



River Forest  
Public Schools

## 2015-20 Strategic Planning Executive Summary – Final Report

District 90 demonstrated significant progress in reaching the goals of the 2015-20 Strategic Plan. During its five years of implementation, the adoption and execution of equity initiatives were incorporated into the five Action Objective Initiatives. All of the Action Objective Teams have been advancing the initiatives that bring the goals and objectives of the 2015-20 Strategic Plan to completion or support their continuation across multiple years. Below is a snapshot of the Action Objective Teams, their goals, and the major initiatives that were designed to implement those goals.

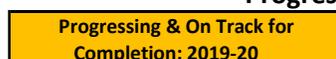
### High-Quality Workforce

Goal	Recruit, develop, support, and retain a high-performing and diverse staff that practices collaboration and pursues continuous improvement.	
Objective	<b>Identification of Performance Gaps:</b> Continue to develop and implement a “performance matrix” to identify and monitor student achievement gaps over time, using the data to establish multi-year action plans addressing inequities.	
Objective	<b>Instructional Collaboration:</b> Promote effective and efficient collaboration to improve student achievement.	
Objective	<b>Technology Professional Development:</b> Provide ongoing professional development in technology to meet identified staff needs.	
Objective	<b>Recruiting Practices:</b> Develop procedures/protocols to implement new recruiting and hiring practices and broaden recruiting practices to increase the number of high-quality, diverse candidates for employment.	
Objective	<b>Equity Related Professional Development:</b> Provide ongoing professional development for staff, administration, Board of Education, and community members to address equity-related issues such as implicit bias, stereotype threat, cultural awareness, and others.	

### Student Growth & Achievement

Goal	Ensure continuous development, growth, and achievement for all students.	
Objective	<b>Assessments:</b> Continue to engage faculty in professional development and formal collaboration that support curricula aligned with standardized assessments.	
Objective	<b>Equity:</b> Ensure that all faculty and staff are involved in activities that increase educational access and success for all students and include developing strategies that implement the Board of Education Equity Committee’s recommendations.	
Objective	<b>Curriculum:</b> The District will continue to engage in professional development that supports fully aligned and articulated curriculum specific to CCSS, NGSS, IL Social Studies Standards, IL Learning Standards, etc.	
Objective	<b>Progress Reporting:</b> Develop a multi-year plan leading to the implementation of a standards-based progress reporting system.	
Objective	<b>Community Partnership:</b> Continue advancing opportunities to work with community partners in offering supplementary programming alternatives for students and families.	

#### Progress Color Key



### Learning Environment

Goal	Cultivate a positive learning environment that meets the physical, academic, and social-emotional needs of every student	
Objective	<b>Learning Environment:</b> Utilize resources to maintain and improve District facilities in order to ensure safe, nurturing, and innovative physical environments.	
Objective	<b>School Environment:</b> Investigate strategies and options that maximize the use of instructional time to align programming with priorities.	
Objective	<b>Student Advisory Program:</b> Support ongoing review, evaluation, and refinement of the new student advisory program at RMS.	
Objective	<b>Furniture/Equipment Purchase:</b> Ensure that recent furniture/equipment pilot purchases accomplish the goal of incorporating improved knowledge of ergonomics, learning preferences, accessibility, and contemporary instructional practices in classroom design.	

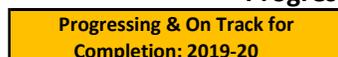
### Family and Community Partnership

Goal	Foster partnerships and shared responsibility between schools, family, and the community to enrich the lives of all stakeholders.	
Objective	<b>Strategic Communication Plans:</b> Develop and implement stakeholder communication plans that focus effectively on the “D90 Crosswalk”, the key elements of the District Strategic Plan, and the importance of ensuring both equity and excellence for all learners.	
Objective	<b>Community Partnerships:</b> Continue to support partnerships with families and the community by exchanging information and ideas in a transparent and purposeful manner.	

### Resources

Goal	Continue to demonstrate effective and efficient business operations and ensure excellent stewardship of public resources.	
Objective	<b>Annual Review:</b> Continue to review significant financial assumptions and alignment with District goals, and update the financial reporting document, as needed.	
Objective	<b>ESSA Budgeting Process:</b> Design and implement a budgeting process that complies with the new “Every Student Succeeds Act” (ESSA) site-based budgeting requirements	

#### Progress Color Key





## High-Quality Workforce

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Objective	<b>Recruiting Practices:</b> Develop procedures/protocols to implement new recruiting and hiring practices and broaden recruiting practices to increase the number of high-quality, diverse candidates for employment.	
Objective	<b>Equity Related Professional Development:</b> Provide ongoing professional development for staff, administration, Board of Education, and community members to address equity-related issues such as implicit bias, stereotype threat, cultural awareness, and others.	

Throughout the term of the 2015-20 Strategic Plan, the High-Quality Workforce Action Objective Team continued to advance the goal to “*recruit, develop, support, and retain a high-performing and diverse staff that practices collaboration and pursues continuous improvement.*” Some of the accomplishments during this period reflect meeting the objectives listed above and include:

**Identification of Performance Gaps:** District 90 designed and launched the D90 Strategic Dashboard as a method to advance transparency, accountability, and communication with stakeholders.

**Instructional Collaboration:** Through articulated professional development, the District continues to engage with academic and instructional partners such as the UIC Math Consortium and Teachers College – Columbia University, NY. These instructional collaborations also support the establishment of common formative and summative assessments at the elementary grades.

**Technology Professional Development:** The District continues to provide robust professional development in technology that enhances staff use of technology to support classroom instruction.

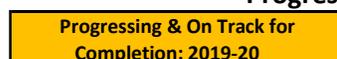
**Recruiting practices:** In order to revise our recruiting and hiring practices, the District has instituted competency-based screenings, targeted postings of openings, and increased its presence at high-quality university recruiting events.

**Equity Related Professional Development:** District 90 continues to seek and implement development opportunities provided through the partnership with the National Equity Project (NEP).

**Multi-Tiered Systems of Support:** Through the term of this Strategic Plan, District 90 continued and expanded its support of the ongoing refinement of performance measures, identification procedures, and fidelity of interventions.

**Improved decision-making structures:** The support of the various instructional committees provides opportunities to advance an improved decision-making framework throughout the District. These instructional committees include the Superintendent’s Leadership Council (SLC), Building Leadership Teams (BLT), as well as the feedback from staff perception surveys.

### Progress Color Key





## Student Growth and Achievement

Goal	Ensure continuous development, growth, and achievement for all students.	
Objective	<b>Assessments:</b> Continue to engage faculty in professional development and formal collaboration that support curricula aligned with standardized assessments.	
Objective	<b>Equity:</b> Ensure that all faculty and staff are involved in activities that increase educational access and success for all students and include developing strategies that implement the Board of Education Equity Committee's recommendations.	
Objective	<b>Curriculum:</b> The District will continue to engage in professional development that supports fully aligned and articulated curriculum specific to CCSS, NGSS, IL Social Studies Standards, IL Learning Standards, etc.	
Objective	<b>Progress Reporting:</b> Develop a multi-year plan leading to the implementation of a standards-based progress reporting system.	
Objective	<b>Community Partnership:</b> Continue advancing opportunities to work with community partners in offering supplementary programming alternatives for students and families.	

The Student Growth and Assessment Action Objective Team pursued continuous progress during the course of the 2015-20 Strategic Plan. The majority of these objectives were achieved, on track to be completed, or require multiple years for completion. Some of the accomplishments in this area include:

**Assessments:** During the term of the 2015-20 Strategic Plan, the District was able to create and align the K-8 curriculum to the Illinois Learning Standards as well as other standardized assessments and provide appropriate professional development regarding assessments and classroom instruction.

**Equity:** The District provided administrative training and formed the Universal Design for Learning (UDL) Committee to support the implementation of the Board Equity Committee's recommendations. Professional development around UDL advanced the access and success for District students.

**Curriculum:** Throughout the term of the Strategic Plan, the District has adopted and implemented new curricula, including writing, Math, English/language arts, and science for grades 5-8. Additional curriculum materials will be investigated and reviewed, going forward.

**Progress Reporting:** Through its adoption and initial launch, the District has completed the initial objectives of the Standards-Based Learning initiative (SBL). This initiative has adopted a strategic communication effort in order to inform stakeholders about the SBL initiative and the reasons for its adoption. In addition, the District continued to provide professional development related to aligning curriculum and classroom instruction to the specific standardized assessments, including the Illinois Learning Standards, CCSS, NGSS, and others.

**Community Partnerships:** In partnership with the River Forest Community Center, District 90 established an Inclusion Pre-School program that has been well received by the community. In addition, the District established a collaborative partnership with the Forest Park District 91 and the West Cook YMCA that has demonstrated its effectiveness and efficacy.

### Progress Color Key





## Student Growth and Achievement (cont'd)

**Roosevelt Student Advisory program:** During the term of the Strategic Plan, the District developed and implemented the Roosevelt Student Advisory program, which continues to be revised and refined for the benefit of students.

**Blue Ribbon Schools Award:** Lincoln Elementary School received the 2015 Blue Ribbon Schools Award during the course of the 2015-20 Strategic Plan, which illustrates the high-quality educational experiences provided to students.

### Progress Color Key





## Learning Environment

Goal	Cultivate a positive learning environment that meets the physical, academic, and social-emotional needs of every student	
Objective	<b>Learning Environment:</b> Utilize resources to maintain and improve District facilities in order to ensure safe, nurturing, and innovative physical environments.	Yellow
Objective	<b>School Environment:</b> Investigate strategies and options that maximize the use of instructional time to align programming with priorities.	Blue
Objective	<b>Student Advisory Program:</b> Support ongoing review, evaluation, and refinement of the new student advisory program at RMS.	Green
Objective	<b>Furniture/Equipment Purchase:</b> Ensure that recent furniture/equipment pilot purchases accomplish the goal of incorporating improved knowledge of ergonomics, learning preferences, accessibility, and contemporary instructional practices in classroom design.	Green

The Learning Environment Action Objective Team made notable progress in meeting its objectives. Several of this team's accomplishments follow:

**Learning Environment:** The District's learning environment has been enhanced by the evolution of instructional technology and the expansion of the 1-1 computer initiative. The increased use of technology in the classroom was supported by targeted professional development and the creation of the *Instructional Technology/Student Data Privacy Resource Guide*. This Resource Guide has served as the blueprint for similar initiatives by other school districts. In addition, the District continued to revise and update its safety and facilities planning efforts, including updating the safety and security procedures and protocols and implementing facility upgrades, including the additions to Lincoln and Willard Schools.

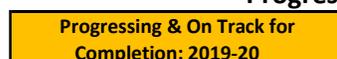
**School Environment:** District 90 instituted grade-level collaboration initiatives for faculty in grades K-4 and increased department meeting times for faculty in grades 5-8. In addition, the elementary school daily schedule was modified in order to allow for articulated delivery of instruction. For the upcoming year, the District investigated several schedule options for Roosevelt, and as a result, has developed the *Middle School Revision Implementation Plan*.

**Student Advisory Program:** The Roosevelt Student Advisory Program was launched in 2017 and has continually been reviewed and revised as needed. The program includes ongoing support and professional development for faculty and staff members. Regularly scheduled surveys and feedback vehicles are used to gauge students' advisory experiences. In the 2015-20 Strategic Plan's current year, a coordinated service component was added to the Advisory Program.

**Furniture/Equipment Purchase:** The Learning Environment Team, along with the Ad Hoc Flex Space Committee, continued to review and revise the implementation of its pilot initiative to purchase furniture and equipment. The initial phase of the pilot program was designed to reflect current research on student learning and classroom instruction. As a result, the Committee has identified additional classroom spaces that would benefit from participation in this pilot initiative. An evaluation matrix was also created to assess the pilot program for furniture and equipment purchases.

**Board of Education Equity Committee:** The Board of Education Equity Committee was developed as a way to guide and align the District's equity initiative. The Equity Committee initially started as an Ad Hoc committee and was elevated to full Board Committee status during the term of the 2015-20 Strategic Plan.

### Progress Color Key





## Family and Community Partnership

Goal	<b>Foster partnerships and shared responsibility between schools, family, and the community to enrich the lives of all stakeholders.</b>	
<b>Objective</b>	<b>Strategic Communication Plans:</b> Develop and implement stakeholder communication plans that focus effectively on the “D90 Crosswalk”, the key elements of the District Strategic Plan, and the importance of ensuring both equity and excellence for all learners.	
<b>Objective</b>	<b>Community Partnerships:</b> Continue to support partnerships with families and the community by exchanging information and ideas in a transparent and purposeful manner.	

The Family and Community Partnership Action Objective Team focused on two areas: Strategic Communication Plans and Community Partnerships. By concentrating on these areas, the Team was able to engage District 90 families and River Forest residents in supporting and advocating for District schools. Some of the notable accomplishments follow:

**Strategic Communication Plans:** The D90 Strategic Dashboard was designed to improve transparency, accountability, and communication with District stakeholders. The launch of the Dashboard involved a strategic communication effort that touched on multiple communication channels that promoted its use to the public and District families. Communication support was also provided for the Board of Education Town Hall meetings that occurred 3-4 times each year. This support encouraged greater attendance at these Town Hall meetings.

**Community Partnerships:** Engagement with the River Forest community was advanced through District 90 partnerships with community agencies and organizations. Community learning events, conducted in collaboration with the National Equity Project, supported the District’s equity and inclusion initiatives. These community-wide events were provided to the Board of Education and the community-at-large. For two years during the term of the Strategic Plan, the District sponsored the One District/One Book initiative, which was open to the River Forest and Oak Park communities. The One District/One Book events advanced the District’s equity efforts by uniting students, families, faculty and staff, and residents around a single book for discussion and collaboration. In addition, the District joined in community partnership with the Forest Park D91 and the West Cook YMCA to support learners in both school districts. Called the Power Scholars Academy, the partnership was implemented to address summer learning loss of students.

**Inclusiveness Advisory Board (IAB):** Formed in 2015, the IAB is responsible for conducting perception surveys, recommending the National Equity Project as an equity partner with the District, and advancing student and family engagement in District initiatives. The perception surveys provided support for the launch of the Roosevelt Student Advisory Program.

**Board of Education Ad Hoc Gender Identity Committee:** Established in 2017, the Ad Hoc Gender Identity Committee established consensus toward the development of the gender identity Policy and Administrative Procedure that supports the inclusion of gender non-conforming students.

### Progress Color Key





## Resources

Goal	Continue to demonstrate effective and efficient business operations and ensure excellent stewardship of public resources.	
Objective	Annual Review: Continue to review significant financial assumptions and alignment with District goals, and update the financial reporting document, as needed.	
Objective	Every Student Succeeds Act Budgeting Process: Design and implement a budgeting process that complies with the new "Every Student Succeeds Act" (ESSA) site-based budgeting requirements	

The Resources Action Objective Team consistently meets its goals and objectives both within and outside of the 2015-20 Strategic Plan. Several of its accomplishments follow:

**Annual Review:** Throughout the course of the 2015-20 Strategic Plan, the Resources Action Objective Team made specific recommendations to improve and increase public engagement with the *Resident-Friendly Financial Report*, which was launched in 2015 with the goal of increasing transparency of financial matters. The suggestions include reducing presentation years from 10 to 5 years; adding a rationale for the use of the Employment Cost Index (ECI); adding portions of definitions to the pie chart; and incorporating additional explanations for greater clarity. In addition, a long-range financial plan has been refined and revised so that it aligns the District's resources with its goals. The District has received the ASBO Certificate of Excellence in Financial Reporting for 25 out of 26 years because of its financial stewardship and transparency. The District's financial stability is further indicated by the length of time since its last operating referendum, which was in 2006.

**ESSA Budgeting Process:** The Resources Action Objective Team complied with the new Every Student Succeeds Act Budgeting Process that requires site-based budgeting. Complying with the new budgeting process required extensive training of the District's Finance staff and intensive time dedicated to switching from the District's former budgeting process to the ESSA budgeting process.

**Facility construction projects:** Under the direction of the Resource area, the District completed classroom additions for both Willard and Lincoln Schools, the exterior project for Roosevelt, and substantial renovation of spaces/mechanicals throughout the District.

**Focus on sustainability:** The District enjoys a 10-year productive partnership with the Green 4 Good organization and has received recognition by outside agencies and organizations for its sustainability efforts that result from the collaboration with Green 4 Good.

**West 40 Instructional Service Center (ISC) compliance audit:** The District successfully completed its 5-year compliance and professional development audits with no findings.

### Progress Color Key

