

Strategic Plan

2019 ADDENDUM

- 2018-2019 Progress Report
- Greatness Indicators with Metrics



Mission

Maximize the growth and achievement of every student through rigor, support and innovation

Beliefs

We believe that student growth and achievement are maximized when:

- The school community focuses its collaborative efforts on continuous improvement
- Both rigor and support are infused throughout student programs and staff development
- Data and best practices drive decision-making throughout the school community
- Students and staff drive creative thinking and innovation
- Students demonstrate responsibility and take active ownership of their learning
- The school provides inviting learning environments that are both safe and secure
- We unleash the power of our inclusive and diverse culture

Formula for Success

- Challenging, engaging, diverse curriculum
- Collaboration and innovation through Professional Learning Teams
- Wide variety of high quality extracurricular activities
- Dedicated, highly-skilled, supportive staff
- Committed, hard-working students
- Strong partnership with parents and the community
- Fiscal responsibility and quality facilities

Strategic Plan- Initiated Fall 2015**2018-2019 Goals and Timelines****Goals and Timelines****2018-2019 Completion****Curriculum,
Instruction
and
Assessment**

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| <ol style="list-style-type: none"> 1. Complete curriculum proposals for AP Seminar and AP Research, identify the students who will be served by these courses and how all students may gain access to the skills taught in these courses. 2. Review current data analysis practices, systems already in place, and systems that may be needed to increase our ability to use data to monitor student growth and student attainment of college/career readiness indicators. 3. Complete an analysis of our "late start" model and make recommendations for possible changes. Investigate increased opportunities for professional development, staff collaboration, and interdisciplinary PLT work. 4. Begin an analysis of our Spanish For Native Speaker program curriculum, and make recommendations for program updates. 5. Utilize alumni networks and community resources to assess real-world needs for students after high school. Begin to identify how these needs can be addressed in Warren's curriculum. 6. Identify pathways for students to accelerate their learning to increase access to more rigorous coursework. 7. Work with CLC to increase access to Dual Credit courses for students. 8. Develop a monitoring tool to measure the effectiveness of our 1:1 Chromebook Program. 9. Continue to collaborate internally and with sender districts to improve vertical articulation of curriculum, consistency across academic programs and student transition. 10. Expand efforts to build a diverse community of respect in additional curricular areas outside of English and Social Studies. 11. Continue to implement the recommendations from the problem-based learning (PBL) opportunities and assess their effectiveness and make revisions. 12. Explore offering summer school courses that give students career cluster exposure. For example, careers in Science, Technology, Engineering and Math (STEM), health services, and business, etc. | <ol style="list-style-type: none"> 1. This was investigated. It was decided to not move forward with this program at this time, due to several university systems not accepting these courses for credit. 2. Student services is investigating new college/ career software that will meet our needs. We held additional Data Warehouse administrative training sessions for building leaders. Four administrators participated in the Advanced Users Training 3. Several different pilots were tried this year to offer different professional development for staff during late start times. More work is needed to develop this plan. 4. We met with Woodland Middle School and visited their Dual Language Program. We have begun to discuss necessary updates for our Spanish for Native Speaker Program. Initial research for additional site visits completed 5. Area business leaders met with students in Industrial Tech and Business classes regarding critical skills in their professions. Several administrators will be attending summer professional development to help draft a plan to move forward. 6. <i>Geometry for Advancement</i> was implemented in Summer 2019 7. Dual Credit has started to be investigated in the English department. Initial research into Dual Credit education courses has begun. 8. Student grade data was analyzed from the inception of our 1:1 program. No measurable difference in grades was noted. Anecdotal evidence indicates increases in student technology skills, and technology integration into daily lessons. 9. Our Lead Teachers met with representatives from our feeder schools. Some departments met multiple times. Curriculum administrators from D121, Woodland, Viking, and Millburn met regularly to discuss alignment. 10. Academic departments implemented ways to support our work to celebrate diversity. Some examples are: new instructional strategies, topics of discussion, and focusing on diverse leaders in professions. 11. The PBL Committee met throughout the year. Two proposals were submitted for review by administration and the curriculum committee. 12. We were unable to offer any new courses in these areas this year. |
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Strategic Plan- Initiated Fall 2015



2018-2019 Goals and Timelines

Goals and Timelines

2018-2019 Completion

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| <p>1. Continue to focus on “tier one” intervention strategies within Professional Learning Teams (PLTs).</p> | <p>1. Tier one supports continued to be discussed with PLT’s. Strategies for supporting struggling students is an on-going focus of our PLT work.</p> |
| <p>2. Implement ongoing interventions to support more students including, but not limited to Response to Intervention (RTI) study halls (earlier identification), study table, resource rooms, etc.</p> | <p>2. Students with failing grades were identified throughout both semesters. A variety of interventions were put into place for students based on their individual needs, including an aggressive effort for them to attend resource rooms during their study hall period.</p> |
| <p>3. Continue to examine current student academic support programs, at-risk staffing and programming. Implement recommendations including, but not limited to Failsafe, Academic Recovery Class (ARC), Day Bridges, and Achieve summer school offering.</p> | <p>3. Current academic programs were reviewed and proposed changes for the 2019-2020 school year include: additional course offerings to our Day Bridges program, curricular changes to Day Bridges to better meet the needs of students, and additional study hall intervention options for struggling students.</p> |

Student Advocacy

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| <p>4. Continue to work on a platform for study skills instruction (Active Learning) and consider the incorporation of Digital Citizenship within this framework.</p> | <p>4. A study skills framework was completed. A variety of platform ideas were compiled and need to be prioritized. Continued curriculum work and professional development will follow after the platform is finalized.</p> |
| <p>5. Investigate with Lead Teachers an advisory period to provide additional support for students.</p> | <p>5. Advisory models were created and are ready to be finalized in the 2019-2020 school year.</p> |
| <p>6. Investigate support services similar to the Schuler Scholar Program model to more students including internal or external programming. (Advancement Via Individual Determination–AVID)</p> | <p>6. Research of programs was completed. Outreach to other schools for continued ideas is still in progress.</p> |
| <p>7. Investigate ways for students to utilize School Improvement Plan (SIP) Mondays for academic support, access to library and labs, or other school related services.</p> | <p>7. Ideas were investigated but due to supervision challenges, no options were implemented this school year.</p> |

Strategic Plan- Initiated Fall 2015



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| <ol style="list-style-type: none"> 1. Implement our comprehensive professional development plan for 2018-19 including but not limited to a focus on "lesson design" for all instructional staff, continued general diversity training for all staff and in-depth training on Microsoft Outlook for clerical positions. Additionally, we are hopeful to have targeted diversity training for our athletic coaches, and our instructional coaches will be participating in extensive professional development through Northwestern University. 2. Continue to work with the Lead Teachers on their leadership capacity to expand topics of professional development to include more administrative-like work to better prepare some staff for potential administrative positions or responsibilities. 3. Initiate a diversity committee for staff members with an interest and expertise in diversity and inclusion outside of the formal professional development training to all staff and/or specific departments. | <ol style="list-style-type: none"> 1. Our professional development plan was completed as intended. The lesson design focus was initiated at our first staff institute as was our diversity training for all. Outlook training was offered to our clerical staff in the fall. Athletic coaches worked with Bridges, LLC at our October institute day and our instructional coaches enrolled in the NU professional development. 2. For 2018-19, our Lead Teachers were provided in-depth professional development in the budgeting process including coding for specific departments and expenditures. 3. Our staff diversity committee met on four occasions and studied the book, <i>Being the Change</i> by Sara K. Ahmed, over the course of the year to enhance cultural literacy in their classrooms. |
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Shared Leadership

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| <ol style="list-style-type: none"> 4. Implement year two of the leadership summit with the District Student Leadership Council in January and investigate including sophomores as participants. 5. Explore establishing mentoring opportunities using upper class students (and their wisdom) to help O'Plaine students be successful. This can be done through first day orientation and possibly occasional 8th period visits to freshmen classes. For events with upper class volunteers/mentors/ambassadors, it is important that they can be recognized with shirts. Possibly use late start time to train mentors and investigate technology tools for support. 6. Highlight bonding activities (like group volunteer service) within athletic teams and other student activities to highlight connection to WTHS and others. 7. Investigate "ACHIEVE" program expansion and improvements to provide mentoring to students who are less-connected. | <ol style="list-style-type: none"> 4. This summit was held on January 6, 2019. 5. We have not identified a structured approach to cross campus mentoring that will be sustainable at this time. However, O'Plaine campus mentoring of 9th graders by 10th graders is being developed. 6. The great majority of our teams and formal student activities have annual service projects. The Warren Connection newsletter was expanded to have monthly issues in which service projects performed by teams and clubs are highlighted. 7. We have not significantly expanded our ACHIEVE program at this time. |
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2018-2019 Goals and Timelines

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| <ol style="list-style-type: none"> 1. Develop a prioritized plan to renovate and enhance athletic and Fine Arts facilities. 2. Continue to develop and implement strategies that support Senate Bill 100 mandates regarding student discipline. 3. Continue to assess extra-curricular programming through student participation and success factors. 4. Continue to seek funding for a digital recognition program of pictures highlighting student and staff accomplishments for athletics and activities at both campuses. | <ol style="list-style-type: none"> 1. The facility committee met several times this year. Several spaces or facilities have been planned for renovation, including: tennis courts, baseball field, softball field, and the auditorium. 2. We continued our work in developing strategies that support Senate Bill 100 mandates regarding student discipline. 3. Participation numbers have been tracked and our finish in the North Suburban Conference. WTHS finished in 3rd place. 4. Funding has been secured and we will be meeting with the program vendor in June. |
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Student Life

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| <ol style="list-style-type: none"> 5. Investigate a new structure for our student activity leadership model to enhance our non-competitive clubs and activities including, but not limited to, improving communication with staff and students, promoting activities, improving school spirit and providing more support for clubs. 6. Continue to support inclusive student groups including, but not limited to, Unite and Inform, Avanza, Muslim Student Association and Black Student Union. Expand upon our current student diversity retreat. 7. Improve communication with students and families regarding procedures for accessing our Student Services Team. 8. Investigate the use of technology alternatives to improve daily announcements and promote student use of the District's email. | <ol style="list-style-type: none"> 5. A proposal was shared with the District administration and union leadership. There was consensus to have this proposal brought forward during the 2019-20 school year. 6. Unite and Inform, Avanza, and Black Student Union were formally approved as clubs with Appendix B positions. Gay Straight Alliance (GSA) was approved at an hourly rate. 7. Student Services staff sent out several informational announcements via school email and Canvas. 8. The school newspaper produced several video presentations. The advisor also visited Lake Forest High School to review their process for video announcements, digital, journalism and athletic/activity coverage. |
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| <ol style="list-style-type: none"> 1. Review alternative ways to commit resources to a “Director of Communications” position. For example, using shared services with other organizations, reconfiguring of current staffing, or outsourcing. 2. Analyze our website effectiveness for current or pertinent information, timeliness, ease in use, and overall appearance. Make modifications where necessary. 3. Dedicate a website page to highlight diversity and inclusion initiatives offered in our school community. 4. Create a monthly district-wide communication for families that features current news, highlights programs, events, and student and staff achievements. | <ol style="list-style-type: none"> 1. Staffing considerations continue to be discussed as a future option to allow for someone to commit part of their work day to overseeing district communications. This concept will become more of an option as we review future staffing needs and decreased enrollment projections. 2. The website is much more user friendly than past versions and increased autonomy by various staff members is evident within the organization. We continue to increase user capacity and proficiency. 3. This goal was completed during the 2018-2019 school year as evidenced by our Celebrating our Diversity page located under the About Us section of the website. 4. This goal was accomplished during the 2018-2019 school year. There have been 10 editions of the newsletter sent to all families, staff and students since July 2018. |
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Community and Communication

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| <ol style="list-style-type: none"> 5. Develop a series of informational meetings for parents who have their first child starting high school. 6. Continue to cross-train staff with district technologies that improve school-to-home communications. 7. Explore multilingual platforms for improved communication with all families. 8. Continue to build a diverse community of respect and acceptance through our Parent Diversity Committee. 9. Continue to partner with the WTHS Foundation and provide support for establishing an Alumni Association. | <ol style="list-style-type: none"> 5. The creation of a Freshmen Parent Boot Camp was created by Michele Bertola and Rob Parrott. There were four meetings held during the school year to meet with first child parents of high school students. The meetings provided pertinent and timely information for parents. 6. Regularly scheduled training sessions are offered throughout the school year for our staff. This is an ongoing process for the leadership teams at both campuses. 7. This is a goal that still needs to be developed. We have some internal formats for translation, but a more systemic approach could be explored. 8. The Parent Diversity Committee met on a regular basis and has set some goals to further formalize the purpose of the committee. We are actively recruiting new parent members to join the committee. 9. We continued to work with the Foundation and offer support with their efforts to establish an alumni network. The development of an Alumni Association may still be of interest to the Foundation. |
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| <ol style="list-style-type: none"> 1. Continue to implement green initiatives, including development of our Almond Campus solar project, paper use, LED lighting, occupancy sensors, HVAC, and building mechanicals. 2. Investigate FY20 healthcare options and opportunities as recommended by the Insurance Advisory Committee, including consideration of wellness programs within the healthcare options. 3. Continue to utilize and modify the Enrollment and Staffing Report to align staff to declining enrollments. 4. Explore additional District partnerships and intergovernmental agreements to build community networks and improve our collective efficiency of services. | <ol style="list-style-type: none"> 1. HVAC work at the O'Plaine campus was completed, including but not limited to: high efficiency boiler replacements, domestic hot water has started and has an estimated completion date of July 2019. Continued implementing LED lighting at both campuses. 2. Completed the migration to Educational Benefits Cooperative (EBC) which included cost savings and implementation of a wellness program. 3. We continued to monitor student enrollment and align the District's staffing plan. 4. Continued to work with both Gurnee 56 and Woodland 50 to further build community networks. |
| <ol style="list-style-type: none"> 5. Investigate additional funding to address recommendation from the District's Safety Committee regarding upgrades on our campuses for protecting our students, staff and facilities. 6. Investigate alternative long-term financing options to address our significant building projects, life safety recommendations and maintenance list costs. 7. Evaluate the current resources and outcomes of our current Transition program at Gurnee Mills including but not limited to enrollment, staffing, site, transportation and work-based learning. 8. Analyze our transportation services and costs to examine efficiencies. 9. Explore new revenues by expanding our business and industry partnerships. 10. Continue to improve the food service program participation, satisfaction, and increased revenue. | <ol style="list-style-type: none"> 5. Additional funding was realized by refunding bonds to open up \$23 M in working cash bond money to complete long-term projects including safety upgrades. 6. Additional funding was realized by refunding bonds to open up \$23 M in working cash bond money. 7. We determined the direct costs of the Transition program at Gurnee Mills and this will help us with our overall evaluation of the program and location. 8. We need to continue to search for efficiencies in transportation. 9. We need to continue to explore and build relationships with industry and partnerships. 10. We are working with Quest to add digital menu boards and install a coffee bar at the O'Plaine campus to increase sales and satisfaction. |

Securing the Future

Greatness Indicators with Metrics

Strategic Plan—2019 Addendum

Greatness Indicators with Metrics	Data Source	2018 Results	Needs Improvement	Solid Performance	Exemplary Results	2019 Results
Enrollment	ISBE Fall Housing Report	4,137				4,032
Superior Performance						
Student Academic Achievement						
Maintain a High Graduation Rate	Summer ISBE Cohort Report (Current School Year—CSY—1)	93.7%	<92%	92-96%	>96%	92.9%
Increase Freshman On Track Rate	Annual Illinois School Report Card (CSY—1)	90%	<86.9%	87%-94.9%	>95%	90%
Increase our SAT Evidence-Based Reading/Writing Score Average (College Board Report)	Spring Junior testing; Results from College Board in June	534	<450	450-539.9	>540	523
Increase our SAT Mathematics Score Average (College Board Report)	Spring Junior testing; Results from College Board in June	521	<500	500-539.9	>540	521
Maintain high percentages of students meeting expected growth targets for Evidence-Based Reading/Writing from PSAT9 to PSAT10	CADCA SAT Student Growth Data Report (CSY—1)	N/A	<59.99%	60% - 89.9%	>90%	89%
Maintain high percentages of students meeting expected growth targets for Mathematics from PSAT9 to PSAT10	CADCA SAT Student Growth Data Report (CSY—1)	N/A	<59.99%	60% - 89.9%	>90%	85%
Maintain high percentages of students meeting expected growth targets for Evidence-Based Reading/Writing from PSAT10 to SAT	CADCA SAT Student Growth Data Report (CSY—1)	N/A	<59.99%	60% - 89.9%	>90%	70%
Maintain high percentages of students meeting expected growth targets for Mathematics from PSAT10 to SAT	CADCA SAT Student Growth Data Report (CSY—1)	N/A	<59.99%	60% - 89.9%	>90%	84%
Maintain High Percentages of Enrollments in Honors and AP Classes	Data Warehouse	25%	<23%	23-25%	>25%	25%
Maintain High AP Successful Participation Rate	College Board AP Report—Equity and Excellence (CSY—1)	47.8%	<40%	40-50%	>50%	47.8%
Maintain High AP Success Rate	College Board AP Report (CSY—1)	85.9%	<70%	70-89%	>89%	85.9%
Increase MAP Growth Targets Met for Students Behind in Reading	Annual Summer Report	52%	<50%	50-65%	>65%	61%
Increase Summer School Enrichment Enrollments	Annual Summer School Report	696	<5%	5% - 15%	>15%	11.9%
High Levels of Satisfaction						
Maintain High Attendance Rates	School Report Card Data Collection (CSY—1)	93.7%	<93%	93-95%	>95%	94.6%
Maintain Low Suspension for Misconduct Rate	June Out-of-School Suspension Report	.94/day	>3/day	2-3/day	<2/day	.96/day
Maintain High Participation Numbers in Athletics per student enrollment	Annual Summer Report	39%	<.35%	35%—40%	>40%	38.9%
Maintain High Numbers of Unique Participants in Clubs and Activities per student enrollment	Annual Summer Report	47.3%	<40%	40%—50%	>50%	52%
Distinctive Impact						
External Recognition of Students, Staff, School and the District						
Increase Recognition for the School Community	Board of Educ Recognized Events	25	<27	27-40	>40	28
Maintain High North Suburban Conf Success in Athletics	Annual Summer Report	3	#5-8	#3-4	#1-2	3
Community Partnerships and Connections						
Increase Community Partnerships and Intergovernmental Agreements	Communications report to BOE	29	<20	20-30	>30	30
Leaders in the Field						
Increase Number and Visibility of Innovative, Exemplary Programs	WTHS Innovative Program Report	9	<7	7-11	>11	9
Lasting Endurance						
Success Beyond High School						
Maintain High Attendance in Post-Secondary Institutions (prior yr. grad class)	National Student Clearinghouse (CSY—1)	75%	<75%	75-90%	>90%	76%
Maintain High Retention in Post-Secondary Institutions (grad class 2 yrs ago)	National Student Clearinghouse (CSY—2)	91%	<80%	80-95%	>95%	91%
Maintain High Numbers of Technical Certificates Earned	Annual Summer Report	1,081	<20%	20% - 30%	>30%	23.7%
Fiscal Responsibility/ Securing the Future						
Increase Food Service Satisfaction Rating	Satisfaction survey (bi-annual IYS questions)	2.8	<2.66	2.67-3.25	>3.25	NA
Maintain a Balanced Annual Operating Budget	End of FY financials *unaudited	-\$2M *	<-\$2M to -\$750K	-\$750K to \$750K	\$750K to \$2M	-\$900K *
Maintain Funds in Reserves of at least 40% of annual budget	End of FY financials *unaudited	32% *	<35%	35-40%	>40%	64% * (35% after \$19M allocated expenditures)