

Community Engagement For Strategic Planning

Accelerated Instruction
November 2, 2022



Snap to sd735.org/strategic-planning



ELIZABETH MEYER
SCHOOL



JOHN MIDDLETON
ELEMENTARY



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Welcome by Board President Emily Miller

- Introductions and Land Acknowledgement
 - Board Members
 - Superintendent, Dr. Hightower
 - Strategic Planning Facilitator, Dr. Shelby Cosner



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Skokie School District 73.5 Land Acknowledgement Statement

At Skokie School District 73.5, we respectfully acknowledge that we are on the lands of the Sioux, Ho-Chunk and Winnebago, Myaamia (Miami), Potawatomi, Peoria, and Kickapoo Nations. These Nations were forcefully removed from their traditional territories and these lands continue to carry the stories of these Nations and their struggles for survival and identity.

As a public institution committed to “building a foundation for learning, leadership, and life” and educating our students to be critical thinkers who want to make the world a better place, we have a particular obligation to recognize the peoples of these lands and the histories of dispossession upon which our schools rest.

As educators, we recognize that by being silent, we are complicit in the ongoing oppression of Indigenous peoples and we take this first step in fulfilling our responsibility to critically look at colonial histories and their present-day implications as we pay respect to the keepers of the land, and the land itself.



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Event Agenda

- **Introduction/Large Group (7:10-7:25)**
 - Discussion of tonight's focus, tabletop materials and group process, photo capture of work, norms of interaction
- **Tabletop Group (7:25 to 8:55)**
 - **Opening (10 minutes)**
 - Tabletop introductions (names, stakeholder group, why you choice to engage in this planning)
 - Selection of facilitator, note taker, timekeeper, (person(s) interested in final engagement with BOE)
 - Review of tabletop documents
- **Tabletop Group Engagement (Q1/25 min, Q2/30 min, Q3/25 min)**
- **Closing/Large Group (8:55 to 9:00)**
 - Discussion of next steps and ongoing communication, identify possible tabletop groups for participation in formal BOE planning committee



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Strategic Plans Propel Visions (Aspirations)

Skokie School District 73½ Vision: Skokie School District 73 ½ is a district with a diverse population of students, families, and community members that offers a unique environment for our students to learn with and from one another. Our goal is to recruit and retain exemplary instructors and staff who both embrace and reflect our community. We believe by creating a welcoming environment for all members of our community, hiring and retaining exemplary teachers and staff, and accelerating our students' instruction, our students' high-quality education and their authentic multicultural experiences position them to be leaders for a better humanity.

Accelerated Instruction/student learning: Our focus is on accelerating student learning. Our staff is committed to teaching grade-level standards with supports to mitigate unfinished teaching or unfinished learning.



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Skokie School District 73.5 Priorities

- **WELCOMING ENVIRONMENT:** Our community must feel welcomed. We are intentional about our engagement with our students, parents, families, community, and staff.
- **HIRING & RETENTION:** We deliberately seek to diversify our high-quality staff, with a focus & commitment on retention and development.
- **ACCELERATION OF INSTRUCTION:** Our focus is on accelerating student learning. Our staff is committed to teaching grade-level standards with supports to mitigate unfinished teaching or unfinished learning.
- **INFRASTRUCTURE:** Our physical space must accommodate the programs we desire for our students' instructional needs, extracurricular activities, and community meeting spaces.
- **FISCAL RESPONSIBILITY:** Creating, maintaining, and optimizing a balanced budget.



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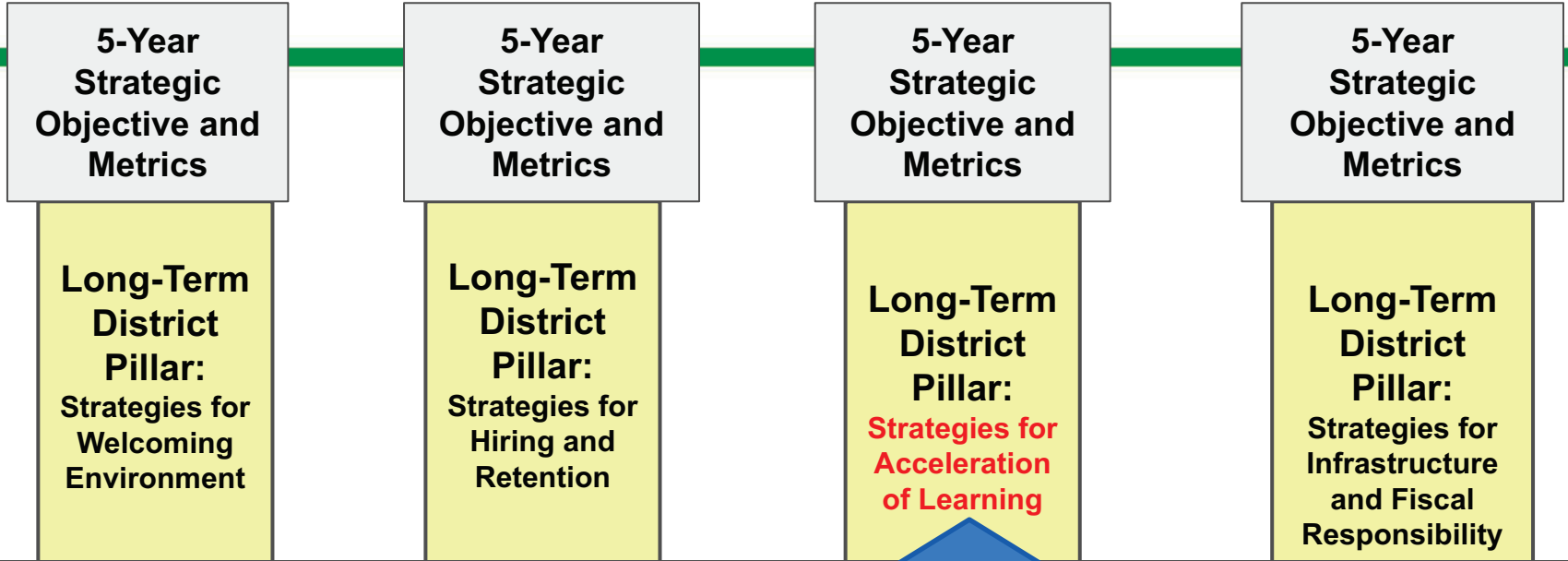
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Strategic Plan Architecture: Beginning Tonight



Mission, Vision and Beliefs/Commitments



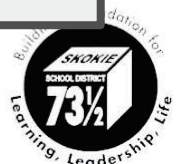
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Documents on Tables

- PRIORITIES
- VISION STATEMENT
- RESOLUTION ON SYSTEMIC RACISM, AND RACIAL INEQUALITIES
- STATEMENT OF SUPPORT FOR 73.5 ASIAN AMERICAN PACIFIC ISLANDER COMMUNITY
- LAND ACKNOWLEDGEMENT STATEMENT
- EQUITY MISSION STATEMENT
- LITERACY AUDIT

- Outline of Discussion/Documentation Process
- SWOT Analysis Box Chart



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This is a Space that Welcomes All Voices

Norms of Tabletop Group Interactions:

- Seek out thoughts and insights evenly across members of your table (discourage a dominant voice; has everyone been heard?)
- Be an active listener as others share ideas and insights.
- Be curious and reflective.
- Engage with others in ways that are respectful.
- Documentation: Be sure to include the last names of individuals from your tabletop group on all final charts/documents.



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Photos

- We will be capturing photo images of tonight with more attention on large group and on the work products that are generated.
- Photos could be displayed in relation to the Strategic Planning work on the district website or other district-related materials.
- If you do not want to be included in any photos, please let us know.



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Tabletop Introductions

Tabletop introductions (10 minutes), selection of individuals for roles, individual review of tabletop materials

- Name, stakeholder group (e.g. parent, community member, staff member), length of time in the 73.5 community, why you chose to participate in tonight's engagement event
- Select group facilitator, group scribe/recorder, group time keeper
- Individually review any of the tabletop documents that you have not yet reviewed (these were shared at the kickoff and on district website)



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Question #1 (25 minutes)

- Begin to individually consider and/or write down your own reflections to the following question:
- **Discussion Question #1:** As you consider tabletop documents and your own experiences and insights, what are your **hopes and aspirations** in relation to the focus area of **enhancing the acceleration of instruction/student learning**? **What would we see if your hopes/aspirations were fully realized?**



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Question #1 continued

Group Process and Initial Documentation: Have everyone share their ideas, ask clarifying questions as needed to so support a fuller elaboration of ideas; document each idea.

Final Discussion and Documentation Process: What ideas are similar that could be grouped together? What are the constellation of thoughts/ideas that should be reported for Question #1?



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Question #2/4 parts (30 minutes)

Discussion Question #2: As you consider the constellations of ideas that were reported related to hopes/aspirations associated with a **enhancing the acceleration of instruction/student learning**, what thoughts and ideas would you add to each element of the SWOT Box Chart?



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SWOT

A SWOT analysis helps us think about:

- internal **S**trengths within 73½ that might impact work in this area; what informs your thinking?
- internal **W**eaknesses or next edges of growth within 73½ that might impact work in this area; what informs your thinking?
- external **O**pportunities that might exist that might impact work in this area; what informs you thinking?
- external **T**hreats that could affect work in this area; what informs your thinking?



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SWOT

Strengths

Weaknesses

Opportunities

Threats



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Question #2 continued . . .

Group Process and Initial Documentation: Have everyone share their ideas, ask clarifying questions as needed to so support a fuller elaboration of ideas; document each idea.

Final Discussion and Documentation Process: What ideas are similar that could be grouped together? What are the constellation of thoughts/ideas that should be reported for Question #2 in each box of the chart?



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Question #3 (25 minutes)

- Begin to individually consider and/or write down your own reflections to the following question:
- **Discussion Question #3:** Given the aspirations for **enhancing the acceleration of instruction/student learning** and the SWOT analysis related to these aspirations, what are key strategies or actions that might be enacted?
 - Strategies might take advantage of strengths and opportunities.
 - Strategies might also target weaknesses or barriers.



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Question #3 continued

Group Process and Initial Documentation: Have everyone share their ideas, ask clarifying questions as needed to so support a fuller elaboration of ideas; document each idea.

Final Discussion and Documentation Process: What ideas are similar that could be grouped together? What are the constellation of thoughts/ideas that should be reported for Question #3?



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Next Steps and Ongoing Communication



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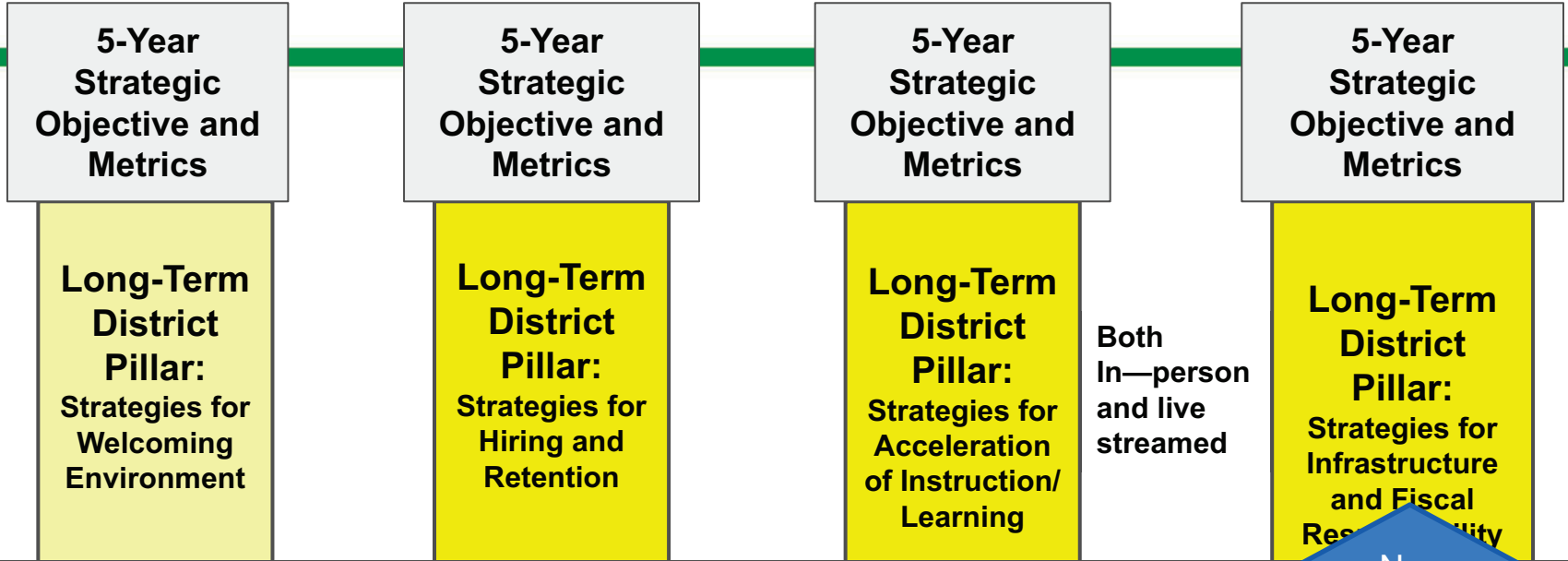
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Strategic Plan Architecture: Continues . . .



Mission, Vision and Beliefs/Commitments



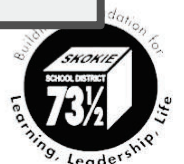
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Extending Engagement: Supplementing 4 Community Roundtables

- Electronic dissemination of survey to parents and staff
- Access to survey at various community locations



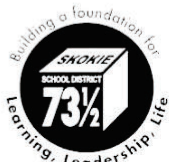
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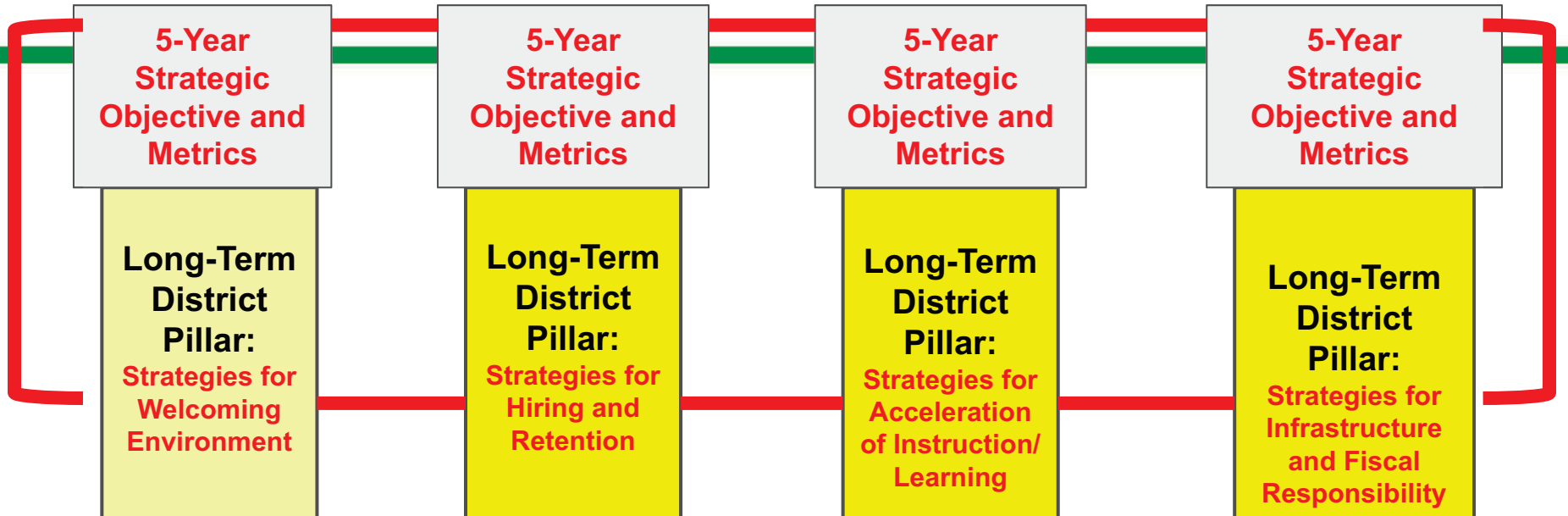
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December to Early February, Formal Strategic Planning Committee to Establish Strategies, Objectives and Metrics



Mission, Vision and Beliefs/Commitments



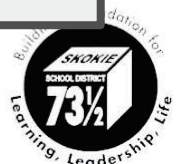
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Formal Planning Committee

- A representative group of stakeholders will be identified from those who have expressed interest in participating in this phase of the process.
- Their work will occur from December to Early February over several work sessions.
- This team will draw on findings from community engagement events and surveys as well as key research.
- This group will generate a V1 of the strategy plan which will include: (a) strategic objectives and metrics for considering progress, and (b) strategies for achieving objectives.
- This V1 plan will be shared with all stakeholder groups for a cycle of feedback (district educators/staff will be engaged through events at the three schools).
- Please see Aleksandra Davidovac if interested in being considered for this formal planning committee.



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Broad Timeline for Strategic Planning Process

November: Complete community engagement events, administer parent and staff surveys

December to February: Engage Formal Strategic Planning Committee to develop V1 Strategic Plan in collaboration with members of the Board of Education and Dr. Hightower

February: Gain feedback from stakeholder groups on V1 of the Strategic Plan; which will include District educator/staff feedback sessions at each of the District's schools

March-April: Use feedback to advance V2 of the Strategic Plan and Discussion V2 of the Strategic Plan at Board of Education meeting

May: Seek approval of Strategic Plan at Board of Education meeting



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Ongoing Communication

73.5 website will be key hub for Strategic Planning information:

www.sd735.org/strategic-planning



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Thank You!

Thank you for engaging in this process
with others from our community.
Your contributions are critical to our
collective work!



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