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| **GOAL AREA: ENSURE FISCAL STABILITY** | | |
| **GOAL: IMPLEMENT SOUND FINANCIAL PLANNING AND PRACTICES THAT ENSURE THE FINANCIAL STABILITY OF THE DISTRICT.** | | |
| **Why is this goal important to CUSD 4?** For nearly a decade public schools in Illinois have faced historic under-funding. The district must continue to manage spending while directing and redirecting resources to programs and services that produce the greatest results for students. | | |
| **STRATEGIES AND ACTION STEPS** | **PERSON RESPONSIBLE** | **MEASURES OF SUCCESS** |
| **Develop and implement a five-year plan to manage spending.** | | |
| Update the district’s Five-Year Financial Plan to ensure the financial stability of the district. | * Business Manager, Superintendent, Finance Committee, Board of Ed. | * Updated Five-Year Financial Projection |
| Update the plan for short, intermediate, and long-term facility and capital outlay needs. | * Superintendent, Building Committee, Board of Education | * Report & provide recommendations to the Board of Education |
| Update the plan for funding infrastructure and facility needs | * Superintendent, Business Manager, building staff, Finance Committee | * Report & provide recommendations to the Board of Education |
| **Seek all possible revenue sources.** | | |
| Explore all revenue sources including state and federal grants. | * Superintendent, Business Manager, building staff, Finance Committee | * Creation of a resource bank of possible/available grants for district |
| Monitor and manage supplemental fees and fundraising | * Superintendent, Business Manager, administrators, coaches and sponsors | * Annual review by Board of Education * New fundraising forms and approval process |
| Work with local clubs, foundations, and groups in aligning roles and areas of support for the district. | * Superintendent, local clubs, foundations, and group leaders | * Biannual meetings reviewing roles and areas of support * Contributions and donations for district, staff and students |
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| **GOAL AREA: SUCCESS FOR EVERY STUDENT** | | |
| **GOAL: PREPARE STUDENTS TO BE ON-TRACK FOR K-12, COLLEGE, CAREER AND LIFE READINESS IN AN ENVIRONMENT OF INNOVATION THAT FEATURES HIGH QUALITY TEACHING AND LEARNING OPPORTUNITIES.** | | |
| **Why is this goal important to CUSD 4?** Every child deserves rigorous and challenging instruction that prepares them for postsecondary experiences and for a workplace that demands communication, collaboration, problem-solving, and critical thinking skills. | | |
| **STRATEGIES AND ACTION STEPS** | **PERSON RESPONSIBLE** | **MEASURES OF SUCCESS** |
| **Provide Programming in academics, vocational, and extra-curricular that is varied and challenging** | | |
| Expand program offerings district wide. | * Superintendent, Principals, District Leadership Team | * Development of new courses and opportunities for students. |
| Provide access to vocational and career pathway counseling | * Guidance Counselor | * Implementation of career pathway online tool |
| Students will attain technology literacy | * Principals, staff, Technology Committee | * Evaluation of technology literacy |
| Increase STEM opportunities for K-12 students. | * Principals, Tech Support, Instructional Staff | * Calendar of STEM activities, community events, etc. |
| **Provide a variety of extra-curricular programs and opportunities for all students** | | |
| Create opportunities for students to engage in a variety of extra-curricular activities and clubs | * Principals, BLTs, Athletic Director | * Completion of inventory of all extra-curricular activities and participation levels * Presentation to the Board of Education |
| Explore opportunities with other communities. | * Superintendent, Principals | * Presentation to Board of Education. |
| **Connect every child with a caring, committed adult.** | | |
| Increase staff knowledge of best practices and strategies to meet the social-emotional learning (SEL) needs of students. | * Guidance Counselor, Special Education Coordinator, Principals, Staff | * Development and implementation of professional development pertaining to SEL. * Staff feedback pertaining to training and implementation |
| Identify “at risk” students and develop and implement systems of support for them. | * Guidance Counselor, Special Education Coordinator, Principals, Staff | * Perception survey feedback from all students. * MVP (Mentor and Volunteer Program) implementation |
| Review discipline, bullying data with all staff and students and recommend appropriate changes in policies, procedures, and training. | * Principals, District Leadership Team (DLT) | * Annual report to Board of Education * Perception data obtained from students, staff, and parents. |

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| **GOAL AREA: BUILD THE CAPACITY OF STAFF AND PROGRAMS** | | |
| **GOAL: RECRUIT, HIRE, AND RETAIN QUALITY PROFESSIONALS WHO ENGAGE IN COLLABORATIVE PROFESSIONAL DEVELOPMENT AND WHO ARE COMMITTED TO LEARNING AND IMPLEMENTING INNOVATIVE AND RESEARCH-BASED STRATEGIES AIMED AT IMPROVING STUDENT LEARNING AS WELL AS CREATING AND MAINTAINING THE BEST POSSIBLE PROGRAMMING FOR STUDENTS.** | | |
| **Why is this goal important to CUSD 4?** Our staff is our most important resource. We want systems that provide the best professional development to our staff and that transform teaching and learning and ensure a healthy school culture. We want the best academic programming we can provide with the resources we have available and be able to demonstrate the effectiveness of our programming. | | |
| **STRATEGIES AND ACTION STEPS** | **PERSON RESPONSIBLE** | **MEASURES OF SUCCESS** |
| **Update and align curriculum, materials, instruction, and assessments to ensure a rigorous and relevant learning experiences for all students.** | | |
| Update K-12 curriculum maps and inventory of digital and print curricula. | * Principals and staff | * Completion of updated curriculum maps and inventory. |
| Develop a professional development system that is relevant, timely, job-embedded, and personalized for every staff member. | * Superintendent, Special Education Coordinator District Leadership Team (DLT) | * Development of new Professional Development System |
| Create and implement a plan to orient new staff to curriculum, standards, and instructional materials | * Principals, Special Education Coordinator, District Leadership Team (DLT) | * Implementation and evaluation of orientation program * Feedback from new staff & mentoring program |
| **Monitor effectiveness of Academic Programming** |  |  |
| Create meaningful opportunities for students to demonstrate mastery of 21st Century skills and content. | * Principals and Staff | * Design performance-based assessments aligned to 21st Century skills. * Creation of student assessments that require collaboration, critical thinking and problem solving, creativity, and communication. |
| Assess Technology enriched programming for effectiveness | * Principals, Special Education Coordinator, District Leadership Team (DLT) | * Results of evaluation * Presentation to Board of Education |
| Measure post-graduate success | * Guidance Counselor | * Presentation to Board of Education |

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| **GOAL AREA: PROVIDE A SAFE AND PRODUCTIVE LEARNING ENVIRONMENT** | | |
| **GOAL: PROVIDE FACILITIES THAT MEET THE ONGOING NEEDS OF THE DISTRICT** | | |
| **Why is this goal important to CUSD 4?** The school and facilities are a vital part of the community and as such must provide not only a safe and productive learning space but also a center for community activities and events. | | |
| **STRATEGIES AND ACTION STEPS** | **PERSON RESPONSIBLE** | **MEASURES OF SUCCESS** |
| **Update and ensure facilities provide for all needs of school and community** | | |
| Create a five-year facilities plan | * Superintendent, Building and Grounds Committee, Board of Education, staff, parents, community members | * Approved five-year facilities plan |
| Analyze and prioritize all on-going safety and maintenance items | * Superintendent, Principals, Maintenance Director | * Priority list of safety and maintenance items |
| Provide optimal classroom space | * Superintendent, Principals, staff | * Map of classroom assignments |

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| **GOAL AREA: BUILD STRONG CONNECTIONS WITH THE SCHOOL COMMUNITY** | | |
| **GOAL: CULTIVATE AND STRENGTHEN INTENTIONAL AND MEANINGFUL PARTNERSHIPS WITH ALL FAMILIES AND COMMUNITY AGENCIES TO SUPPORT ACADEMIC SUCCESS AND HEALTHY DEVELOPMENT OF ALL STUDENTS.** | | |
| **Why is this goal important to CUSD 4?** Our connection with the larger community ensures that students have the support and resources they need for success. With fewer state resources available to support the schools, community resources will be vital to our success. | | |
| **STRATEGIES AND ACTION STEPS** | **PERSON RESPONSIBLE** | **MEASURES OF SUCCESS** |
| **Create a variety of opportunities that connect, engage, and sustain community relations** | | |
| Evaluate the effectiveness of the district/school relationships with local organizations/clubs in furthering district goals while ensuring the integrity of the relationships | * Superintendent, Club/Organization leaders, Board of Education , District Leadership Team (DLT) | * Results of evaluation; recommendations for modifications of relationships * Clubs/organizations present in buildings |
| Create school-community communication tools and processes and recommend modifications that result in greater engagement. | * Superintendent, Principals, Board of Education | * Creation of communication tool(s) * Increase in level of high quality on-going two-way communication with stakeholders |
| Match community resources with the highest priority needs throughout the district. | * Superintendent, Guidance Counselor, Principals | * Examples of exemplary community partnerships; community college or online partnerships; STEM opportunities for students; vocational/work program opportunities for students. |