

Strategic Plan Implementation Update from the Administration

Board of Education Business Meeting: December 18, 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 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.
- Validation began at the November institute. First quarter/trimester science and social science curriculum and assessments were validated

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.
- With the District 86 High School Readiness recommendations, we recommended deferring the Middle School Schedule Committee until the administration determines which middle school changes may be needed in the Strategic Plan to meet the District 86 expectations. (See separate Board Report.)

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 in 2017-18. 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 have

played a key role in helping facilitate consistency and strong communication through the implementation of Canvas, our Learning Management System.

- Update for 12/18/2017: Some of our direction for communicating curriculum work has changed in the short term. Our student data specialists are entering the curriculum and pacing guides into Skyward. Our TOSAs will train teachers in how to access this information in Skyward during second semester. The plan that was communicated related to committee reporting, however, has been implemented as previously described. A representative of each SAC and other staff committees submits a form to Bridget McGuiggan following the team's meeting to outline the work they did at the meeting, the key points for colleagues to know, and a high-level overview of what they'll be working on next. Ms. McGuiggan compiles that information into a comprehensive report that is emailed to all staff 1-3 times per month.
- 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.
- Inquiry training began in the fall of 2017.

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.

- 8/14/2017: 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.

- 12/18/2017: An update on DLE implementation was presented to ASC on December 7, 2017 and will be presented to the Board on December 18, 2017. Some of the highlights of that report are as follows:
 - Planning has begun for the 2018-19 school year Digital Learning initiative.
 - Low income students may be eligible to receive “Personal Hot Spots” through the Title I program.
 - Curriculum adopted by the Board in spring 2017 has been entered into Skyward.
 - Curriculum pacing guides are being entered into Skyward.
 - We are beginning to set up the Assessment system in Skyward.
 - There are issues with Canvas. We notified Infrastructure about our concerns with Canvas functionality in writing in December. We have placed K-5 Canvas use on hold until iPad issues are resolved. We are following up with other Canvas districts to learn more about their experience. Teachers may continue to use Google classroom suite while Canvas issues are reviewed.
 - Report card formats will be revised this year to align with the new curriculum and set up in Skyward for 2018-19.
 - An app review process is in place for apps purchased at the building level.
 - District-wide app purchases will be aligned to the curriculum by the SACs with the assistance of the MRC Directors.
 - A draft of the Technology Skills Map K-8 was presented to CIAAC on November 27, 2017. SACs for ELA, math, science, social studies, and the MRC will align the skills with their curriculum pacing guides so that technology instruction for students will be integrated with the curriculum. When this work is completed, it will be brought to CIAAC and ASC, and then to the Board for approval.
 - An Educator Skills Map will be developed and will be the basis for developing an educator training plan. The plan will guide professional development in technology. It will be shared with the DLE and the Professional Development Committee before presentation to CIAAC, ASC, and the Board.
 - A new internal Digital Learning Environment Team will be initiated in February. The team will consist of teacher and principal representatives. The team will discuss and make recommendations on implementation issues such as consistent discipline for inappropriate use of technology; an Educator Skills Map and professional development plan; and identification of which grade level is most appropriate to teach typing.

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 an 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.
- A Math Committee has been identified and met on December 12, 2017. The committee consists of representatives from both elementary and middle school.

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 2017-18 school year to create a comprehensive

District-wide plan for interventions. The Rtl committee is studying and researching interventions and working to create consistent paperwork for Rtl.

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. No climate survey is being administered in 2017-18.

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 Rtl 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, measurable, achievable, relevant, and time bound). Through the use of SMART goals, principals and teachers begin to construct a SIP that builds on the strengths at the building level and addresses areas of concern.
- Buildings continue to use ECRA data to create building and grade level improvement plans.

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 tools all working together).

- The use of Skyward and Canvas as data systems were launched in 2016-17 and continue to 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.

- 12/18/2017: Assessments in Canvas are not secure and can be modified. It was decided to house assessments in Skyward where they cannot be modified. Our local curriculum standards for all subjects have been entered into Skyward. We are working on entering curriculum pacing guides and assessments. We will be working on the Skyward testing module to store student performance data beginning in January 2018.

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.
- The SACs continue to write assessments for quarter/trimester two and three.

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 used data to inform instruction and create goals based on data and student needs. This work intensified 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 meeting, 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 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

- A Section 504 Procedural Manual was developed over the summer of 2017 and shared with the Academic Success Committee at the September ASC meeting.

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 was going to partner with Dr. Heidorn's work on the Organizational Climate Analysis. Dr. Heidorn's work was deferred at the request of the Board to allow her to focus on other Department of Learning projects. Guidance from the Board is requested on whether this group should proceed with objective 2b, independent of Dr. Heidorn's Climate Analysis.

●● 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 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 held once a decision was made that the dashboard needed to be revamped. Dr. White noted in his Strategic Plan Board Report from August 28, 2017 that we would be working with ECRA to review their prototype dashboard and consider how to improve that tool. Ms. McGuiggan joined Dr. White and Ms. Burns in a meeting with ECRA on that topic on October 20, 2017.
- 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.
- The new D181 mobile app (referenced below) has a module specifically for the Strategic Plan and its dashboard.

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 published/sent during the year, particularly those topics which are likely be repeated in future years.
- The draft calendar from 2016-17 was used as a basis for creating the 2017-18 first quarter Communications Plan shared with the Board on August 14, 2017. The same document was updated to create a second quarter Communications Plan, and will be used to create plans for the third and fourth quarters, as well.

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."

- As highlighted in the August 28, 2017 Strategic Plan update to the Board, it was determined that the District e-newsletter would be a focus for department work because data shows it continues to be a key source of information for stakeholders, and it needed improvement. After researching tools to revamp the way communications to staff, families, and Key Communicators are sent, the Communications Department selected Constant Contact and has sent several e-newsletters using this new service.
 - Anecdotal feedback has been very positive after the first two months of use; individuals have highlighted that they particularly enjoy the mobile friendly design, integration of video, and photos of school activity. Constant Contact analytics show we have a typical open rate of 38-45% for families and Key Communicators, and an open rate as high as 65-71% for staff. ("An email's open rate is the percentage of recipients who opened your email compared to how many contacts were sent the email. The percentage of opens is calculated by dividing the number of unique opens by the number of emails sent excluding the number of bounces." - Constant Contact) Constant Contact reports that in the education industry, as of September 2017, the average open rate is 23.6%. The open rate may be a good data point for a future KPI, in addition to asking for formal feedback through a future District survey.
- We have fully 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. This was chosen as a tactic based on survey data. SMS has been used on a limited basis, as intended, for messages related to transportation, safety, and weather alerts.
- In response to survey data, the Communications Department determined that a mobile app would be the next new addition to our available communication tools. Planning and creation of the app took place throughout much of the 2016-17 school year. The school-home communications committee (referenced below) helped review the app in the summer of 2017, and a preview was shared with the administrative team in August.

- Final app revisions were made in the early fall, and SchoolMessenger was then directed to make the app available in the Play Store and App Store. Once it was live, a small group of select individuals was invited to download and explore the app. (The group included PTO Presidents, the administrative team, Board members, and a handful of colleagues.) After reviewing final feedback provided by that group, the app officially launched to the community at the end of November. App analytics show there are 95 active users. Promotion of the app will be a communications focus over the coming weeks and months, and then built into other typical communications. The number of downloads may be a good data point for a future KPI, in addition to asking for formal feedback through a future District survey. Of those who have downloaded the app, analytics show that the top modules being visited are Calendar, Schools, BoardDocs, Skyward, PTOs, and Lunch Menus.
- The Communications Department had been working with a team led by the Hinsdale Chamber of Commerce in creation of a community mobile app. The effort was 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 anticipated having the opportunity to provide content for the app and share events for its calendar.
 - Following further discussion, the Chamber determined that it would not move forward with the app.
- The Communications Department, part-time 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 was an opportunity to review the site map architecture.
 - A major focus for the website over the last several months has been ensuring ADA compliance. We had been using a tool called SiteImprove to help identify areas needing correction. We are now moving toward a tool called AudioEye, which integrates directly with our site because they are a partner of our website provider. A statement about accessibility is being added to our website after review by legal counsel. An icon and new tools for accessibility are expected to be visible on the site later this month.
- Phrases such as “opportunities for involvement” were used periodically and intentionally in various District communications, but this is an area that can continue to be improved in 2017-18, when applicable.
 - In communicating the superintendent search focus group and online survey to stakeholders, the phrase used was “seeking your input.”
- 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 making Communications 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 was most sensible to implement those improvements prior to any such audit.
 - A communications audit is a consideration for 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.
 - Dr. Sepiol did an outstanding job in reviewing existing content related to special education and developing new content that the webmaster took the lead in posting.
 - 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 website is current; a new “parent resources” section was added 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).

- o Further improvements to the learning section of the website have been held because in conversation with Dr. Heidorn earlier this year, it was initially thought that Canvas would be a better tool for sharing learning content and resources. However, given that it is possible the District will move away from Canvas, the Communications Department may propose that the DOL administration, TOSAs, and SACs be engaged in gathering content to be added to the site for posting during the second half of 2017-18 and/or summer of 2018.

3a.5: Create opportunities for parent learning on the topic of successfully communicating with your child's school and school staff.

- The Communications Department will be talking with the administrative team, and later with PTO Presidents, about parent needs on this topic and the staff perspective in how this area can be improved. HCHTA and/or HESS leadership may also be asked to weigh in on this topic.
- Two ideas initially considered for communicating tips and tools - a short video of a teacher and parent engaged in a "mock" conference to demonstrate best practices and a written guide which can be shared via District and school communication channels and made a handout for future parent-teacher conferences.

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.
 - o With the Business Office 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.
 - o 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 to learn about their successes and challenges.
 - o Once the Open Book section is revised as needed, the IPI will be asked to conduct a re-assessment of the D181 site and provide a transparency rating using their standards.
 - o "Sunshine Week" is a national initiative to educate the public about the importance of open government. It is being held March 11-17 in 2018. That may be an ideal timeframe in which to highlight this transparency-focused initiative.

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 future focus area for the Communications Department. The Communications Department anticipates engaging in a discussion with Ms. Burns as Board President about the process to be used and the scope of this work before the Department completes its assessment and develops a report for the full 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.

- o The Communications Department needs to review the individual pieces that were created and combine them into one master tool to be presented for the full committee's review. It will then need to 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. The toolkit should 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.

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 will be a future focus area for the Communications Department. Some work has been done around this topic in preparation for the two committee meetings described 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.
 - o The Communications Department needs to review the individual pieces of this tool and present one master document 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. There may be elements of the content which could be used as a basis for an 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 has continued independently among the departments since our initial meeting.
 - Ms. Burns and Dr. White joined fellow feeder districts in learning about the new high school readiness information created by District 86 and have had initial conversations about integrating components of that work into the D181 strategic plan.
 - With D181 now in the process of conducting a superintendent search, the Communications Department will encourage the continued partnership between D181 and D86 with a new superintendent and suggest a second administration articulation meeting be held once the new superintendent is hired.
 - The creation of the D86 High School Readiness expectations creates a need to further ensure there is strong articulation between our districts.

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 and 2017-18, staff professional development leaders have almost exclusively been D181 employees and/or the topics were very specific to staff needs. Additionally, there are a number of events already available to parents, including the Community Speaker Series events and special education focused events.
 - 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.
 - The D181 Foundation helped to coordinate an event with a similar purpose in November 2017. Jessica Lahey, author of "The Gift of Failure" was the first Speaker Series presented for 2017-18. The D181 Foundation coordinated a staff-only session with Ms. Lahey as part of her visit.

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.
 - In the fall of 2017, the Communications Department sent each of those three organizations a listing of potential opportunities for joint projects and partnerships as based on the conversations that took place in 2016-17. The listing was a form; a representative from each organization was asked to

complete the form to indicate which areas were of interest to them. Two of three have been returned. Additionally, a fourth facility was contacted (Manor Care), but has not yet responded to requests for a meeting. Once all information is gathered, school administrators will be asked to review the list and consider which partnership ideas are of interest to them. The Communications Department will then help pair the schools with the organizations based on their mutual interests.

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 last 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 and 2017-18 school years, 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 Ms. McGuiggan is a member of the Foundation's sub-committee that is focused on creation of a Community Connections database. That work is continuing during the 2017-18 school year.

•• 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 has been collaborating with the Department of Learning to define the meaning of "a program." The Business Office has also been meeting with the Department of Learning to determine what changes, if any, should be made to the account coding structures and methodologies currently in place.

4b.2: Define a list of programs that will be evaluated and when each will be evaluated.

- The Business Office has been collaborating 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.

- This info is included in the audited 16-17 Annual Financial Report which has been posted to the District's website.

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 2017-18 budget is a balanced budget. A five-year budget forecast was presented to the Board in November that reflects an unbalanced budget beginning in FY19 due to significant required increases in capital outlay. The increases in capital outlay are related to the implementation of the recommendations included in the Facilities Master Plan. The administration is currently working with site-based leadership to identify opportunities to reduce costs without significantly impairing services provided to students in order to fund the increased capital outlay 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 continued to incorporate these key stakeholders in planning meetings that have been used during 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 completed training on Infinite Visions (financial software). Various staff members are now more educated on the capabilities, functions, and features of the system. This has enabled us to provide timely financial information to the Board, Finance Committee and public more efficiently.

4c.5: Receive an unqualified report from an auditing firm per State of Illinois requirements.

- The District’s annual audit is scheduled for presentation to the Finance Committee in December 2017 and to the Board in January 2018. The District has once again received an unqualified opinion. An unqualified opinion is the best type of opinion that can be received as a result of a financial statement audit.

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 have presented to the Board Facilities Committee 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 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 are arranged in order of highest to lowest priority using a system outlined for the Facilities Committee. The prioritized projects have been divided across a ten-year time period in a document titled “Capital Projects Long-term Planning Estimate” Additionally, a planning schedule for each year has been created in order to maximize the timing of bidding and awarding of contracts. The prioritization schedule has been reviewed by the Board Facilities Committee and recommended for presentation to the Board of Education for authorization to proceed with the FY 19 capital projects contained therein. If approved, the schedule will also become a component of the Facilities Master Plan. The Facilities Master Plan will be submitted to the Facilities Committee for recommendation to the Board of Education for approval and implementation authorization,

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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