Strategic Plan Implentation Update from the Administration
Board of Education Business Meeting: August 28, 2017

•• Academic Success ••

1a. Provide a high quality curriculum that enables all students to achieve their full academic potential and develop 21st century skills.

1a.1: CURRICULUM RENEWAL CYCLE: Review and revise D181 DRAFT curriculum renewal cycle to focus on priority areas of STEAM and World Languages (beginning with middle schools in 2016/17), and Writing (in the elementary schools), as well as continued work in the area of mathematics.
- The Curriculum Renewal Cycle was approved by the Board in September 2016. The Department of Learning will tentatively share an update on the Curriculum Renewal Cycle in the spring of 2018.

1a.2 DISTRICT PHILOSOPHY and VISION FOR ACADEMIC SUCCESS: Establish an agreed upon philosophy of teaching and learning, specifically defining "high quality curriculum" and "21st century skills" as applicable to the D181 community.
- Each Subject Area Committee (SAC) has been trained in the development of high quality curriculum. Each SAC has considered the incorporation of ISTE standards where appropriate within their specific discipline.
- Each SAC will write assessments in order to validate the written and taught curriculum.
- Each SAC will receive feedback in the form of validation documents to ensure a clearly articulated, aligned and viable curriculum in all content areas.

1a.3 PROGRAM STUDY: Analyze teaching and learning philosophies, curriculum design, program design, instructional strategies, and professional learning strategies of other high achieving school districts of similar demographics, whether from local or national comparison groups to update the district's "Provisions for Advanced Learning" document.
- The timeline for this area should be reconsidered as the Department of Learning is still working on the validation of curriculum in all content areas, as well as continuing to work on establishing an agreed upon philosophy of teaching and learning.

1a.4 PROFESSIONAL LEARNING STRUCTURE: Establish a sustainable system with: a) corresponding structures for expanding professional growth opportunities and communications through the CIAAC, Principal/Instructional\ Leader Meetings, Building Leadership Teams (BLTs), Subject [Area Committees (SACs)], Professional Development Committee, and Content Area Specialists as subject specific teacher leaders, and b) an annual, coordinated, district professional learning plan for use of Institute Days, Staff Development Days, Two-hour Meetings, and committee work. These professional learning structures are aimed at building a climate and culture for applied, job-embedded professional learning practices through coaching, observation, modeling, and shared practices.
- The successful formation of CIACC and SACs during the 2016-17 school year has helped support the success of meeting this goal. The Department of Learning continues to serve as a conduit between these groups and the Staff Development Committee, and as a conduit to principals, who in turn are conduits to the BLTs. As shared with the Board during the August 14, 2017 meeting, a plan is in place to help strengthen communication between and among the SACs and CIACC and all staff. The TOSAs will play a key role in helping facilitate consistency and strong communication through the implementation of Canvas, our Learning Management System.

- Through the leadership of the DOL and principals, and in concert with HCHTA leadership, a strong plan has been developed for professional development and collaboration opportunities during the 2017-18 school year. DOL Principal Advisor Jeana Considine has been a significant support in this work.

1a.5 CURRICULUM DEVELOPMENT: Create curriculum maps, corresponding units of study,learning environment resources (digital tools,online and physical materials) and pacing for all content areas, following the Curriculum Renewal Cycle.
- The SACs have done outstanding work in leading efforts to meet this goal under the leadership of the DOL. As shared with the Board, our work continues around curriculum validation and completing the full year's needs for pacing guides. The Board has also been apprised of our status with regard to resources by content area.

1a.6: INSTRUCTIONAL STRATEGY DEVELOPMENT: Develop and implement a three to five-year plan for professional growth opportunities aligned to priority areas of need for delivering a high quality curriculum such that students have ample opportunities to achieve their full academic potential and develop 21st century skills. Priority areas for developing 21st century skills include: curriculum development, rigorous instructional design, assessment, grading practices, grouping strategies, inquiry/questioning strategies, accountable talk/collaborative classroom conversations, differentiation, latest research on social/emotional learning and the brain.
- The Department of Learning has developed a draft three-year plan in order to address and implement 21st century skills in the area of ongoing curriculum development, assessment, inquiry, and SELAS and the instructional strategy of balanced literacy
- There will be ongoing discussions related to grading practices and differentiation.

1a.7: LEARNING ENVIRONMENT: Integrate the Digital Learning Environment beliefs, needs, resource deployment and replacement cycle, as well as digital learning environment professional development needs into curriculum and instruction related strategies outlined in 1a-5 & 1a-6.
- Strong progress has been made in this goal through approval of the Digital Learning Environment Plan and subsequent work by the Department of Learning, Technology Department, TOSAs, and DLE Implementation Team. Priority professional development needs were addressed in summer PD sessions and will continue in the fall and throughout 2017-18. The 1:1 digital device rollout will take place during the first two weeks of school. The new Student Information System Skyward is operational. A three-year implementation plan for the LMS Canvas will be presented to the Board on September 11, 2017. Three Technology TOSAs will be working with teachers, grade level teams, and departments to increase technology integration with the curriculum. A K-8 Skills Map is tentatively scheduled to be developed and presented for Board approval in February and/or March 2018.

1a.8: SPECIAL EDUCATION RESOURCES: Review Math and Reading alternative special education curricular resources for students who cannot access the regular curriculum.
- An update on this item was included in the August 14, 2017 Board presentation.

1a.9: SPECIAL EDUCATION RESOURCE ADOPTION: Develop and implement a cycle for reviewing and adopting curricular resources that is parallel to work being done with regular education resources.
- As part of completing Strategies 1a.1 and 1a.8, a committee for special education resource adoption will be developed.

1b. Offer a continuum of services that considers student development and learning readiness and provides all students an appropriate level of academic challenge in a supportive environment.

1b.1 Review and revise Response to Intervention (RTI) practices across all grade levels, addressing program weaknesses for advanced learners and struggling learners.
- The Department of Learning formed a committee in 2016-17 that began the process of creating a tiered approach to meet the needs of all learners. The Response to Intervention/Multi-tiered Systems of Support (RtI/MTSS) team will continue to work throughout the 2017-218 school year to create a comprehensive District-wide plan.

1b.2: Implement and analyze results of School Climate Inventory Survey.
- In December 2016, parents, staff, and 4th-8th grade students had the opportunity to participate in the Comprehensive School Climate Inventory (CSCI). A report on the data was made available to families in May 2017. Data is being used for 2017-18 School Improvement Plan development, among other school-based needs.

1b.3: Complete special education services analysis.
- Reports on special education services were shared during January 2017 and August 2017 Board meetings. The August presentation also included information on special education initiatives. Contained within the provided materials were timelines for the completion of the Workload Plan, a report on committee work to update the Behavior Intervention Plan, and a report on the need for consistent and uniform curricular resources for students who require an alternate curriculum. It was also noted that a student records destruction schedule had been developed and published, and that new supported classrooms are in place at Walker and HMS. The Board was additionally provided information on the series of special education parent sessions that runs from September 2017 through April 2018, among other topics.

1b.4: Review past, current, and future special education service delivery model. Include a report of past and current programs and the process for reviewing current and future program needs (self-contained vs. inclusive models; parent and staff input/survey; benchmarking of comparable districts).
- A report was provided to the Board of Education on January 17, 2017. The Annual Needs Assessment Survey was developed and sent to staff and parents during the 2016-17 school year and the results were subsequently shared with the Board of Education in the Spring of 2017.
- The 2017-18 school year Needs Assessment Survey will be sent to staff and parents in January 2018.

1c. Identify and address curriculum and cohort strengths and weaknesses.

1c.1 Review and enhance current structures and systems for building a strong data driven culture of warehousing, analyzing, and acting upon student, program, and curriculum data annually. This work may be done through the formal Data Retreat process, or a customized, structured, D181 data analysis and school improvement planning process, beyond the regular RtI system. The Data Retreat process includes analysis of program strengths and weaknesses for all subgroups, including advanced learners, English Language Learners, and special education students.
- A data retreat was held in August 2017. During the data retreat, principals and their teams had the opportunity to analyze data at the building, grade, and individual student level. This data provides grade level and content area teams with the tools they need to create SMART goals (specific, measureable, achievable, relevant, and time bound). Through the use of SMART goals, principals and teachers begin to construct an SIP that builds on the strengths at the building level and addresses areas of concern.

1c.2 Continue to build one integrated data system/data warehouse to manage student and system-wide information (i.e. student information system software, special education software, assessment and curriculum data tool/s all working together).
- The use of Skyward and Canvas as data systems were launched in 2016-17 and will be major focus areas for 2017-18. The two systems do integrate with one another.
- The IEP data system was changed and implemented during the 2016-17 school year.

1d. Design and implement a meaningful and balanced assessment system to monitor individual and cohort student growth and inform continuous improvement.

1d.1 Develop common assessments and benchmark assessments aligned to curriculum maps.
- The Department of Learning, SACs, and TOSAs created initial assessments in each content area for the first quarter/trimester. The teams made great progress and will continue the work during the 2017-18 school year.

1d.2: System-wide study and professional development on current best practices for high quality curriculum grading practices, assessment literacy, and use of data to inform classroom instruction.
- Through the support of ECRA, the Department of Learning, administrators, and staff began to use data to inform instruction and create goals based on data and student needs. This work intensifies during the 2017-18 school year with the focus on SMART goals, along with the analysis of common assessments to inform instructional decisions and practices at the grade, building, and District level.

1d.3: Design and implement standards-based report cards for K-5; Design and implement standards-based report cards for 6-8.
- Standards-based reporting requires a five-year plan that includes study on the part of administrators and staff, as well as professional development for staff. Also of critical importance is the education of parents. This process must ensure buy-in from all stakeholders.

1e. Provide adequate and equitable resources and targeted professional development to support teaching and learning.

1e.1: Facilitate collaborative decision making and communication through the creation of District and Building Leadership Teams.
- The successful formation of CIACC and SACs during the 2016-17 school year has helped support the success of meeting this goal. The Department of Learning continues to serve as a conduit between these groups and the Staff Development Committee, and as a conduit to principals, who in turn are conduits to the BLTs. As shared with the Board during the August 14, 2017, a plan is in place to help strengthen communication between and among the SACs and CIACC and all staff. The TOSAs also play a key role in helping facilitate consistency and strong communication.

1e.2 Define and communicate a common understanding of a professional learning community. Collaborate with Administrators, HCHTA and HESS to develop a plan to operate as a professional learning community.
- The development of professional learning communities is part of the draft staff development proposal. In order to implement professional learning communities, the Department of Learning will need to provide intense training and coaching to ensure the validity and integrity of the model.

1f. "Develop processes and procedures necessary for continuous improvement."

1f.2: Facilitate conversations with staff to identify any initiatives/tasks that are not aligned to the Strategic Plan and therefore may need to be eliminated or put on hold in order to complete the targeted initiatives in a quality fashion and with fidelity.
- As the newly aligned curriculum and assessments are implemented and analyzed, teachers will be asked to provide feedback on whether or not the curriculum is viable. In order to have a viable curriculum, teachers must have time to teach it in the suggested time frame. This feedback will create opportunities for CIAAC, SACs, and teachers as a whole to discuss and identify any obstacles to implementation of the curriculum.

1f.3: Development of a Section 504 Procedural Manual
- An updated Special Education Procedural Manual was developed over the summer of 2017 and will be reviewed by the Academic Success Committee on September 7, 2017.

1f.4: Implementation of Power IEP to better service students, parents, and staff.
- Power IEP was implemented during the 2016-17 school year.

•• Organizational Excellence ••

2a. Continue to hire and retain high quality staff to address organizational needs and build in-house expertise.

A committee of staff met together around this topic during the spring of 2016-17. The committee's work will continue in 2017-18 through:
- Collecting and reviewing the hiring practices of other high-achieving districts;
- Reviewing our own practices to find opportunities for improvement; and
- Refining and formalizing our process for collecting feedback from those leaving the District.

2b. Establish an environment of trust and exemplary professional practice.

A committee of staff met together around this topic during the spring of 2016-17. We discussed the type of additional data needed to plan our next steps in this area, which was gathered through the 2016-17 Spring Survey. This group's work is closely aligned to the Organizational Climate Analysis that Dr. Heidorn is scheduled to discuss with the Board on August 28, 2017, so next steps will be partially informed by her findings and recommendations.

•• Culture of Community ••

3a. Enhance respectful communication, dialogue, and transparency with all stakeholder groups.

3a.1: Support the launch and ongoing use of a public dashboard to demonstrate implementation of the strategic plan.
- The Communications Department participated in several planning meetings in the spring and summer of 2016 to develop and refine the initial dashboard. Once it was made live, a direct link to it was posted in the Strategic Plan section of our District website. Launch of the dashboard was highlighted in an October 2016 Board Report and in the accompanying *Board Summary*. It was the first item in an October 2016 e-

newsletter for parents, staff, and Key Communicators, and it was referenced at November and December 2016 PTO President meetings. Other communications included the *Annual Report*, event program ads, an Institute Day presentation, and a letter from the Superintendent sent to all stakeholders. Specific focus on the dashboard communications was later held once a decision was made that the dashboard needed to be revamped. As noted in Dr. White's Strategic Plan Board Report for August 28, 2017, we will be working with ECRA to review their prototype dashboard and consider how to improve that tool. When the revised dashboard is launched, a variety of communication channels can be used to re-introduce it to families, staff, Key Communicators, and the broader community.

3a.2: Develop an internal calendar for planning and communicating cyclical information that references department-specific and District-wide dates and milestones.

- A draft calendar was developed for internal use by the Communications Department during the 2016-17 school year. It was an attempt to document key communications that are written and sent during the year by department and/or program, particularly around topics which are likely be repeated in future years. (The calendar was particularly helpful in working with the Department of Learning on assessment communications during 2016-17.) The draft calendar was used to help create the 2017-18 first quarter Communications Plan shared with the Board on August 14, 2017. The Communications Plan will be used internally, updated monthly and informed by the initial calendar framework.

3a.3: Analyze current Communications Department practices and identify opportunities for improved efficiency and effectiveness with emphasis on highlighting in communications: follow-through of initiatives, opportunities for involvement, opportunities for dialogue, and transparency in decision-making processes."

- We know from the ECRA survey, Patron Insight surveys, and District surveys that our District e-newsletter is a key source of information for stakeholders. Presently, the Communications Department sends the e-newsletter to staff, families, and Key Communicators on different schedules and through different tools. The family and KC e-newsletter includes news, events, and announcements, but in plain-text format. It does not include the photos from school activities that are shared with staff, and mention of school news is sporadic and brief. The Communications Department has been researching tools to revamp the way these communications are sent in order to improve efficiency and allow parents and Key Communicators to see the same photos and stories that staff received. This can create stronger District-wide connections and awareness. A better tool would also provide stronger analytics and be mobile friendly.
- We have implemented the use of texting (SMS) as a feature of our existing automated notification system SchoolMessenger. This was added at no cost to the District. As shared with parents and staff, our texts are limited to three types of important messages: (1) Transportation Alerts (e.g., bus delays), (2) Weather Alerts (e.g., snow days), and (3) Safety Alerts (e.g., power outage). We may consider phasing in the use of texting for a limited number of other purposes, though it will be important that this be strictly managed to ensure critical messages are not "buried." This was chosen as a tactic based on survey data. In our spring 2015 District survey, when asked "Which, if any, of the following communication tools would you like to see used by the District?" texting was the highest priority among the options listed.
- In the responses to the same survey question, a mobile app was the second highest priority. Planning and creation of the app took place throughout much of the 2016-17 school year. The app will provide a new, convenient way for stakeholders to access key information about the District. It will include both native content and links redirecting users to the appropriate place on the D181 website. The school-home communications committee (referenced below) helped review the app this summer, and a preview has was shared with the administrative team in August. It will launch this fall. It will be available for both Android and Apple devices, at no cost to the user.
- The Communications Department has been working with a team led by the Hinsdale Chamber of Commerce in creation of a community mobile app. The effort has been primarily led by the Chamber, with input from several community entities (i.e. D181, Hinsdale Library, the Village of Hinsdale, the Hinsdale

Historical Society, etc.). We are expected to have the opportunity to provide content for the app and share events for its calendar. This can be another effective tool to communicate with the broader community.

- The Communications Department, District webmaster, and Director of Technology partnered in completing a required website platform change over the course of the 2016-17 school year. That effort included the review of all content on the District website and created an opportunity to review the site map architecture.
- Phrases such as "opportunities for involvement" were used periodically and intentionally in various District communications, but this is an area that could be improved in 2017-18. One example solution involves having a standing section called "Opportunities for Involvement" in the revised e-newsletter mentioned above. Transparency is the focus of Strategy 3a-6.
- A desire of the Communications Department is to have the National School Public Relations Association (NSPRA) conduct a communications audit. There is a cost for that service and it can be time-intensive, but it is an opportunity to have a third party organization with deep knowledge of school communications help think through opportunities for improvement. With the recent loss of an Administrative Assistant position in Communications, making it now a one-person department, the summer of 2017 was not a good time to do that work. Additionally, with several improvements slated for launch during the 2017-18 school year, it is most sensible to implement those improvements prior to such an audit. The audit is therefore tentatively scheduled for consideration in the summer of 2018.

3a.4: Strengthen web content related to learning / academics.
- The Communications Department and webmaster engaged Department of Learning administrators in a review of the Learning section of the website during the 2016-17 school year. Some initial improvements were made, however the change in administration resulted in a delay in moving forward with all site adjustments. That work can continue during the 2017-18 school year in collaboration with the Interim Assistant Superintendents. The District's TOSAs may be an ideal group to engage in this work, as well.
- Assistant Superintendent of Learning (Pupil Services) Dr. Christina Sepiol has done an outstanding job of reviewing existing content related to special education and developing new content.
- SELAS Consultant Jeanne Osgood continues to be a strong partner in reviewing and updating all SELAS-related content.
- The Communications Department has taken the lead in ensuring the Digital Learning section of the site is updated; a new "parent resources" section was added just prior to the 2017-18 school year, as a central place where key publications can be viewed and downloaded (i.e. the Skyward Family Access Quick Start Guide).

3a.5: Create opportunities for parent learning on the topic of successfully communicating with your child's school and school staff.
- A concept that will be discussed with the administrative team in the early fall of 2017-18 is development of a special campaign led by the Communications Department around making the most of Parent-Teacher Conferences in November. That effort may include tools such as a short video of a teacher and parent engaged in a "mock" conference to demonstrate best practices, as well as a written guide with suggested tips which can be shared via District and school communication channels.
- The Communications Department will be talking with PTO Presidents about parent needs on this topic and seeking their input on how to share suggestions.

3a.6: Identify an objective, third party tool to assess District transparency in communications (i.e. Illinois Policy Institute ten-point transparency checklist) and make necessary improvements.
- After research conducted during the 2016-17 school year, the Communications Department believes the Illinois Policy Institute (IPI) ten-point transparency checklist is the best tool to use as a framework for objectively reviewing aspects of the District's transparency. A section called "Open Book" was established on the District's website for this purpose; it uses the checklist as a guide to share key information we make

available to the public on our site. The page has been recently updated. With the Business Office now under new administrative leadership, the Communications Department will need to engage them in this work, as they manage and maintain several of the checklist items. Their assistance will be needed to ensure what is available on the site is both current and accurate.

● Hinsdale Township High School District 86 recently used this same IPI tool to evaluate their own transparency, and so a conversation with their Communications Department around that work will be a key next step in completing this process.

● Once the Open Book section is revised as needed, the IPI will be contacted and asked to conduct a fresh assessment of the D181 site and provide a transparency rating using their standards.

3a.7: Conduct an analysis of current channels for Board - Stakeholder communication (one-way and two-way) and identify opportunities for improved efficiency and effectiveness.

● This will be a key focus area for the Communications Department this fall. The Communications Department anticipates requesting that Ms. Burns and Ms. Gray, as the Board's "community relations" liaisons, be engaged in discussion about the process to be used and the scope of this work before the Department completes its assessment and develops a report for the Board.

3a.8: Assess and document existing social media presence of schools and staff; (2) Assess Board policies related to social media and submit suggested edits for Board review as applicable; (3) Create a District social media toolkit that encourages staff use and establishes standards / protocols for school use."

● During the summer of 2017, the Communications Department led work with seven teachers and staff members around creation of a social media toolkit. (The opportunity to be involved was shared in a message to all staff during the 2016-17 school year.) The purpose of the toolkit is to provide D181 staff with not only general guidance around policy and legal issues related to professional social media use, but also encouragement and tools for success. The committee's work included research (i.e. current Board policy, survey data, other districts' tools) and extended debate and discussion around key topics. Individual committee members were assigned components of the toolkit to create independently. Those pieces are now being finalized and then will be reviewed by the Communications Department. They will then be combined into one master tool and presented for the full committee's review. It will then go to legal counsel for a review of sections which may reference general legal guidance. Prior to distributing the toolkit to staff, the Department of Learning, principals, and groups like the MRC Directors and TOSAs will be asked to review it, as well. It will be a living document to be updated at least annually, as existing tools evolve and new tools emerge.

3a.9: Create a set of minimum expectations for teacher and department communication.

● During the summer of 2017, the Communications Department led work with eight teachers and staff members around creation of a school-to-home communications guide. The purpose of the guide is to provide D181 staff with tips and tools for successful communications that are sent to parents. (Information about the guide is noted under Strategy 3a-11.) The committee agreed this would be a better means of supporting staff in creating more effective communications than developing "minimum expectations." Especially coming into an exceptionally busy 2017-18 school year, we knew it would be important to give staff a resource that makes their work more efficient and clearly creates a benefit for them, rather than pushing down any kind of new mandate. Minimum expectations may be a helpful concept in the future, thus the timeline for consideration of this strategy was adjusted in the Strategic Plan Gantt Chart.

3a.10: Review Board policies and other existing documents (i.e. Board Code of Conduct, school handbooks) to determine the current language and expectations related to communication and develop a summary overview of that information.

- This effort will take place during the 2017-18 school year. Some work has been done around this topic in preparation for the committee meetings noted above.

3a.11: Integrate opportunities for staff professional development on the topic of communication strategies and best practices, with specific focus on crucial conversations.
- During the summer of 2017, the Communications Department led work with eight teachers and staff members around creation of a school-to-home communications guide. (The opportunity to be involved was shared in a message to all staff during the 2016-17 school year.) The purpose of the guide is to provide D181 staff with tips and tools for successful communications that are sent to parents (i.e. a list of newsletter creation programs, sites for royalty free clipart, ideas for content). The committee's work included research (i.e. current Board policy, survey data) and extended discussion around current communications being provided at the District, school, and individual staff level. Committee members worked in groups to create the components of the guide. Those pieces are now being finalized and then will be reviewed by the Communications Department and presented for the full committee's review. It is possible this document will need legal review, as well. Prior to distributing the guide to staff, the Department of Learning, principals, and groups like the MRC Directors and TOSAs will be asked to review it. It will be a living document, as well.
- The guide will be a document made available digitally, likely via the Staff Portal (intranet) and Tech HQ site. (Canvas may be another place the document can be stored.) The committee's plan also includes presenting an overview of the document during staff meetings.
- There may be elements of the content which could be used as a basis for an actual in-person professional development session, as well.

3a.12: Develop a code of conduct for communication to, from, and among parents, staff, and the Board of Education. (This objective is not recommended if positive growth is seen in KPIs.)
- This strategy is not currently recommended for action.

3b. Continue to enhance partnerships with parents and the community.

3b.1: Host an event for D181 and D86 administrators (and possibly Board members) to introduce themselves, discuss upcoming initiatives, and plan opportunities for articulation.
- We hosted an administrator articulation event with Hinsdale Township High School District 86 in August 2016 at the Administration Center. We began by introducing ourselves, sharing information about our positions, years in education, and families. As a large group, we discussed the goals of each district and strategic priorities. We learned more about District 86's current work in a technology roll-out and discussed the transition of our students into Hinsdale Central. We each provided an update on facilities work and (at that time) the potential for referenda, and we considered opportunities to create efficiencies between our two systems. D86 Superintendent Dr. Bruce Law and Dr. White encouraged the administrators to stay in touch with their counterparts. Anecdotal feedback about the meeting was all extremely positive. Articulation between our two districts continued independently among the departments throughout the 2016-17 year on topics ranging from long-term transportation planning to safety communications to placement of D181 students in high school level courses. We also connected through the Community Speaker Series programs. With recent changes in administration in both districts, we anticipate asking District 86 about their interest in re-convening in the later fall or winter as a large group because our August 2016 collaboration had proven so beneficial.

3b.2: In partnership with the Department of Learning, identify opportunities to invite the community to hear from the same speakers who present as part of staff professional development.

- This tactic was initially drafted in 2015-16, at a time when the Department of Learning administrators had more frequently brought in outside speakers to lead staff professional development sessions. The purpose of the tactic was to create evening learning sessions for parents on the same topics and with the same speakers as staff were hearing, thereby creating a new kind of home-school connection and potentially maximizing the dollars spent for such speakers. In 2016-17, the staff professional development leaders were almost exclusively D181 employees and/or the topics were very specific to staff needs. Additionally, there were a number of events already available to parents, including the Community Speaker Series events, preschool parent events, and special education focused events. With that in mind, the tactic timeline has been shifted. If an outside staff PD speaker is brought in during the 2017-18 school year, or a staff member is leading a session that would have clear relevance to families, the Communications Department will work with the Department of Learning to consider planning a parent session.

3b.3: Strengthen relationships with senior citizen residents, with particular focus on in-District senior centers. This can include event partnerships (i.e. fine arts performances, Veterans Day programs), invitations to participate as school volunteers (i.e. senior readers), and inviting them to become Key Communicators.
- The Communications Department reached out to staff at The Birches, Eve Assisted Living, and King-Bruwaert House to ask for an opportunity to discuss these concepts and determine their interest in building on our existing relationships. Meetings were held with each group. It was an excellent opportunity to learn more about their services, share information about the District, and discuss strengthening opportunities we may have to partner together. During an Administrative Team meeting, a report on those meetings will be shared with building administrators. They will be asked to identify current partnerships (formal or informal) they have with senior citizen centers, or senior citizens in general, so that a baseline can be established from which to grow. Additionally, it is anticipated that a list of concepts for partnerships will be listed based on the meetings held in 2016-17, and principals can then work from that list to further build their relationships with the organizations.

3b.4: Work with PTOs and the D181 Foundation to determine how the District can further support their work in partnering with local businesses.
- During meetings in the 2016-17 school year, the Communications Department asked the D181 Foundation and PTO Presidents for input on this topic. A small number of suggestions were shared that are being reviewed and considered for implementation during the 2017-18 school year.

3b.5: Advertise opportunities for residents to join the Key Communicator e-newsletter group.
- Mention of the Key Communicator e-newsletter group has been included in a variety of communications during the 2016-17 school year, ranging from event program ads at the Community Speaker Series to the back-page of the Annual Report sent to all homes and businesses. Additionally, all D181 substitute staff are encouraged to join the KC list, and D181 retirees are asked to join prior to their leaving the District.

3b.6: Support the D181 Foundation in their development of a Community Connections database.
- The Communications Department continues to be closely engaged with the D181 Foundation and is a member of the sub-committee that has been involved in creation of a Community Connections database. That work is continuing during the 2017-18 school year.

(All remaining strategies in Section 3-b are slated for planning and research later in the 2017-18 school year and beyond.)

•• Operational Integrity ••

4a. Align financial budgets with the goals established in the strategic plan.

4a.2: Determine which items may be added or deleted from the budget and make the budget adjustment.
- The FY17-18 Budget was developed in alignment with our Strategic Plan. Maximum resources were allocated to the instructional program. Some of the new initiatives implemented this year include:
    - Digital Learning Plan (including Skyward, Canvas, and digital devices)
    - Textbook replacement (supplemental resources and/or online subscriptions for English/Language Arts and social studies, as well as supplemental materials for science and the Fine, Applied, and Performing Arts and Sciences)
    - Teachers on Special Assignment (TOSAs)

4b. Evaluate the return on investment of programs and expenditures as it relates to student outcomes.

4b.1: Define "a program" so there is common understanding among everyone.
- The Business Office will collaborate with the Department of Learning to define "a program."

4b.2: Define a list of programs that will be evaluated and when each will be evaluated.
- The Business Office will collaborate with the Department of Learning to identify the appropriate direct-learning programs.
- The Business Office has already identified several specific programs (Transportation, Insurance, Compensation) to review and determine if any efficiencies and cost savings can be realized.

4b.3: Define a list of outcomes that will be used to evaluate the programs.
- The Business Office will collaborate with the Department of Learning to identify the appropriate outcomes that will be used to evaluate the programs.

4b.4: Generate all expenditures related to each program (i.e., salaries, benefits, supplies, etc.) from the 2016-17 fiscal year.
- The Business Office currently has unaudited actual expenditures by program for the 2016-17 fiscal year. After the annual audit, final expenditures can be provided for the selected program(s).

4b.5: Select and implement a process to prioritize programs (e.g., Educational Program Review Technique (EPRT))
- The Business Office will collaborate with the Department of Learning to select and implement a process to prioritize the selected program(s).

4b.6: Create a report for the Board of Education that will show each program's expenditures and outcomes.
- The Business Office has financial software that can provide information to instructional leaders on the cost of their programs and the total financial commitment inclusive of staffing costs, supplies, materials, etc. We can partner with the Department of Learning by applying this information to assess the learning outcome.

4c. Maintain balanced and sustainable short and long-term budgets.

4c.1: Create District 181 budget for five years.
- The Tentative 2017-18 Budget is a balanced budget, and upon completion of our annual audit, we will be developing a five-year budget based on input from stakeholders as well as an analysis of prior year audited actual expenditures.

4c.2: Collaborate with the Board of Education Finance Committee to develop revenue and expenditure recommendations to be presented to the Board of Education.
- We will continue to work with the Board of Education Finance Committee by sharing our assumptions used in forecasting the revenues and expenditures. We will continue to provide the Finance Committee with detailed information on key revenue and expenditure drivers.

4c.3: Meet with Assistant Superintendents, Directors, and Principals to review and plan yearly and long-term budgets
- We have begun to incorporate these key stakeholders in planning meetings that are used for the budget development and review process.

4c.4: Develop financial reports that are presented to the Board of Education that monitor the revenue and expenditures of the District and present a financial summary of the District.
- We have scheduled training on Infinite Visions (financial software) for the end of August so various staff members are educated on the capabilities, functions, and features of the system. This will enable us to provide more timely financial information to the Board and public.

4c.5: Receive an unqualified report from an auditing firm per State of Illinois requirements.
- The District's annual audit is scheduled for the week of September 18, 2017. Preparations are already in progress to gather the necessary information to receive an unqualified opinion.

4d. Maintain quality facilities that support student learning.

4d.1: Approval of a Facilities Master Plan by the Board of Education
- The CFO and Director of Facilities are working with the Board Facilities Committee and the District Architect to develop a list of capital projects that will be used as a basis for the development of a comprehensive Facilities Master Plan. The list of capital projects being created is based upon the Facilities Condition Assessment Report (FCAR) created by Wight & Company in 2015. Each school's components and systems have been analyzed, and the projects to be completed will be arranged in order of highest to lowest priority using a system already outlined for the Facilities Committee. The prioritized projects will be divided across a ten-year time period for the creation of the Facilities Master Plan. Additionally, a schedule for each year has been created in order to maximize the timing of bidding and awarding of contracts. The completed Facilities Master Plan will be submitted to the Facilities Committee for review and recommendation, and then passed onto the Board of Education for approval.

4d.2: Create facility standards for learning spaces with metrics including, but not limited to, technology, furniture, square footage, etc.
- Developed by the Board of Education Facilities Committee in partnership with Dave Patton of Healy Bender Architects and Brian Kronewitter of Cordogan Clark & Associates, the "District 181 Standards for Learning Spaces" document is used as an initial reference source for school facilities planning. The intent is to inform District staff, the Board Facilities Committee, and other key groups of important requirements and to provide an overview of the many considerations that go into designing school facilities.

4e. Continue to stay informed about potential state and federal impacts on funding, and represent District needs and community expectations where possible.
- We will continue to monitor changes in state mandates and legislation related to school funding by:

- Working with LEND (Legislative Education Network of DuPage County), ED-RED (Education Research & Development), the Illinois Association of School Administrators (IASA), and the Illinois Association of School Business Officials (IASBO) to proactively influence legislation.
- Continuing to develop relationships with State Representatives and other local elected officials.
- Attending conferences and meetings pertaining to education funding topics.
- Reviewing specialized newsletters dealing with happenings in Springfield on a continual basis.

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