STRATEGIC PLAN

2021 - 2026

Together we

PARK RIDGE - NILES • SCHOOL DISTRICT 64 •

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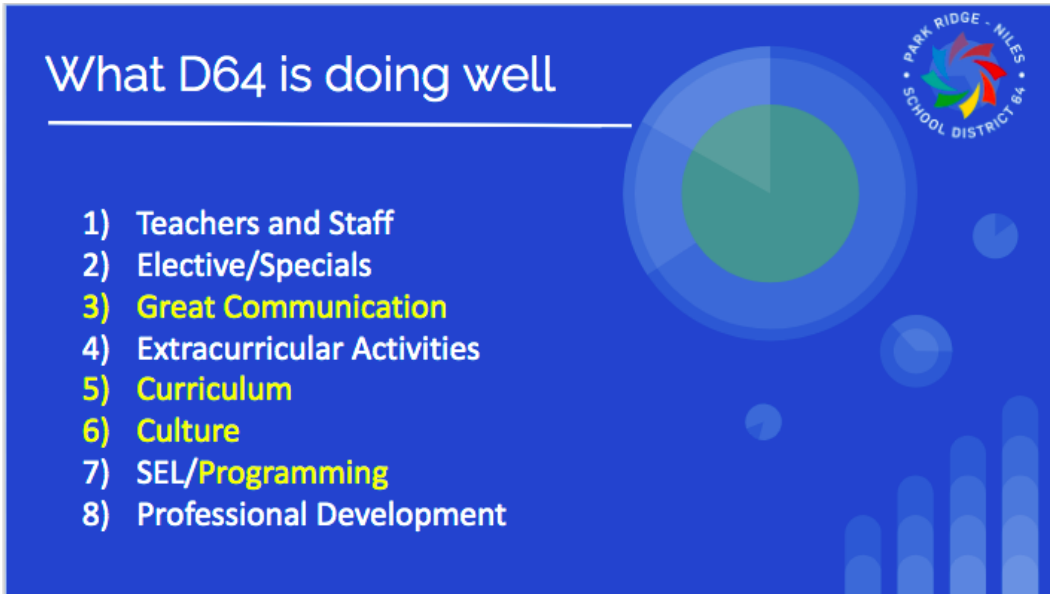
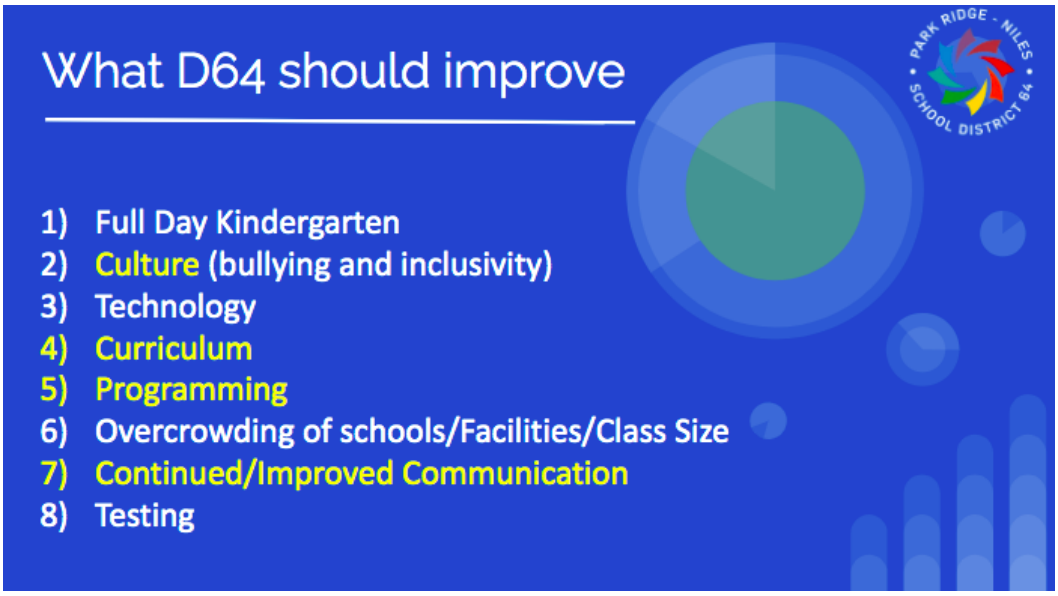
BACKGROUND

A Strategic Planning Committee was created in the Fall of 2020, comprised of representatives from members of the Board of Education, administrators, teachers, staff, parents, and community members. The first meeting of the Strategic Planning Committee was held virtually on October 23, 2020. Approximately 20 people were in attendance. The following members contributed to the committee: Board members Dr. Denise Pearl and Rebecca Little; parents of each school Helen Pasley, Kelly Lawrence, Jeff Flyke, Lisa Radosav, John Orlando, Tracey Edsey, and Josef Steinfels; community member Jackie McNeilley; teachers Paul Csongradi, Angel Villareal, Sarah Kwak, and Sara Born; building principals Dr. Samantha Alaimo and Courtney Goodman; District administrators Dr. Lori Lopez, Dr. Joel Martin, and Superintendent Dr. Eric Olson.

Prior to the creation of the committee, the District conducted two *ThoughtExchange* surveys of parents and staff to gain their opinion of what the District was doing well and what it could improve on. The Spring 2020 survey had 624 participants, while the Fall 2020 saw a larger participation rate with 2045 people responding. Below are the results of those surveys showing the main positives and negatives identified in the participants' responses:





At the October 23, 2020 committee meeting, Dr. Olson gave a state of the district presentation to the committee to provide information regarding the school district. Dr. Olson then introduced the facilitator, Anna Weselak of Weselak & Associates, to lead the strategic planning process.

Beginning with a short ice breaker, introductions were made with self-introductions of each person and the stakeholder group he or she was representing. The committee then developed the ground rules upon which they worked. Mrs. Weselak gave an overview of the process that was to be used for strategic planning and the work began.

The first task of the committee was to complete a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis. The committee was asked to brainstorm what came to mind to each of them as to what the District is doing well.

Strengths were defined as assets that exist within the district and among the stakeholders. The committee members were asked to individually type their items in the Chat Box. The items were all read by the facilitator and saved in the meeting Chat. A list was then generated.

Weaknesses were defined as liabilities that exist within the district and among the stakeholders. The full committee was divided into 5 groups, each group was assigned a recorder who listed the areas of weakness that members of the group perceived. Again, a list was generated of these weaknesses.

The next session began on Saturday morning, committee members reviewed the complete list of Strengths and Weaknesses.

The committee then completed the SWOT Analysis by dividing into breakout groups. Two groups were asked to identify Opportunities and two groups were asked to identify potential Threats. The definitions of these terms were given as:

> Opportunities: Favorable or advantageous combinations of circumstances that provide the district with the chance to explore new directions.
> Threats: Possible dangers that could threaten the viability and future success of the district.

The committee was divided into groups and shared the opportunities and threats as assigned for approximately 10 minutes. Each group reported out to the whole committee.

A summary of the SWOT analysis can be found below with the lists of perceived strengths and weaknesses; and identified opportunities and threats.

SWOT ANALYSIS SUMMARY

STRENGTHS	WEAKNESSES
· Retaining quality teachers · Financial stability · Fiscal responsibility · Dedicated staff · Engaged parents · Supt/principal communications to parents · Caring about kids · Great teachers & collaborative families · Parental involvement · Excellent teachers · Differentiating for all students · Music, math, art, · Community support · Excellent teachers · Parent engagement · Dedicated Teachers & Staff · Resources · Parent engagement · Parent engagement · Constantly striving for high levels of success in all areas · Care for kids · Great teachers · Teachers who care · Transparency · Great staff, leadership that recognizes talent · Legacy · SEL at elementary level · Teaching the whole child · Electives for middle school · Traditions in the community · Teachers care about their students · Wonderful elective program at Middle School · Very engaged admin team · Responsive leadership (administrators/teachers) · Parent engagement	· Handwriting/fine motor skills · Spelling and word roots instruction · Rigor of instruction/curriculum · Foreign language - offer more languages · Special education programming and continuum · Use of instructional assistants to support Special education students · Behavior - positive reinforcements for good behaviors · Sustainability · Missed opportunity for innovation or a more innovative curriculum · More differentiation, especially for that group of students who fall just below the Channels of Challenge program criteria · More rigor · District communication, esp. about initiatives like this · Group 2: Less emphasis on punitive discipline · Consistency across schools · SPED reading program is hard to differentiate for students · Differentiation built into the curriculum/Staff being able to differentiate · Consistency across the district with curriculum and teachers. Reading program has helped. Consistency across the curriculum. · Consistency within SPED across buildings · MTSS Structures & Differentiation · Core values of the district---what are they? · Student Engagement · Parent Driven Decisions · Overfilling plates for all stakeholders. · Consistent Communication. · Facilities upgrade, 21st century learning, to create more innovative learning areas. · Plan for diversity for the upcoming 5 years

· Reading · Attention to SEL · Resources for both teachers and students · Dedicated staff · Community pride in PR/Niles · Relationship between staff/parents and parents/admin · Strong support staff · Teacher-Abundance of resources · SEL support for students · Great kids!! · Great students · Yes, awesome students! · Alignment with the high school district · Staff willing to do what it takes to get the job done · Teacher relationships with teachers · Good support for special education students. · Strength, reason people move to Park Ridge	● Partner with colleges around the area to acquire great quality teachers. · Culture of succession planning, hiring within for administrators. · SPED, how SPED services are given to best support students. · Full day kindergarten. · Play offense rather defense (PR Strategy). · Service-learning · Lack of diversity (students and staff) · Relationships between some of stakeholder groups could improve · Special Education program · Improved communication · Age of buildings sometimes challenges a 21st-century learning model · Overcrowding in some schools · Innovative curricula design · Sometimes our traditions stop us from proceeding forward · Student performance on science test scores · Lack of full-day kindergarten option (busing challenge that comes with it) · Finding time for more staff development · Consistency · innovation!

OPPORTUNITIES	THREATS
· Partnership with PR/Niles Police, Department Park District Libraries · Partner with 207 colleges and univ. · Partner with other community agencies to support initiatives in the schools · Sustainability: outdoor classrooms sustainability within the schools i.e. recycling · Parents as partners; parent engagement in purposeful ways; involvement; tap talents and experiences · Technology: use the internet as learning tool to enhance learning · Involving students in decision making · Partner with other schools and diverse communities · Review practices such as MS electives with students involved as decision-makers · Parents as partners; parent engagement in purposeful ways; involvement; tap talents and experiences · Technology: Use the internet as learning tool to enhance learning · Involving students in decision making · Partner with other schools and diverse communities · Review practices such as MS electives with students involved as decision-makers · Parent partnerships moving forward · Look at schedules and programing to increase educational needs to support the needs of students and communities. · Professional development to grow to work together and grow professionally. · Improve and grow in a growth mindset for staff. · Support staff to be risk-takers to be better and not be afraid to do it differently	· Regulation in policy from State Board of Education · Change of policy at state level · Population growth · Population flight due to raise in taxes · Post COVID unintended consequences · Data privacy for children · Social media related to misinformation · Social media related to bullying · Special Ed laws · Not progressing forward with new approaches to new ideas, strategies including discipline · Teachers union vs administration relationship · Spacing issues and physical infrastructure · Communication issues as to what is going on between teachers, students, parents, community · Financial aspect of COVID spending prevent money on curricula · Lack of utilizing momentum from COVID to drive innovation and tech · Lack of follow-up on use of tools and training perhaps use pilot study to implement curricula with staff buy-in · Lack of staff buy-in new strategies and technologies · Lack of diversity may harm cultural competency among students and staff. · Worldwide issues occurring in society. · Lack of preparation of students for a global society · PR exceptionalism—we have never done it that way. Tradition blockers · Lack of continued curriculum rigor

· Great teachers now and grow new teachers/leaders in the district · Take a long view in creating leaders for the future · Try other things because of good test scores · Use technology in different ways: cold weather, homebound, link students and teacher · All students now have access to tech K-8 · Current COVID may have caused anxiety in students, address this when students return to classrooms support with social workers available in the district	· Continually changing curriculum and its effects on students and teacher buy-in · Shortsightedness with dependence on tech that may affect academic rigor

VISION AND MISSION STATEMENTS

The next task of the committee was to review and refine the Vision and Mission Statements. Based on the state of the district and the SWOT analysis, the Vision and Mission statements from the Strategic Vision 2020 (Strategic Plan 2015-2020) were reviewed. The Vision Statement, for the purpose of this strategic plan, is defined as to "what" the district does, and the Mission is "how" the District will do what it intends as stated in the Vision.

The Vision and Mission Statements were later further refined by the Senior Administrative Team. The committee concluded on October 24 with the understanding that the Administrative Team would review and refine the statements. It should be noted that some members felt that it was not the responsibility of the District to prepare students for a global society.

Suggested Vision Statement

Together we discover, learn, grow and care.

Proposed Mission Statement

- District 64 will inspire all students to discover their strengths, embrace learning, achieve personal excellence, and demonstrate care; as
- Students thrive in a rich, rigorous, and innovative curriculum delivered by highly qualified teachers; where
- Each student learns and grows in a safe, nurturing environment; and

- In collaboration with students, parents, teachers and the community, District 64 provides opportunities for each learner to investigate, be successful, be resilient, and become inspired and empowered as they contribute to our global society.

2021-2026 GOAL SETTING

The final task of the day for the Strategic Planning Committee was to develop 3 to 5 goals for the next 5 years. This was done as a Brainstorming activity. Each committee member was asked to silently write suggested outcomes for District 64 on a sheet of paper, listing as many outcomes as they wished with only one outcome per line. Each committee member was given 5 minutes to share his/her list with another committee member to see if there were any similarities in the lists. The committee then worked in small breakout groups to sort their individual lists. Each group also recorded how many people included the same item in their individual lists. The entire committee came back together as the whole committee to report out their results.

The reporter for each group reported items from their list and they were recorded on a spreadsheet by the facilitator. It was noted how many times each item was mentioned within all the groups. Each group took turns identifying items from their lists until all items were exhausted.

The items were then sorted into groups of similar items. Based on the items in each column, a goal statement was identified for each column using SMART (Specific, Measurable, Attainable, Realistic, Timed) Goal criteria.

The result of the activity identified the following 5 proposed goals for 2021-2026. The senior administrative team then met weekly for a couple of months to redefine these goals.

Goal # 1 Provide 21st Century Facilities	**Goal #2 Facilitate Communication and Relationships (Engaging Stakeholders Nurturing Partnerships)**	**Goal #3 Improve the Learning Experience**	**Goal #4 Expand Learning Opportunities**	**Goal #5 Enhance Diversity, Inclusion, Equity, and Access**

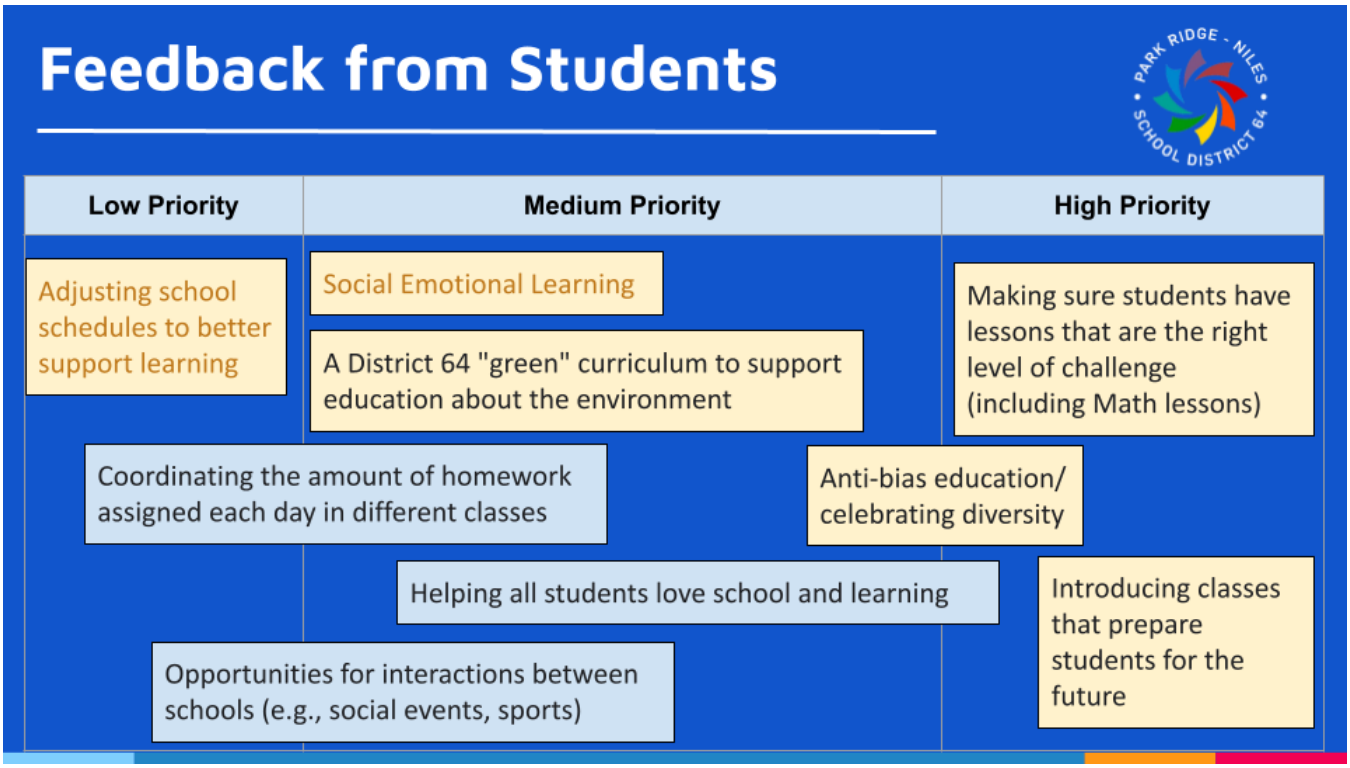
NEXT STEPS

The committee understood at the completion of the first retreat that further steps would be taken in the journey to complete the District 64 Strategic Plan for 2021-2026.

The Administrative Team met weekly for months to refine the Vision and Mission Statements.

Once the proposed Vision and Mission Statements were developed, the Administrative Team worked on developing the goals, objectives, and action plan. This work was driven by the items and ideas identified by the committee.

In addition to the senior administrative meetings, Superintendent Dr. Eric Olson and Assistant Superintendent for Student Learning, Dr. Lori Lopez, met with 7th and 8th grade students to gain feedback and input from the students in order to give them a voice. Students provided comments on the identified goals, ranked them in order of priority (identified in yellow below), and provided their own input (identified in blue).



Upon completion of the work, the Strategic Planning Committee met again in January of 2021 to review the proposed Strategic Plan which included a summary of the SWOT Analysis and drafted versions of the Vision Statement, Mission, Goals and Action Plans. The committee put a few final touches to the plan. The committee decided that the goals would not be listed in order of priority or rank, as the members felt strongly that each goal was equally important. Committee members left the January session feeling very positive about the process.

Motto

Together we discover, learn, grow & care

Mission Statement

To foster opportunities for discovery
To engage in a quality education that accelerates learning
To develop skills and abilities so that all can grow
To nurture interdependence, appreciation of differences, and care for self and others

Vision Statement

District 64 seeks to provide an engaging curriculum, rooted in rigor, exploration, and innovation, while cultivating interdependent relationships to positively impact the community and the world.

GOALS

Maximize Resources for Sustainability
Broaden Best Practices
Explore Program Expansion
Enhance Diversity, Inclusion, Equity & Access
Strengthen Relationships & Communication
Mission, Vision & Motto

Maximize Resources for Sustainability

What, who, when?

- Maintain financial responsibility while committing to to the enhancement of student learning and providing necessary resources to sustain facilities
    - *Chief School Business Official & Assistant Superintendent of Human Resources*
        - *2021-2026*

- Increase energy efficiency of facilities
    - *Director of Facility Management & CSBO*
        - *2021-2026*

- Implement next 5-year facility plan by continuing to enhance District facilities towards a 21st-century learning environment
    - *Superintendent, CSBO, & Director of Facility Management*
        - *June 2021*

- Develop a comprehensive plan for ongoing data privacy and cybersecurity
    - *Director of Technology*
        - *July 2022*

- Continue to assess and refine staffing models and define roles
    - *Assistant Superintendent for Human Resources*
        - *2021-2026*

- Explore opportunities to expand the substitute pool in District 64
    - *Assistant Superintendent for Human Resources*
        - *2021-2026*

Broaden Best Practices

What, who, when?

- Complete a curriculum review to increase best practices in Math instruction with a focus on rigor
  - *Assistant Superintendent for Student Learning*
    - *June 2022*

- Complete a curriculum review to increase inquiry-based, culturally inclusive instruction in K-5 social studies
  - *Assistant Superintendent for Student Learning*
    - *June 2023*

- Complete a curriculum review to improve "green" educational experiences and implement systematized "green" practices
  - *Assistant Superintendent for Student Learning*
    - *June 2023*

- Build capacity to ensure consistency across the district with MTSS, 504 plans, and the Special Education program
  - *Director of Student Services*
    - *June 2023*

- Expand staff capacity to design and implement differentiated lessons
  - *Assistant Superintendent for Student Learning, Director of Student Services*
    - *2021-2026*

- Expand staff capacity to make data-informed decisions to improve instruction and interventions
  - *Assistant Superintendent for Student Learning, Director of Student Services*
    - *June 2023*

- Evaluate programming and develop trainings for non-tenured staff
  - *Director of Student Services*
    - *June 2023*

Explore Program Expansion

What, who, when?

- Form a future-ready group focused on innovation
  - *Assistant Superintendent for Student Learning & Director of Technology*
    - *March 2021*

- Explore full-day kindergarten options and determine outcomes
  - *Superintendent & Assistant Superintendent for Student Learning*
    - *August 2021*

- Develop and implement Pre-K-8 Standards-Based practices in grading and reporting
  - *Assistant Superintendent for Student Learning & Director of Technology*
    - *2021-2026*

- Review and enhance the District's crisis plan
  - *Director of Student Services & CSBO*
    - *July 2022*

- Continue to review and implement any necessary changes in special education current programs and services
  - *Director of Student Services*
    - *July 2024*

- Review and implement school schedules and programs that best represent success for 21st-century learning
  - *Assistant Superintendent for Student Learning*
    - *2021-2026*

- Continue enhancing the district's social-emotional learning program
  - *Assistant Superintendent for Student Learning*
    - *2021-2026*

Enhance Diversity, Inclusion, Equity & Access

What, who, when?

- Review and grow hiring practices for greater outreach
  - *Assistant Superintendent for Human Resources*
    - *January 2023*

- Implement age-appropriate anti-bias education
  - *Assistant Superintendent for Student Learning & Director of Student Services*
    - *June 2023*

- Ensure access to culturally-inclusive materials in all subject areas
  - *Assistant Superintendent for Student Learning*
    - *June 2025*

- Expand school settings/events that honor and celebrate diversity
  - *Assistant Superintendent for Student Learning & Director of Student Services*
    - *2021-2026*

Strengthen Relationships & Communication

What, who, when?

- Review and enhance the district's social media guidelines
  - *Public Info Coordinator & Director of Technology*
    - *July 2022*

- Review and grow a comprehensive communication strategy that guides all D64 staff
  - *Public Information Coordinator*
    - *July 2022*

- Further cultivate the organizational health of the district
  - *Superintendent*
    - *2021-2026*

- Overhaul district website to provide better navigation and user experience
  - *Public Info Coordinator & Director of Technology*
    - *July 2023*

- Develop and build upon existing community partnerships
  - *Superintendent*
    - *July 2023*

- Promote the positive reputation of staff and learning in D64
  - *Public Information Coordinator*
    - *2021 - 2026*

Below is another look at the timeline:

Objectives	Leaders	Timeline
		2021
Form a future-ready group focused on innovation	Asst. Supt. for Student Learning, Director of Student Services	March 2021
Implement next 5-year facility plan by continuing to enhance facilities towards a 21st century learning environment	Superintendent, CSBO, Director of Facility Management	June 2021
Determine full-day Kindergarten Options	Superintendent, Administrative Team, Committee	August 2021
		2021-2022
Explore opportunities to expand the substitute pool	Asst. Supt. for Human Resources	December 2021
Continue to assess & refine staffing models & roles	Asst. Supt. for Human Resources	December 2021
Review & grow a comprehensive communication strategy that guides all D64 staff	Public Information Coordinator	December 2021
Review the district's social media guidelines	Public Information Coordinator & Director of Technology	July 2022
Develop a comprehensive plan for ongoing data privacy & cybersecurity	Director of Technology	July 2022
Review curriculum to increase best practices in Math instruction with a focus on rigor	Asst. Supt. for Student Learning	June 2022
Evaluate programming & develop trainings for non-tenured staff	Director of Student Services	June 2022
Review & enhance the district's crisis plan	Director of Student Services; CSBO	July 2022
		2022-2023
Review & grow hiring practices for greater outreach	Asst. Supt. for Human Resources	January 2023
Review curriculum to adopt an inquiry-based, culturally inclusive K-5 social studies curriculum aligned to ELA whenever possible	Asst. Supt. for Student Learning	June 2023
Build capacity to ensure district-wide consistency with MTSS,	Director of Student Services	June 2023

504 plans, & the Special Education program		
Objectives	**Leaders**	**Timeline**
Develop & build upon existing community partnerships	Superintendent	July 2023
Overhaul district website for better navigation & user experience	Public Information Coordinator & Director of Technology	July 2023
		2023-2024
Implement age-appropriate anti-bias education	Asst. Supt. for Student Learning, Director of Student Services	June 2024
Expand staff capacity to design and implement differentiated lesson	Asst. Supt. for Student Learning, Director of Student Services	June 2024
Expand staff capacity to make data-informed decisions to improve instruction & interventions	Asst. Supt. for Student Learning, Director of Student Services	June 2024
Continue to review & implement any necessary changes in special education current programs & services	Director of Student Services	July 2024
Develop & implement PreK-8 Standards-Bases practices in grading & reporting	Asst. Supt. for Student Learning, Director of Student Services	August 2024
		2024-2025
Ensure access to culturally inclusive materials in all subject areas	Asst. Supt. for Student Learning	June 2025
Improving green curriculum & green practices	Asst. Supt. for Student Learning	June 2025
Review & implement school schedules & programs that best represent success for 21st century learning	Asst. Supt. for Student Learning	June 2025
		2025-2026
Increase energy efficiency of facilities	Director of Facility Management, CSBO	June 2026
Expand school settings/events that honor & celebrate diversity	Asst. Supt. for Student Learning, Director of Student Services	June 2026
Further cultivate the organizational health of the district	Superintendent	June 2026
Maintain financial responsibility while committing to the enhancement of student learning & providing necessary resources to sustain facilities	CSBO, Asst. Supt. for Human Resources	June 2026
Promote the positive reputation of staff and learning	Public Information Coordinator	June 2026

in D64		

ATTAINING OUR GOALS

The administrative team has identified ways to evaluate the completion of each objective of the identified goals. The goals' completion will be tracked on the District's website via a dashboard in order for the community to witness the progression of the Strategic Plan's implementation. In addition, this will offer another opportunity for transparency in communication with our stakeholders.

Below is a list of identified items for each goal that will help determine completion of the objectives. This list is not exhaustive, as the District expects to identify further checkpoints once the work begins. It is however a starting point in helping set some measurable goal posts.

Maximize Resources for Sustainability

- Five-Year Financial Projections update at key points during year
- Maintain Fund Balance Policy
- Benchmark electrical, natural gas and water usage
- 10-Year Health Life Safety Survey to be conducted in 2025
- Annual review of completed construction projects
- Plan approved for the TLE seal from Cosn
- Establish a structured rubric for Teacher Assistant need and hiring
- Establish rubrics for different employee group case loads
- Periodically evaluated substitute fill rates through AESOP
- Third-party vendors that successfully fill open positions

Broaden Best Practices

- Classroom implementation of new math practices
- Classroom implementation of new social studies practices
- Implementation of "green" educational experiences and "green" practices
- IDEA Professional Development Needs Assessment
- Parent IEP feedback survey
- Building data review
- Staff completion of professional development sequence
- Design of differentiated lessons in each subject area
- Appropriate interventions to support MTSS
- Review of EE data by building
- Lesson design based on student data
- Implementation of MTSS process
- Staff attendance at professional development

- Staff training feedback surveys
- Non-tenured staff attendance training data

Explore Program Expansion

- Recruitment of staff
- Formation of Committee
- Committee activities to understand the cost and benefits of full-day K
- Recommendation to Board on Kindergarten options in summer
- Implementation of K-8 Standards-Based Report Card
- Updated policies and procedures
- Expanded continuum of services
- Decrease in rate of students' outplacements
- Revised daily schedules to support 21st-century student learning
- Completion of a SEL audit, identification of clear learning targets for expanded program

Enhance diversity, inclusion, equity, and access

- Expand and enhance the sped/gen ed student interaction
- Expand disability awareness learning opportunities and events
- Job postings and outreaches targeted at diversity publications and institutions
- Integration of anti-bias education into SEL curriculum
- Review of materials for equity/inclusiveness
- Building events calendar

Strengthen Relationships & Communication

- Employee review of guidelines and usage recommendations
- Host training for employees or create virtual training
- Track social media and website metrics
- Survey audience groups
- Success of regular inter-departmental meetings
- Staff surveys
- Review website metrics for hits/visits
- Survey staff, parents for ease of navigation of the website
- Compare list of community partnerships and programs currently and in 18 months
- Conduct an annual community survey

DEFINITION OF TERMS

The field of Education is full of acronyms and terms that are not necessarily familiar to someone who is not working in the educational system. To help clarify some unfamiliar terms, we have provided definitions below. At times, we've also included definitions of certain terms in order to clarify meaning and help with understanding what the District's intended use of the term was in the context of the plan.

Anti-bias education - this refers to creating a community that supports dimensions of human differences, including culture, race, language, ability, learning styles, ethnicity, family structure, religion, sexual orientation, gender, age, and socioeconomic status.

Community Partnerships - these are organizations or individuals who partner with the school district to enhance our effectiveness, and may be nonprofit organizations, public agencies, government offices, or certain private businesses.

Crisis Plan- this plan outlines what the district will do in an emergency, such as a fire, or the need to evacuate a building. A copy of the plan is available in each classroom.

Culturally-inclusive - this instruction includes and affirms all District 64 students and families in our community with regard to race, ethnicity, socioeconomic status, gender, sexual orientation, gender expression, religion, and learning needs.

Curriculum review - this is when the district spends a focus on a particular subject area in order to determine its effectiveness and whether new programs or methods are needed.

Data-informed decisions - these decisions are based on the use of data alongside experiences, user research, and other inputs to make decisions.

Differentiated lessons - these lessons refer to a wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning needs, in the same learning environment.

Diversity - this refers to having a range of people with various racial, ethnic, socioeconomic, and cultural backgrounds, as well as different experiences and interests.

5 Year Facility Plan - this a working plan that details everything the district is planning for the next five years when it comes to facilities.

504 plans - this is an individual student plan for how the school will provide support and remove barriers for a student with a disability.

Green- this refers to curriculum and practices that help students become aware of the human footprint on our planet and ways we can seek to reduce it, both in our community and beyond.
Inclusion- in education, this refers to a model wherein students with special needs spend as much of their time as possible with general education students.

Innovation - this focuses on looking towards new ideas, technologies, or methods for how we can improve teaching and learning.

Intervention- this is a program or set of steps to help kids improve at certain learning targets that challenge them.

Inquiry-based - this type of learning is an approach that emphasizes the student's role in the learning process. Rather than the teacher telling students what they need to know, students are encouraged to explore material, ask questions, and share ideas.

Multi-tiered Systems of Supports (MTSS)- this is a systemic, continuous framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students.

Non-certified - these people make up the educational support staff of the district.
Standards-based Practices - this refers to systems of instruction, assessment, grading, and reporting that are based on students demonstrating understanding or mastery based on standards.

Organizational Health - this refers to an organization's ability to function effectively, to cope with change appropriately, and to grow from within which results in high performance.

Social-Emotional Learning (SEL) - this area of education refers to children and adults acquiring and effectively applying the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Special Education - this area of education provides students with identified disabilities specialized instruction designed to meet their unique learning needs, giving them the opportunity to develop to their fullest potential.

Staffing models - these models are a related set of reports, charts, and graphs that are used to measure workload and how staff are utilized in order to calculate costs and determine staffing.

Standards-based Practices - this refers to systems of instruction, assessment, grading, and reporting that are based on students demonstrating understanding or mastery based on standards.

GRATITUDE

As a final note, Superintendent Olson and the entire D64 administrative team would like to thank the Strategic Planning Committee for their participation in the creation of this plan. To each member who volunteered their time to help plan for a better District for our community and our students - Thank you!

Superintendent Olson would like to thank Anna Weselak of Weselak & Associates for facilitating the committee retreats; as well as his administrative team for the many hours dedicated to refining the plan, identifying the goals, selecting the objectives, determining the timelines, and crafting the final vision for the next 5 years.

Finally, a special thank you goes to the entire Board of Education for their support along the way and input, particularly Board members Dr. Denise Pearl and Rebecca Little who participated in the planning process via the Strategic Planning Committee.

A sincere thank you to all!