DISTRICT 73 ½
V2 5 YEAR STRATEGIC PLAN
April 5, 2023

WELCOMING ENVIRONMENT

Big Aim #1:

- We will welcome and engage staff, students, families and community members in our schools.

Strategic Objectives:

By Year 5 of our strategic plan:

- We will have built strong staff and family partnerships through existing structures and new initiatives; *goal measured through surveys and attendance to events throughout the year.*
- We will have designed and enacted new ways to recognize and celebrate staff successes; *goal measured through building-level team input and feedback.*
- We will have implemented a tiered restorative practices framework that promotes community and equity; *goal measured through examination of implementation*
- We will have increased family involvement as measured by family attendance at in-person school-sponsored events and the 5 Essentials Survey/ "Involved Families" indicator; *goal of 10% increase*
- We will have increased student and staff positive perceptions of the school and district environment as supportive and welcoming as measured by yearly surveys; *goal of 10% increase*
- All students will have identified at least one adult in the building that they have a meaningful connection with as measured by annual spring Panorama survey; *goal of maintaining our very high positive perception rate each year.*
- All students will have engaged in setting goals with teachers and family members during student-led conferences that reflects their skills and curricular standard achievements; *goal of 100% achievement as measured by age appropriate goal tracking measures.*

Initial Focal Strategies/Areas of Work:

FOCAL STRATEGIES	ANTICIPATED CHALLENGES	FINANCIAL IMPLICATIONS
Enact systematized outreach and communication	Language barrier Managing the volume of communication Modality of communication	Pay interpreters/translators
Create opportunities to elevate parent and community stakeholder voices	Getting parents and community member to participate in school sponsored events and groups	
Continue developing new community events for families to engage in building activities	Staff attendance	Pay teachers to attend
Explore family mentoring options and enhance existing partnerships	Rounding up willing volunteers	Who will provide the training?
Consider restructuring parent teacher conferences	Staff and parent buy-in	Professional development for teachers on student led conferences and goal setting

HIRING AND RETENTION

Big Aim #2:

- We will recruit and hire a diverse workforce.
- We will retain a diverse workforce.
- We will improve our human resource processes, procedures, and materials.

Strategic Objectives:

By Year 5 of our strategic plan:

- We will have defined and clearly posted job descriptions for all positions that will also include salary/benefit and visible chain of command visible; *as measured by audit of jobs and documents.*
- We will have enacted a recruitment strategy to promote diversification of our workforce to include events/approaches that target the recruitment of demographic subgroups identified in our strategic objectives; *as measured by an audit of deployed recruitment strategy.*
- We will have implemented a new application and interviewing process after completing data - proven procedures; *as measured by audit of application/interview processes.*
- We will have implemented new structures/programs to mentor our workforce; *goal measured through audit of mentoring structures and programs.*
- We will have researched and developed a mentoring program to train mentors at all stakeholder levels.
- We will have a teacher workforce that reflects the student diversity ratio of the district; *as measured by a review of personnel records.*
- We will have maintained an 86% retention rate for new teachers hires; *as measured by review of personnel records.*
- We will have collected and analyzed retention data on classified staff by roles and used that analysis to understand our baseline and establish our ongoing retention goals; *as measured by a review of data analysis and goal establishment.*

Initial Focal Strategies/Areas of Work:

FOCAL STRATEGIES	ANTICIPATED CHALLENGES	FINANCIAL IMPLICATIONS
Engage in active recruitment where we go to diverse educational institutions, out of state institutions, and other cultural or diverse demographic recruitment environments i.e, ELL center, community or faith based organizations	Trained staff ● Identification of where to go ● Shrinking teacher pool Shortage of para/SPED/BG staff	New position $$ Cost of travel vs. outcomes
Enact robust marketing/district promotion	Ever changing recruitment practices/landscape. Using 1990's plan for a 2023 world. Do we know our brand?	Investment in professional development to utilize multiple platform or modalities Who/staff? $ New position? Cost of branding materials
Enact "grow your own" that creates pathways for identification of new teachers and potential administrators.	Identification of pathways Recruitment/buy-in into the program Loss of talent after district investment	Return on investment
Expand mentorship program from 1 to 4 years	Who develops the program? Chain of command	Increased stipends for teachers/staff members
Plan and provide professional development for seasoned educators encompassing curriculum as well as co-teaching, support strategies for special education, EL and paraprofessionals, and working with students from diverse backgrounds.	Attitude buy-in Growth mindset	TBD
Create complete set of defined job descriptions	Pulling together all stakeholders	Overtime/stipends

	Who evaluates/synthesis the data/information Translating "the why"	
Enact work to reimagine the application process at all levels of hiring	Equity within the process Vision/flexibility to change	$ New systems training, professional development
Enact work to revamp interview process and procedures	Equity within the process Vision/flexibility to change	$ New systems training, professional development

INFRASTRUCTURE AND FISCAL RESPONSIBILITY

Big Aim #3:

- All financial decisions and investments will meet the needs of our diverse learners and staff as well as promote academic and social growth
- We will provide a safe, inclusive, flexible, and innovative space for teaching, learning, and growing.

Strategic Objectives:

By Year 5 of our strategic plan:

- We will increase community engagement with the Board Finance Committee meetings; *as measured by the attendance record.*
- We will establish an educational foundation that will raise a minimum of $100,000 within five years. The foundation will support the District's missions, and the foundation board will be made up of a representative group of stakeholders; *as measured by review of foundation membership, focus and budget.*
- We will adopt and annually review a comprehensive set of plans for effective implementation and management of building infrastructure according to industry best practice in alignment to the district mission and vision; *as measured by audit of plans.*
- We will collect and analyze data, devise/consider/select option, and begin the enactment of a plan that resolves space shortages experienced by our schools (e.g. square footage of Middleton) to support district programming and the learning/SEL needs of all students; *as measured by audit of related work and surveys from staff and parents (relevant stakeholders) about perceptions of space/infrastructure in relation to programming/student needs.*

Initial Focal Strategies/Areas of Work:

FOCAL STRATEGIES	ANTICIPATED CHALLENGES	FINANCIAL IMPLICATIONS
Make Finance Committee (FC) a monthly hybrid meeting	Figure out IT to make it best production and accessible	maybe

Create a digital sign-up to track Finance Committee participants	None	
Pay extra duty pay for teachers and paras to attend FC meetings	Budgeting	Yes - extra staffing at 1 rep per building
Work with the two unions to establish a feedback loop from FC to stakeholders		no
Make sure FC meeting (and other Board committee meetings) are listed in the Weekly		no
Establish a 501(c)(3)	It is tedious and a lot of work Need a lawyer Identifying best candidates for board participation	Yes
Identity and apply for grants that meet the District's strategic plan goals and missions	Time Learning curve Grant writing skills	No
Host an annual fundraising event	Making it inclusive and welcoming to all the parents Time investment	Initial investment cost
Establish spaces in each building that will allow for newer restorative practices based on the needs of our students.	Does it make sense?	
Rework spaces at McCracken to include SEL spaces, make locker rooms accessible, update remaining bathrooms,	Limited by building foot print Financial costs	Yes

collaborative flexible use spaces, maker space		
Enact work to reduce the footprint of network equipment at each building to minimal required square footage and shift to a cloud-based system with a ratio of 40% hardware to 60% cloud	Space challenges Time and resources	
Enact work to increase district storage capacity such as easily accessible book storage and heavy equipment storage		
Complete facilities work in areas identified for need including McCracken HVAC update, window repair, and security camera repair		
Update majority of classroom door locks to a higher safety standard as outlined in our 2023 Site Safety Inspection report		yes
Bring all janitorial services in house; hired and managed by the District		

TEACHING AND LEARNING

Big Aim #4:

- All students will engage in learning experiences that are cohesive and articulated across prek-8, flexibly designed to engage all learners and leading to rigorous outcomes for all.
- We will be a future focused, real world learning environment that is responsive, accessible, and meaningful for all.
- We will become a model district on the use of data for making instructional, curriculum, and programmatic decisions.

Strategic Objectives:

By Year 5 of our strategic plan:

- We will create and enact a District 73.5 Instructional Framework (common experiences, aligned practices, common instructional structure, teaching structure, allowing to determine our strengths, provide a way to evaluate materials and/or build curriculum) to support our unique community of learners (including those with different learning needs, emerging multilingual students, accelerated students…); *as measured by the review of completed Instructional Framework.*
- We will enact a system-wide model for professional learning communities that evaluates relevant data to be used to inform our practice; *as measured by observation and/or artifact review of professional learning communities.*
- We will enact a system-wide model of collaborative learning walks that both supports and informs teacher learning; *measured through observations across multiple types of collaborative learning walks, consisting of teachers & administration, to determine the effectiveness of the collective professional learning and teacher development across the district.*
- We will evaluate the need and purpose of all district assessments to determine relevance of the data captured, where there may be redundancies or where data is underutilized; *as measured by a completed assessment system evaluation.*

Initial Focal Strategies/Areas of Work:

The following represents the totality of work for the 5 years of the strategic plan. A committee will develop a timeline for implementation of these focal strategies.

FOCAL STRATEGIES	ANTICIPATED CHALLENGES	FINANCIAL IMPLICATIONS
We will see instructional practices from our literacy audit implemented in all PK-8 classrooms; *measured through classroom walkthroughs* ● Adopt a "Literacy Instructional Vision" that articulates student learning experiences and literacy instructional practices from grade to grade ● Enact and sustain, job-embedded professional learning for teachers using literacy and language research and our Literacy Instructional Vision	● Alignment PK-8 ● Selection of Materials (Foundational Literacy and Core Resources) ● Isolating the needs of our staff and attending to them ● Living out our Literacy Vision and bringing life to the portrait ● Building Schedules and the Literacy Block	● The Educator Collaborative (Chris Lehman and Shawna Coppola) ● Kristi Mraz (Playful Instruction) - Consultant ● Paid time to work through schedules ● $$$ for resources
We will see culturally sustaining instructional practices in all learning spaces PK-8 classrooms; *measured through classroom walkthroughs* ● Engage classroom library task force to ensure that classroom resources affirm culture, language, ethnicity, and identity.	● Defining what "cultural sustaining practices" looks like. ● How we schedule the Tuesday times to reflect our practices in the classroom ● What will the PD look like? How is it differentiated so that it is applicable to all grades/departments/staff members?	● $$$ for PD ● $$$ for Contracted Staff Time ● Revisit Library and Classroom Libraries + Time for curation of new materials. (possible in house and where we can leverage our community)
We will see an implemented model of inquiry instructional practices enacted in all classrooms (examples could include: Project Based Learning, Inquiry Design	● Coming to a common definition and being able to come to consensus on a philosophy	● $$$ to develop a taskforce to research models for inquiry (examples could include: Project Based

Model, etc.); *measured through classroom walkthroughs* ● Enact sustained, job-embedded professional learning for teachers on instructional strategies that promote inquiry	● Equitably engaging all teacher groups ● Fitting in with curriculum ● All students will participate	Learning, Inquiry Design Model, etc.)(Across grades and departments)
Engage in at least one interdisciplinary unit per year at every grade level; *measured through review of created interdisciplinary units*	● Planning time across departments in the middle school ● Schedules ● Professional Development ● Equitably engaging all teacher groups	● $$$ for planning ● $$$ for PD (instructional and planning practices that elevate all teachers/ paraprofessionals as equal, incorporating all students in those space) ● $$$ for resources
Engage staff in curriculum budget decisions	● Defining norms of engagement ● Decide on decision making (Adaptive Schools)	
Evaluate flexibility of schedule and make any as needed adjustments to support implementation our D73.5 Instructional framework (literacy, inquiry, special education, EL, ….)	● Fear of change/failure ● Fixed parameters	● $$$ that could arise due to creative use of before school/after school/lunch times. ● $$$ for transportation to partner with D219 or other districts
Identify and adopt a set of valid assessments that are meaningful, equitable, and efficient and provide information that allows us to make viable, data informed decisions about teaching and learning	● Letting go of things is hard ● Federally mandated assessments	
Research and adopt a data management system	●	● $$$ for a data system
Develop a protocol to ensure data is reviewed and action planning is	● Attending to our own biases and the biases of	● $$$ PD

completed through an equity lens; specifically looking at race, gender, IEP, EL, and economic statuses (Through the work of PLCs)	others in data conversations and action planning ● Cultural Norms ● Trust	● $$$ for a possible consultant
Develop a system and tool to support staff with collaborative learning walks	● Buy-in ● Collaboration ● Trust ● Communication ● Building schedules	● $$$ for possible subs ● $$$ for development