakeholders feel District facilities are well-maintained and safe.
- Fiscally responsible District.
- Improved communication and outreach across the District and throughout the community.

Areas for Improvement

- Alignment and consistency of curriculum, essential skills, MTSS, and other policies and procedures across the District.
- Provide a well-rounded educational experience for all students.
- Parents want more information about curriculum.
- More communication for families from non-English speaking backgrounds.
- English Language Learner services.
- Increase communication and collaboration between the support staff, specialists, and classroom teachers.
- More professional development for supporting students with disabilities and embedding social-emotional learning into instruction.
- Focus on student behavioral issues and overall social-emotional and physical well-being.
- Diversity of teaching staff.
- Make learning fun.

Portrait of a Graduate

Stakeholders were asked to describe the skills and characteristics that are essential for students to develop throughout their time in District schools. The following shared vision for student success emerged. The portrait of a graduate can serve as a road map that guides instructional strategies, professional development, program development, and learning standards that incorporate these skills and qualities.



Empowered Learner

Academically prepared

Exhibits critical thinking and problem-solving skills

Self-directed and works toward goals

Globally connected digital citizen



Effective Communicator & Collaborator

Communicates and interacts effectively

Collaborates well with others

Listens actively

Demonstrates creativity in generating and expressing ideas



Engaged Citizen

Adds value to their community

Respects the environment

Takes responsibility for his or her actions

Shows compassion and acceptance for others

Mission

A mission statement is a statement of the overall purpose of an organization. The mission should say what you do, for whom you do it, and the benefit. The following mission statement was developed in alignment with stakeholder feedback and approved by the Board of Education.

Collaborating together to
achieve high levels of learning
and character development
for every student.

Vision

A vision statement reflects the District's preferred future. Vision statements describe how the future will look if the organization achieves its ultimate aims. The following vision statement was developed in alignment with stakeholder feedback and approved by the Board of Education.

A graphic with the text "Learning for All" in white, set against a dark blue square background with light blue corners. The graphic is overlaid on a background image of a crowd of people with their hands raised.

Learning
for
All

Guiding Principles

Guiding principles are the beliefs that set the foundation for how an organization will operate. The principles are accepted guidelines that capture the District's values and priorities and provide direction for employees as they go about their daily work.

We Believe:

- All students are capable of high levels of learning.
- People are our most valuable assets.
- Collaboration, group learning, and shared decision-making enhance our teaching and learning environment.
- A diverse curriculum improves student learning and expands student experiences.
- Technology use is an essential skill for enhancing student learning and growth.
- Safety is a prerequisite for effective teaching and learning.
- Positive student behavior improves the learning environment.
- Small class sizes enhance the learning experience.
- Diversity expands one's worldview and enhances the education experience.
- The distinct characteristics of our neighborhood schools provide value to students and honor community traditions.
- Financial health and fiscal responsibility are fundamental to achieving our vision.

Strategic Goals

STUDENT SUCCESS

Enhance student growth and achievement.

COMMUNICATION & ENGAGEMENT

Augment the District's sense of community with effective communication and collaboration.

SCHOOL ENVIRONMENT

Nurture a safe, secure, and respectful environment for our students and employees.

FINANCE & FACILITIES

Align resources to support student learning.

Strategic Goals and Objectives

STUDENT SUCCESS Enhance student growth and achievement.	SCHOOL ENVIRONMENT Nurture a safe, secure, and respectful environment for our students and employees.	COMMUNICATION & ENGAGEMENT Augment the District's sense of community with effective communication and collaboration.	FINANCE & FACILITIES Align resources to support student learning.
<ol style="list-style-type: none"> 1. Provide a well-rounded educational experience for all students 2. Align curriculum across the District 3. Develop aligned technology priorities 4. Develop a District-wide RtI/MTSS system 5. Develop and strengthen a full continuum of special education services 6. Improve English Language Learner programming 	<ol style="list-style-type: none"> 1. Ensure coherent District practices 2. Enhance Professional Learning Communities (PLCs) 3. Maintain high standards for positive student behavior 4. Hire and retain high quality employees 5. Expand professional development in the area of social emotional learning 6. Embed SEL into the teaching and learning environment 7. Foster a learning environment that honors diversity 	<ol style="list-style-type: none"> 1. Engage families as partners in student learning and school improvement 2. Engage students as partners in their own learning 3. Improve communication with non-English speaking families 4. Involve employees in decisions that affect their work 5. Advocate for our community in public education 6. Improve families' understanding of curriculum 	<ol style="list-style-type: none"> 1. Maintain a safe learning environment 2. Ensure facilities are well maintained and support modern/flexible learning 3. Ensure long-term financial health

Community Consolidated School District 146

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