Mission	Why do we exist?	Maximize and foster learning and growth for all through continuous improvement.
	What are we here to do together?	
	What is the business of our business?	
Vision	What must our school (we) become to accomplish our purpose?	Excellence in education, community, and self for success in tomorrow's opportunities.

Fiscal Responsibility

18-19 Outcome	19-20 Outcome	20-21 Outcome	21-22 Outcome	22-23 Outcome
Working Cash bond sale				
Minimize spending as much as possible while focusing on KPIs and self-assessing on processes and spending				
	Negotiate new CBA with EAFL			
Referendum Efforts				
Identify financial partner for referendum effort	Summer 2019: Community referendum committee meetings begin to establish strategic plan for success	November 2020: If needed, referendum on election ballot		
Develop community referendum committee encompassing a variety of stakeholder groups	Fall 2019: All referendum subcommittees and strategic plans in action			
	October 2019: BOE approves referendum question for March, 2020 election			
	December 2019-January 2020: District provides all required documents to Lake County for March, 2020 election			
	March 2020: Referendum on election ballot			

Facilities Planning, Maintenance, and Improvement

18-19 Outcome	19-20 Outcome	20-21 Outcome	21-22 Outcome	22-23 Outcome	
Identfy provider for maintenance service agreement; implement agreement	Implement recommendations as possible given financial capacity	Assuming referendum efforts are successful, implement recommendations	Assuming referendum efforts are successful, implement recommendations	Assuming referendum efforts are successful, implement recommendations	
By October 2018: Assess all systems in the physical plants to determine long range plan (safety, mechanicals, energy efficiency, wireless/technology, phones, space)	For recommendations not possible in the current financial landscape, develop strategic plan for responsible implementation and create communication plan to leverage forward for referendum efforts	If referendum efforts are not successful, implement recommendations as possible given financial capacity	Actively monitor and implement preventative maintenance	Actively monitor and implement preventative maintenance	
By December 2018: Report of recommendations for mechanical systems	Actively monitor and implement preventative maintenance	If referendum efforts are not successful, revise and refine strategic plan and communication to leverage for November election			
By April 2019: Report of recommendations for all systems		Actively monitor and implement preventative maintenance			
RFP for architect OR invite group(s) with prior established work completion for discussion on plant study					

Academic Achievement and Growth for All

18-19 Outcome	19-20 Outcome	20-21 Outcome	21-22 Outcome	22-23 Outcome
Implment core math resource with system fidelity	Develop long term curriculum resource selection timeline	Implement curriculum resource selection process		
Identify and publish EC-8 essential standards (aka fence post and rails) in all content areas	Study best practices in reporting on student learning	Pilot of standards-aligned reporting--limited in scope with core team and parent feedback	Based on learning from pilot, continue to expand standards-aligned reporting	
Monitor student performance using 15 day challenges and team-developed common assessments				
At least 55% of students meet year long MAP growth targets in math				
At least 60% of students meet year long MAP growth targets in literacy and math	At least 60% of students meet year long MAP growth targets in literacy and math	At least 65% of students meet year long MAP growth targets in literacy and math		
Academic benchmark data indicates at least 60% of students successful at Tier 1 with no more than 25% needing Tier 2 and no more than 15% needing Tier 3 support.	Academic benchmark data indicates at least 70% of students successful at Tier 1 with no more than 20% needing Tier 2 and no more than 10% needing Tier 3 support.	Academic benchmark data indicates at least 77% of students successful at Tier 1 with no more than 13% needing Tier 2 and no more than 10% needing Tier 3 support.	Academic benchmark data indicates at least 80% of students successful at Tier 1 with no more than 15% needing Tier 2 and no more than 5% needing Tier 3 support.	
Both Lotus and Stanton identified as at least Tier 2: Commendable Schools per ESSA (Tier 2: A school that has no subgroups performing at or below the level of the "all students" group in the lowest 5 percent of Title I schools, a graduation rate greater than 67 percent, and whose performance is not in the top 10 percent of schools statewide. A school that receives a Tier 2: Commendable School designation may apply to serve in the IL-EMPOWER network of partners)				
Develop our own model of "Portrait of a Graduate"	Communicate and make our "Portrait of a Graduate" parf of our culture community-wide			Lotus and/or Stanton named US Blue Ribbon recipients

Exploratory Programming

18-19 Outcome	19-20 Outcome	20-21 Outcome	21-22 Outcome	22-23 Outcome
Launch Art at Lotus	Continue Art; collect data on effectiveness and impact			
Stanton master schedule full study	Implement new master schedule, including fine arts/electives block	Continued implementation along with collection of impact data		
Conduct feasibility study related to offering band/orchestra at one or both sites	Based on study, implement recommendations when financially able			
Explore and implement STEM/"MakerSpace" within the school day at Lotus and Stanton	Continued implementation of STEM within the school day; data collection on effectiveness	Via referendum funding, partner with outside provider to renovate learning spaces to further imbed STEM within Lotus and Stanton		
Partner with RDS Foundation to offer at least 1 cultural arts experience for students at both sites	Partner with RDS Foundation to offer at least 1 cultural arts experience for students at both sites			
Identify priorities and provider for Artist in Residence program	Implement Artist in Residence program	Identify priorities and provider for Artist in Residence program	Implement Artist in Residence program	Identify priorities and provider for Artist in Residence program
Identify opportunities for participation in a commuity arts event	Participate in community arts event			

Social-Emotional Learning for All

18-19 Outcome	19-20 Outcome	20-21 Outcome	21-22 Outcome	22-23 Outcome
Full system implementation of Second Step core resource	Continued implementation of Second Step with ongoing impact data collection			
Administrators and select staff trained in Kagan engagement strategies	Continued staff capacity building related to Kagan implementation; impact data collection			All staff Kagan trained, at least 1 Kagan coach trained for the district
Articulation of connections between SEL efforts (PBIS, Second Step, MTSS, Kagan)	Ongoing staff development related to connected implementation of SEL efforts			
SEL benchmark data indicates at least 60% of students successful at Tier 1 with no more than 25% needing Tier 2 and no more than 15% needing Tier 3 support.	SEL benchmark data indicates at least 70% of students successful at Tier 1 with no more than 20% needing Tier 2 and no more than 10% needing Tier 3 support.	SEL benchmark data indicates at least 77% of students successful at Tier 1 with no more than 13% needing Tier 2 and no more than 10% needing Tier 3 support.	SEL benchmark data indicates at least 80% of students successful at Tier 1 with no more than 15% needing Tier 2 and no more than 5% needing Tier 3 support.	
Classroom management systems are clearly established and successfully in place.				
All staff supported in implementing alternate tools from "tool box" when there is a need				
All staff knows, understands, and can apply SEL fence posts				
District committee work complete to align SEL fence posts to school wide behavior expectations to behavior matrices				

Staff Committed to and Supported in Maximizing Student Learning as a Professional Learning Community

18-19 Outcome	19-20 Outcome	20-21 Outcome	21-22 Outcome	22-23 Outcome
	Negotiate new CBA with EAFL to reinstate team leader positions			
Administrators and small group of staff attend PLC Institute via hybrid in Wauconda	Administrators and small groups of staff attend PLC Institute at Lincolnshire			All staff will have participated in PLC Institute
All teams show growth based on Critical Issues for Teams metric, data collected annually via 3 assessments				
Continued implementation of PLC best practices with aligned professional development	Lotus and Stanton apply for All Things PLC status	Continued implementation of PLC best practices with aligned professional development		Lotus and/or Stanton applies for DuFour Award

Technology Innovation through Instruction, Materials, and Systems

Key Performance Indicator	2018-19	2019-20	2020-21	2021-22
Infrastructure	* Implement Lotus Wireless Upgrades * UPS infrstructure upgrades (Both Schools) * Install new AP switches (Stanton) * Power stations for chromebook charging (Stanton) * District Technology Audit * Explore renewal options/upgrades for Lotus to Stanton connectivity * Review audio/visual systems at both schools	* Implement improvements identified in the District Technology Audit * Review Lotus Wireless capacity and Implement required changes * Implement Lotus to Stanton connectivity upgrade * Implement audio/visual system solutions	Updates from Audit	Updates from Audit
Mobility	* Every student in Grade 3 will have access to a device * Policy & Procedures committee formed * Explore & Identify virtual learning environment/management	* Begin four year cycle of device replacement at Stanton. This process will begin with 5th grade. * Every student in Grade 2 will have access to a device * Explore the possibility of moving the "retired" 8th grade devices down to 1st Grade * Explore device possibilities for Kindergarten * Grades 5-8 will hve the opportunity to take home devices * Implement Policy & Procedures	* Continue replacement process with incoming 5th Grade class * Grade 1 based on prior year's evaluation * Take action on device posibilities for K	* Continue replacement process with incoming 5th Grade class * update and review policy and procedues
Interactive & Adaptive Learning Spaces	* Exploring / teacher committee to evaluate options for adaptive learning places at Stanton & Lotus * Needs Assessment for multipurpose learning spaces * Determine interactive board replacement solution and replace grade level at most need at Stanton * Purchase mobile interactive panel at Lotus & Stanton	*gradual implementation of teacher committee options. *Continue implemenation of mobile interactive panels at both schools. *prioritize the incorporation of interactive& adaptive learning spaces *assess the need for additional interactive equipment	*Continue implementation of mobile interactive panels at both schools. * Continue gradual implementation of teacher committee options *Continue prioritizing the incorporation of interactive & adaptive learning spaces	
Professional Development	* Digital Citizenship * Training on software for Interactive Panels * 8th grade LMS implementation and training * Google apps training * Look into hiring a tech intergration specialist * Start developing and implement district training resources (online)	* Review and update Digital Citizenship curriculum * Continue training on software for Interactive Panels * LMS implementation and training for multiple grade levels * Continue Google apps training * Hire a tech intergration specialist * Continue implementing district training resources (online) * Training on implementing interactive spaces	*Needs assessment of all phases of professional development	* Create plan to meet the needs of PD based on the needs assessment

Communication and Partnership with the Community--One Team, All In

SUBCOMMITTEE: Communication and Partnership with the Community	2018-19	2019-20	2020-21	2021-22	2022-23
KPI 1:Communication-using various forms of communication to exchange information	1)Social Media App: HootSuite 2) Research how and what consistency for teacher websites (schoolology) 3) Continue Friday Facts and Monday Memo/Monthly Blog to Parents 4) Set dates for newsletter 5)Research and raise funds for digital marquee at Stanton 6)All communication is sent in Spanish and sent to Carmen/District Translator	1)Implement schoolology or consistent website of choice 2) implement digital marquee at Stanton 3) Continue Friday Facts and Monday Memo/Monthly Blog to Parents 4)All communication is sent in Spanish and sent to Carmen/District Translator	1) all teachers using consistent website of choice (schoolology) 2)Research and raise funds for digital marquee at Lotus 3) Continue Friday Facts and Monday Memo/Monthly Blog to Parents 4)All communication is sent in Spanish and sent to Carmen/District Translator	1)implement digital marquee at Lotus 2)Continue Friday Facts and Monday Memo/Monthly Blog to Parents 3)All communication is sent in Spanish and sent to Carmen/District Translator	1)END OF YEAR survey to staff and parents
KPI 2:Partnerships-a)seek effective partnerships with community organizations and other educational facilities in the community to foster student success b)opportunities for students to serve and participate in community c)seek, utilize and support volunteers in a variety of opportunities d)parents playing an active role in education of child working in collaboration and positively with staff	1)Create Data collection at EOY survey which events did you attend in a drop down box 2) Research Grant NHS and CLC students volunteering at Stanton/Lotus 3)Contact Mayor about getting important events or blurbs about school in the ANCHOR 4)students creating personal invites for community to attend events (1+ teacher) 5)Coffee with reps from school buildings out in community Ex) at senior centers 6)Form a group of bilingual parent/community members to increase involvement 7)Each administrator sign up for 2 community events to attend annually 8)Leadership meets with historical society to form a partnership with classrooms and events	1)Review data collection results from events the year prior 2)students creating personal invites for community to attend events (3+ teacher) 3)Each administrator sign up for 2 community events to attend annually 4)Encourage staff members through a signup to attend 2 community events annually 5) active partnership with historical society and classrooms	1)Review data collection results from events 2)students creating personal invites for community to attend events (5+ teacher) 3)Each administrator sign up for 2 community events to attend annually 4)Encourage staff members through a signup to attend 2 community events annually 5) active partnership with historical society and classrooms	1)Review data collection results from events 2)students creating personal invites for community to attend events (7+ teacher) 3)Each administrator sign up for 2 community events to attend annually 4)Encourage staff members through a signup to attend 2 community events annually 5) active partnership with historical society and classrooms	1)END OF YEAR survey to staff and parents
KPI 3:Facility Usage-welcome community to utilize school and facilities	1)Go Pro Tour of Lotus and Stanton for website 2)reserach livestreaming school events for community 3)transportation for seniors	1)livestream school events for community 2)research offering classes to community members (ex-computer class for seniors)	1)Implement offering classes to community members (ex-computer class for seniors)	1)continue offering classes to community members for participation	1)END survey to staff and parents