

Strategic Framework



2023-2024

PORTRAIT OF EMPOWERED D230 GRADUATES

GPA

- One of the strongest indicators of academic success and post-secondary readiness.
- In 2022-23, the average GPA of a D230 student (unweighted) was **3.15**.

CO-CURRICULAR PARTICIPATION

- Students who participate in school activities report stronger engagement in school, improved relationships with peers, and learning important skills such as teamwork and persistence.
- In 2022-23, **71.6%** of D230 students participated in at least one activity.

PASS RATE

- Strong correlation of academic motivation, engagement and persistence is the ability to pass all academic courses.
- In 2022-23, **97.1%** of all D230 students passed their coursework.



ATTENDANCE

- Students who actively attend school demonstrate academic success, engagement in school and success in post-secondary college and career opportunities.
- In 2022-23, **78.4%** of D230 students attended school 90% of the time or greater.

GRADUATION RATE

- One of the strongest predictors of college and career readiness is the ability to graduate on time.
- For the Class of 2023, the graduation rate was **93.5%**.

FRESHMEN ON TRACK

- The best indicator of a strong high school career is a strong start!
- In 2022-23, **91.6%** of freshmen were considered on track with credits and grades.



We empower young adults to impact their communities.

Key Indicators of a Strong School Community



PANORAMA STUDENT SEL SURVEY

- Self reflection of student self-efficacy
- Four categories ranked in the 80th percentile at or above desired levels: Relationships, Positive Feelings, Challenging Feelings and Emotional Regulation



5ESSENTIALS SURVEY

- Stakeholder feedback on school climate and culture
- 4 of 5 indicators are average or above
- Effective leadership below expectations
- The categories of Ambitious Instruction and Involved Families were rates as "Strong"



STUDENT DISCIPLINE

- Strong indicator of a strong culture and positive relationships among students and staff
- 60.9% of students did not receive a disciplinary referral in 2022-23



EARLY COLLEGE COURSEWORK

- Strong indicator of future aspirations for completing any level of post-secondary education
- 55% of students took dual credit or AP courses in 2022-23, up nearly 12% from the previous year



POST-SECONDARY ENROLLMENT

- Students who enroll and complete any level of post-secondary education have high employability and earning potential
- 79% of D230 graduates enrolled in college 16 months after completing high school



SAT

- An indicator of post-secondary success and ability to enroll in selective schools
- For the Class of 2021, 45.7% met/exceeded standards in math and 44.6% met/exceeded standards in ERW

Authentic Learning Experiences

GOAL 1

D230 WILL PROMOTE INNOVATIVE INSTRUCTIONAL EXPERIENCES TO PROVIDE STUDENTS REAL WORLD OPPORTUNITIES.

INCREASE

alternative learning opportunities for students through expanded unique course offerings

IMPLEMENT

performance-based learning experiences to enhance real world skills for students

GOAL 2

D230 WILL INCREASE COMPLETION OF COURSES FOR STUDENTS TO GAIN COLLEGE CREDIT OR INDUSTRY CREDENTIALS/CERTIFICATIONS.

INCREASE

enrollment in course offerings that provide opportunity for students to gain post-secondary credit

IMPROVE

student performance in courses that afford post-secondary credit

INCREASE

industry certification attainment by students

Communication and Engagement

GOAL 3

D230 WILL IMPLEMENT A DIFFERENTIATED COMMUNICATION PLAN TO SUPPORT DISTRICT AND STAKEHOLDER NEEDS.

LEVERAGE

new resources to strengthen two-way communication and engagement among all audiences

MITIGATE

barriers for family engagement in district communications

GOAL 4

D230 WILL INCREASE TWO-WAY INTERACTION WITH OUR COMMUNITY TO ENGAGE WITH ACADEMIC, CO-CURRICULAR AND POST-SECONDARY PREPARATION PROGRAMS.

IMPLEMENT

opportunities to increase engagement with families who communicate in languages other than English

IMPLEMENT

communication tools that provide real-time translation in preferred languages to increase understanding and engagement

Equity, Diversity & Inclusion

GOAL 5

D230 WILL REDUCE ACHIEVEMENT GAPS.

COORDINATE

a multi-tiered system of support (MTSS) to increase academic achievement, improve attendance, and reduce discipline gaps

INCREASE

understanding of the factors that contribute to achievement gaps in identified subgroups and strengthen related classroom strategies, interventions, and supports

STRENGTHEN

existing program models for English Learners (EL) and students with Individualized Education Plans (IEP)

GOAL 6

D230 WILL ENHANCE ENRICHMENT AND LEADERSHIP OPPORTUNITIES TO REACH ALL STUDENT POPULATIONS.

INCREASE

participation of students with varied backgrounds and interests in co-curricular programs

ENHANCE

student voice by encouraging students to work with peers and school personnel to expand cultural responsiveness

CONDUCT

a review of co-curricular programs with a focus on practices and programs that ensure equity among schools and are responsive to student needs

Responsive Curriculum

GOAL 7

D230 WILL STRENGTHEN COLLEGE AND CAREER PATHWAYS THROUGH COURSE SELECTION, CO-CURRICULAR PROGRAMS, AND SERVICE LEARNING.

ALIGN

courses, service learning, and co-curricular programs to career pathways programs

CONNECT

students to expanded career pathway opportunities based on career interests, passions, and talents

GOAL 8

D230 WILL ENHANCE OUR CURRICULUM, ASSESSMENT, AND INSTRUCTIONAL PRACTICES TO PROMOTE CLASSROOM EXPERIENCES THAT EMPOWER STUDENTS TO IMPACT THEIR COMMUNITIES.

IMPLEMENT

a cohesive instructional framework focused on building collective efficacy

IMPLEMENT

a well-designed professional learning structure that is flexible, sustainable, and responsive

Social-Emotional Development

GOAL 9

D230 WILL SUPPORT ALL STUDENTS TO DEVELOP PERSONAL CHARACTERISTICS AND SKILLS THAT WILL HELP THEM TO SUCCEED DURING AND AFTER HIGH SCHOOL.

DEVELOP

and deliver professional development focused on trauma informed instructional practices directed at improving emotional security and positive relationships with and among students

IMPLEMENT

safety practices that create a stronger school community through improved communication and a greater understanding of protocols

IMPROVE

current structures to increase teacher engagement in programs, protocols, and practices that directly support students through high school

GOAL 10

D230 WILL IMPROVE STAFF SATISFACTION, PROFESSIONAL RELATIONSHIPS, AND ENGAGEMENT WITHIN THE SCHOOL COMMUNITY.

ENHANCE

building and district staff recognition programs

INCREASE

the level of teacher voice through authentic feedback opportunities

Board Goals 2023-24 School Year

GOAL 1:

Ensure fiscal responsibility by maintaining a balanced budget for the 2023-2024 school year.



The goal will result in the achievement of a balanced budget meaning revenues match or exceed expenditures in the operating funds within the fiscal year.

GOAL 2:

Monitor and benchmark the progress made under the Strategic Framework district improvement process by guaranteeing the Framework aligns to the “Portrait” and “Community” metrics and reflects steady progress toward attainment of goals.



The model or review tool used can include a review of district student achievement goals, for example, student learning outcomes, graduation rates, and academic growth measures.

GOAL 3:

Redesign and update the D230 25-year plan to allow the administration and school board the opportunity to provide input and insight on prospective facility upgrades, with focus on establishing a focus group to make a recommendation on construction of a facility or facilities that expands opportunities to enhance physical education, wellness and athletics.



Two-year research phase based on the review of student impact, finances, facilities, location, etc.

GOAL 4:

Expand Board of Education and district staff relations through opportunities relating to student, staff, and community excellence by implementing regular collaboration meetings throughout the 2023-2024 school year.



Quarterly collaboration/articulation meetings will be planned and executed. A pre and post assessment of board and leaders of staff associations (teachers, ESP, & Food Service) will be collected and disseminated.

GOAL 5:

Conduct a program review of the D230 graduation requirements with a lens on alignment with state requirements and include service learning and other non-credit bearing requirements to graduate.



Conduct a comprehensive review to make recommendations to the Board of any changes plus rationale by the March 2024 Board meeting.

GOAL 6:

Cultivate an educator pipeline program that addresses shortages in all areas including teaching staff, support staff, substitute pool, and administration which should include mentoring and regular monitoring of new staff to ensure retention.



Progress the work of the previous pipeline projects to include a renewed focus on supplying D230 with quality educators at each level. The focus would be an integration of programs that were initiated prior to the pandemic with renewed efforts in addition to changes in market conditions accelerated by the pandemic.

This plan will be presented to the Board by February 2024.

Strategic Planning Process

Collaborative,
Transparent,
Focused

PLANNING

Establish goals,
design actions,
implementation

ORGANIZATIONAL STRUCTURES

Ongoing evaluation of
accountability, responsibility
and leadership capacity

OPERATIONAL SYSTEMS

Requisite resources,
systems and processes,
alignment to policy

ENGAGEMENT

Communicate regularly,
stakeholder
involvement

REVISIT/REVISE

Reflect on progress,
revise as needed,
celebrate



Consolidated High School District 230