LEADING WITH COHERENCE

CONNECTING VISION, INSTRUCTION AND OUTCOMES

2025-2027

Dr. Brandon C. White
Superintendent



GUIDING statement

This plan serves as a roadmap to bring coherence to our district by uniting vision, instruction, and leadership into one focused system. Through collaboration, professional learning, and shared accountability, we will build the capacity of our educators and leaders while ensuring that all students experience challenging, supportive, and engaging classrooms.

Education serves as the ultimate equalizer, and it is our duty to ensure every student has daily access to exceptional learning opportunities. Over the next 18 months, we will build coherence by clarifying expectations, aligning resources and practices, and supporting all educators through the challenging phases of ‘why’ so that our ‘why’ is evident in everything we do and every decision leads to stronger student outcomes.

Coherence

Coherence consists of the shared depth of understanding about the purpose and nature of the work. Coherence is what is in the minds and actions of people individually and especially collectively.

Coherence is difficult to achieve under conditions of overload, fragmentation, and policy churn, but it can be done.

-Michael Fullan, 2017



Think about this...

Effective change processes shape and reshape good ideas as they build capacity and ownership among participants.

Policies and practices succeed when they are continuously informed by the knowledge, skills, and experiences of educators from all levels of the system.

Highly successful organizations learned from the successes of others but never tried to imitate what they did.

Data Collection and Observations

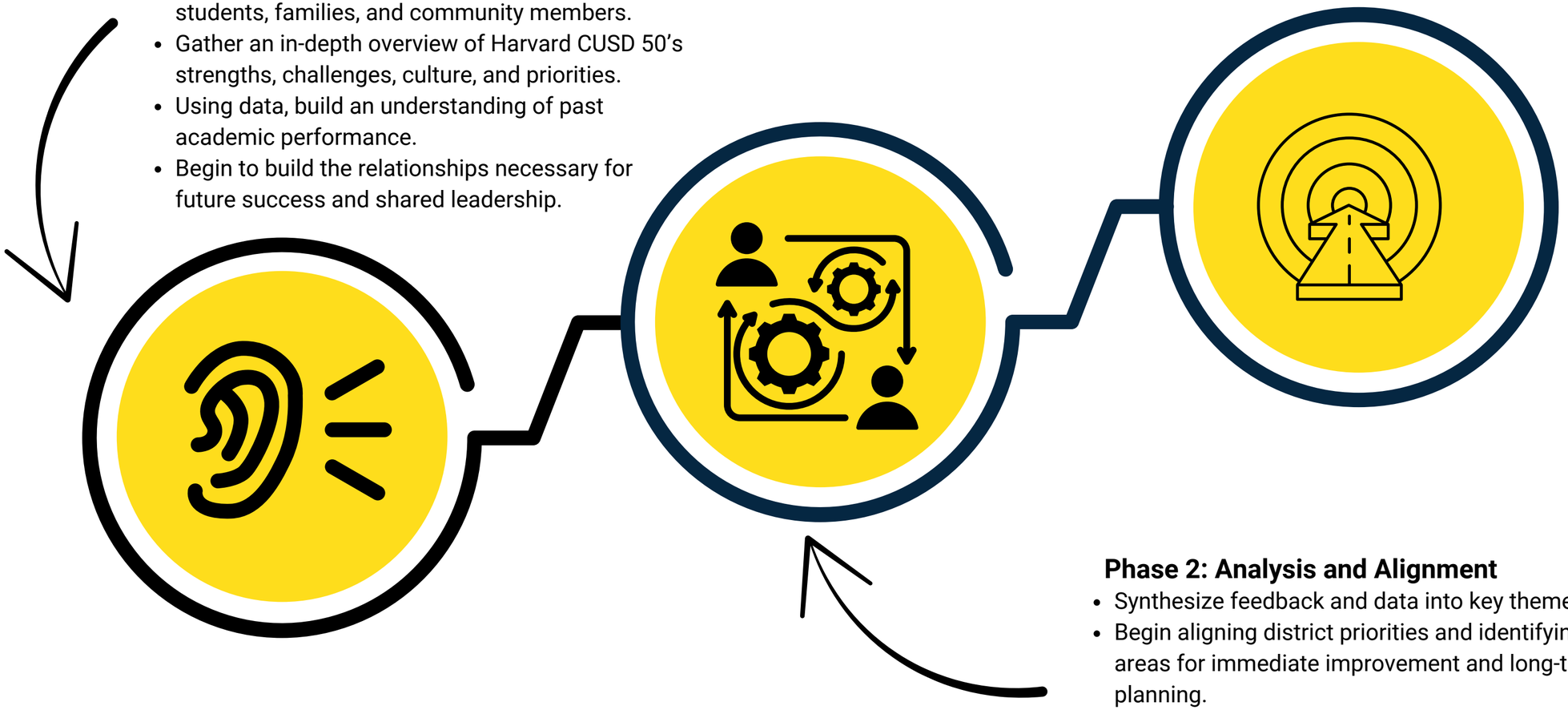
- Listening Sessions with Staff
- Participation in collaborative teams convenings
- Third-party interview
- Community listening sessions
- Student focus groups
- Data analysis



Steps to Entry

Phase 1: Listening and Learning

- Establish visibility and build trust with staff, students, families, and community members.
- Gather an in-depth overview of Harvard CUSD 50's strengths, challenges, culture, and priorities.
- Using data, build an understanding of past academic performance.
- Begin to build the relationships necessary for future success and shared leadership.



Phase 2: Analysis and Alignment

- Synthesize feedback and data into key themes.
- Begin aligning district priorities and identifying areas for immediate improvement and long-term planning.
- Establish shared ownership of emerging goals.

Phase 3: Acting with Purpose

- Take focused action on high-leverage priorities.
- Establish clear communication and accountability structures.
- Launch systems for sustainable improvement and progress monitoring.

Listening Session Questions

The district's math and literacy scores are lagging behind educator and community expectations. What do you believe needs to change or improve in order to have increased student achievement?

The district's current goals are outlined in the attached copy of the BHAG goals. Do you think the district should prioritize these areas, or should it focus on something else? Why?

The district has a rich and diverse student body. What are ways in which we can better support all learners?

Strong districts and schools are built on strong relationships with families and the community. In what ways can Harvard CUSD 50 strengthen communication and partnerships with parents, families, and community organizations to better support student success?

NotebookLM

D50 Listens: Community Diagnosis



SURVEY RESULTS



starting goals seal feel yes passing
access focus english child response
every actually result
many basic
important strong district
kids meet
reading math success
accountable skills standards
academic scores policies
useless test writing work enforced
crosby biliteracy bhag following
outlined

STUDENT FEEDBACK

FOCUS GROUPS

“Our teachers care about us, I feel like I have at least one teacher I can talk to about things.”

-D., senior

“We need more semi trucks!”

-N., pre-k student

“We need more space to collaborate and hangout.”

-A., freshman

“Sports are important to us here in Harvard, and we need better fields.”

-R., fifth grade student



“We like learning our letters and sounds

-C., pre-k student

18 MONTH PLAN



WHAT IS WORKING?

- Dedicated educators and staff
- Community that values education and the district
- High-Quality Instruction Materials adopted through rigorous adoption process
- PLC structures are in place due to the work done by educators and leaders
- Effective instructional strategies
  - (Science of Reading foundation, Dual Language, AVID, Dual Credit and AP courses, CTE)
- Financial resources to ensure our students and staff have the materials and equipment needed to implement district curriculum



Harvard 18-Month Logic Model

Goal Statements	
Mathematics	
Elementary	As a districtwide collaborative team, we will **improve students' proficiency** in math from (108) 10% to (163) 15% **Meeting or Exceeding Standards** based on the May 2026 IAR state assessment.
Secondary	
English - Language Arts	
Elementary	As a districtwide collaborative team, we will **improve students proficient** in ELA from 276 students/24.8 % to 363 students/33 % **Meeting or Exceeding Standards** based on the May 2026 IAR state assessment.
Secondary	
English Learners	
District	The goal is to ensure all English learning students who are with the district for five years or more are proficient by their fifth year of enrollment, as measured by ACCESS

	Inputs		Outputs	Short-Term Outcomes Now–August 2026		Intermediate Outcomes August-October 2026		Long Term Outcomes
	Resources	*Actions/strategies*	*Outputs*	*Initial Educator Learning Outcomes*	*Initial Educator Practice Outcomes*	*Intermediate Educator Learning Outcomes*	*Intermediate Educator Practice Outcomes*	*Intended Results for Students*
Systems and Leadership								
Notes:	Strategic Plan consultants Instructional Framework consultant (TBD) *Becoming a Learning System* *Learning by Doing Danielson Framework* Strategic Plan	Develop a new strategic plan, with goals/BHAGs aligned to student outcomes.	Clearly articulated goals connected to explicit expectations for students and adult teaching and learning	Educators demonstrate increased alignment of practice to district's goals, aligned expectations, and impactful learning with collaborative teams and individual practices.	Educators review and reflect on current instructional practices and identify areas of needed capacity building through feedback channels and classroom observations to align with strategic plan goals and strategies	Educators increase their capacity through differentiated and job-embedded professional learning in special areas identified as related to district and school goals, and the district's Instructional Framework and Delivery Model	Educators begin and continue to make shifts in expectations and begin to make shifts in their instructional practices	As a districtwide collaborative team, we will **improve students' proficient** in math from (108) 10% to (163) 15% **Meeting or Exceeding Standards** based on the May 2026

Mathematics								
	Instructional Coaches Instructional Framework Exemplars *Becoming a Learning System* AVID *Learning by Doing* *Danielson Framework*	Teachers and leaders revisit the work done previously to identify priority standards and dissect academic standards to ensure alignment of rigor and depth	Dissected standards identifying the DoK level and performance expectations for each standard	Teachers will comprehend the expectations, requirements, and mastery levels associated with the standards for their specific grade level or course.	Teachers will begin to understand the need to shift in planning, instruction, and assessment. This shift will be observable through lesson	Teachers will review, develop or refine common assessments to ensure alignment to priority standards' mastery levels and the specific performance	Teachers will begin to implement with integrity common assessments and instruction that aligns to the academic standards	

		of knowledge.			plans and informal/formal walkthroughs	requirements		As a districtwide collaborative team, we will **improve students' proficiency** in math from (108) 10% to (163) 15% **Meeting or Exceeding Standards** based on the May 2026 IAR state assessment.
	Instructional Coaches Adopted materials Illinois Academic Standards	Teams of teachers supported by instructional coaches, district, and building leaders align adopted materials to academic standards	A district crosswalk of standards and adopted materials, along with needed supplemental materials					
	District scope and sequences and curriculum maps	Develop and refine district scope & sequences and curricular maps to clearly articulate alignment of tools and strategies with the expectations of grade level standards	District curriculum maps for mathematics grades PK-12					
	AVID WICOR strategies *Becoming a Learning System*	Align AVID WICOR strategies to the district's Instructional						

Literacy and Vocabulary								
		Teachers and leaders revisit the work done previously to identify priority standards and dissect academic						As a districtwide collaborative team, we will **improve students' proficiency** in math from (108)

		standards to ensure alignment of rigor and Depth of knowledge.						10% to (163) 15% **Meeting or Exceeding Standards** based on the May 2026 IAR state assessment.
		Teams of teachers supported by instructional coaches, district, and building leaders align adopted materials to academic standards						
		Develop and refine district scope & sequences and curricular maps to clearly articulate alignment of tools and strategies with the expectations of grade level standards						
English Learner Proficiency								
								The goal is to ensure all English learning students who are with the district for five years or more are proficient by their fifth year of enrollment, as measured by ACCESS

Academic Goals

English Language Arts

Mathematics

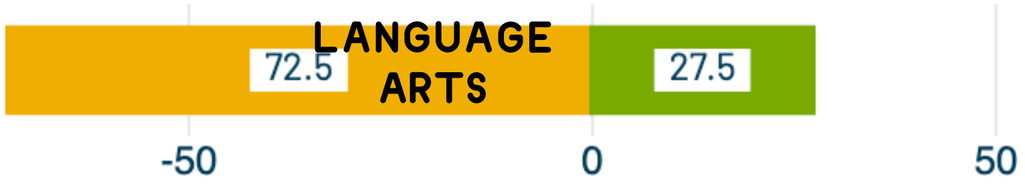
Language Proficiency



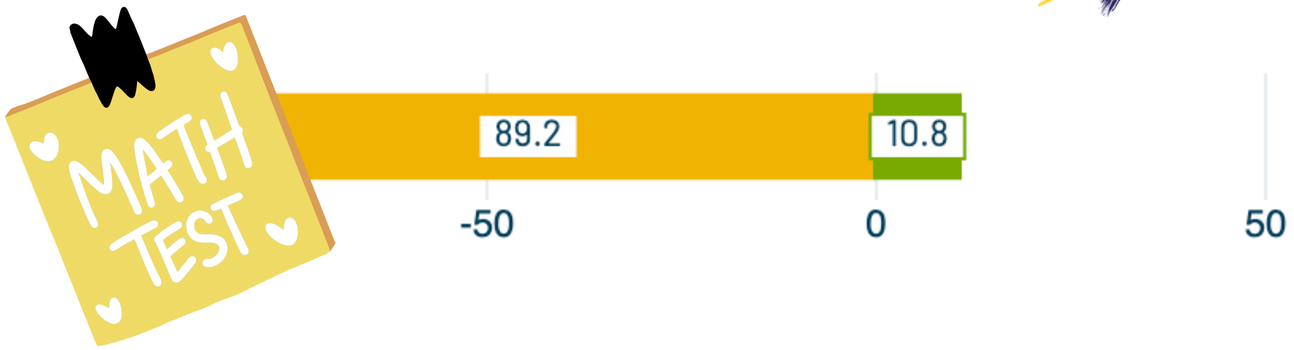
DATA SNAPSHOT



LANGUAGE ARTS

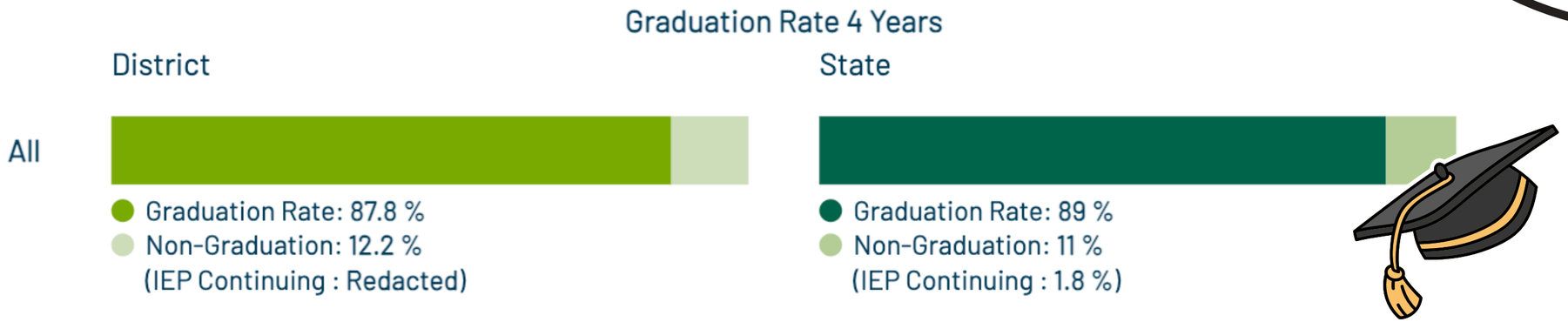












Academic Proficiency and Growth

SMART Goals

As a district-wide collaborative team, we will improve students proficient in ELA from 276 students/24.8% to 363 students/33% meeting or exceeding standards based on the May 2026 IAR state assessment.

As a district-wide collaborative team, we will improve students' proficiency in math from (108) 10% to (163) 15% meeting or exceeding standards based on the May 2026 IAR state assessment.

Academic Proficiency and Growth

SMART Goals

*As a district-wide collaborative team, we will improve students' proficiency in the English language by 10% annually so that we may achieve our ultimate goal of all English learning students who are with the district for **6 years or more** to be proficient as measured by ACCESS testing.*

Three Overarching Focuses

Systems and Leadership

Educator Capacity

Language Acquisition and Multilingual Education



Three Overarching Focuses

Systems and Leadership



Systems and Leadership

Focusing Direction

- Establish a new **Strategic Plan**
- Develop an **Instructional Framework**
- Adopt or develop an **Instructional Delivery Model**
- Ensure principals are operating as instructional leaders, principals need to be in classrooms providing feedback

Cultivating Collaborative Cultures

- Engage with intentionally selected consultants
- Continue to strengthen professional learning communities across the district and ensure integrity in the adopted models and supplemental materials.
- **Realign administrative positions to focus on Teaching and Learning, while staying budget neutral**



Systems and Leadership

Deepening Learning

- Continued district-wide implementation of AVID school-wide strategies

Securing Accountability

- Identified key performance indicators specific to strategic goals, and academic and growth SMART goals



EVIDENCE TIMELINE

Strategic Plan

Instructional Framework and Instructional Delivery Model

Ongoing refinement of Curriculum Maps and Supplemental Materials

DECEMBER 2025

Strategic Plan work begins **February 2026**

MAY 2026

JUNE-AUGUST 2026

- Strategic plan consultant identified*
- Instructional Framework development work begins
- AVID audit completed, along with AVID strategies connected to specific academic content area improvement efforts with professional learning aligned
- New job descriptions presented that focus on teaching and learning

- Strategic plan adopted by Board*
- Instructional Framework draft presented to educators for feedback
- Math and ELA academic priority standards validated and common assessment rigor alignment work

- Key performanace indicators presented to board
- Instructional Framework and Instructional Delivery model implemented along with job-embedded professional learning
- Curriculum Map refinement

**Contigent on board action*

Three Overarching Focuses

Educator Capacity



Educator and Leadership Capacity

Current State

- Strong, committed educators who are asking for clearer expectations to move instruction forward

- Listening sessions, data analysis, and observations have concluded that we need to ensure that Tier I instruction aligns to both the content and the **rigor** of the academic standards

- Differentiation needs to occur both for our struggling students, and our students that are excelling (intervention and acceleration)



Educator and Leadership Capacity

Current State

- Inconsistencies and inequities exist across the district due to the lack of a clear, coherent focus

- Implementation fatigue—Numerous programs and supports in place, have caused additional confusion on what is priority



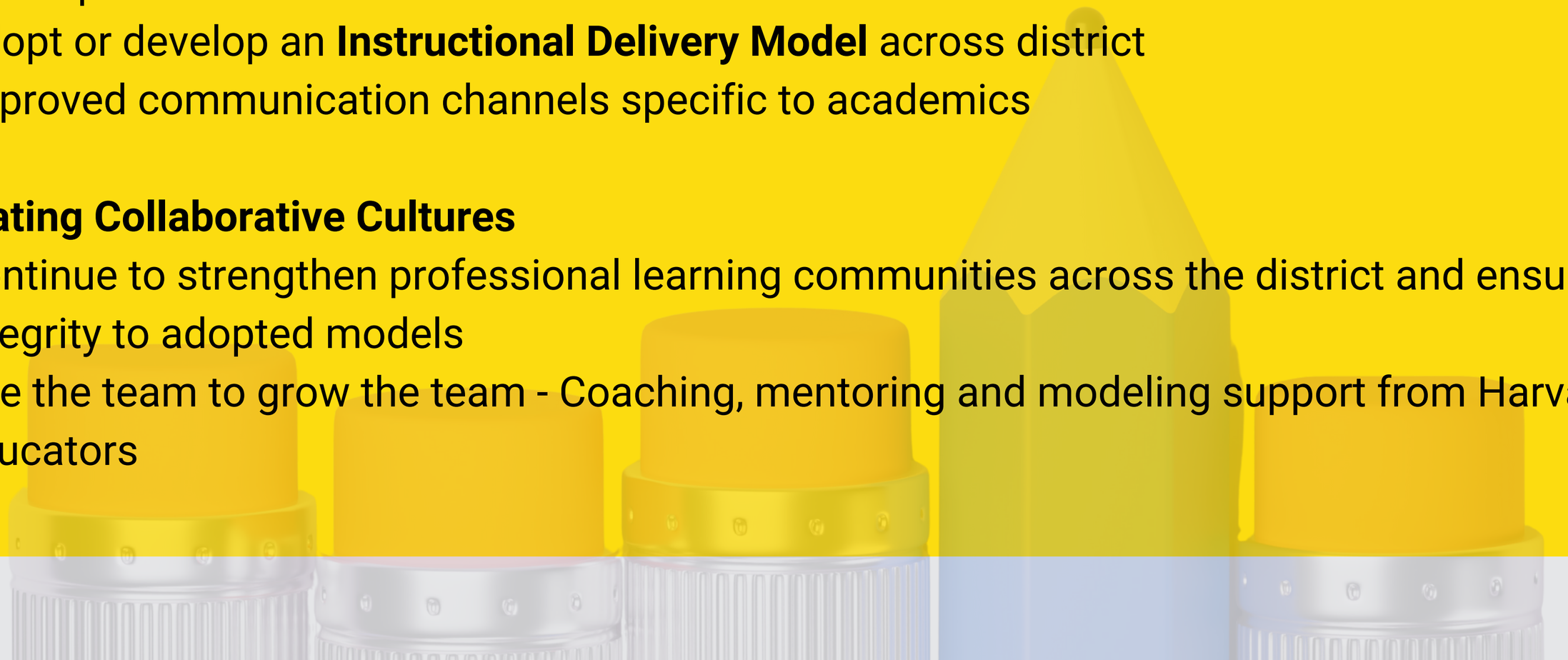
Capacity Action Steps

Focusing Direction

- Establish a new **Strategic Plan**
- Develop an **Instructional Framework**
- Adopt or develop an **Instructional Delivery Model** across district
- Improved communication channels specific to academics

Cultivating Collaborative Cultures

- Continue to strengthen professional learning communities across the district and ensure integrity to adopted models
- Use the team to grow the team - Coaching, mentoring and modeling support from Harvard educators



Capacity Action Steps



Deepening Learning

- Continued districtwide implementation of AVID schoolwide strategies
- Professional learning to support differentiation, English learning education
- Prioritize key technology tools to support Tier I adopted materials
- Align supplemental materials to our instructional framework and expectations for classroom instruction

Securing Accountability

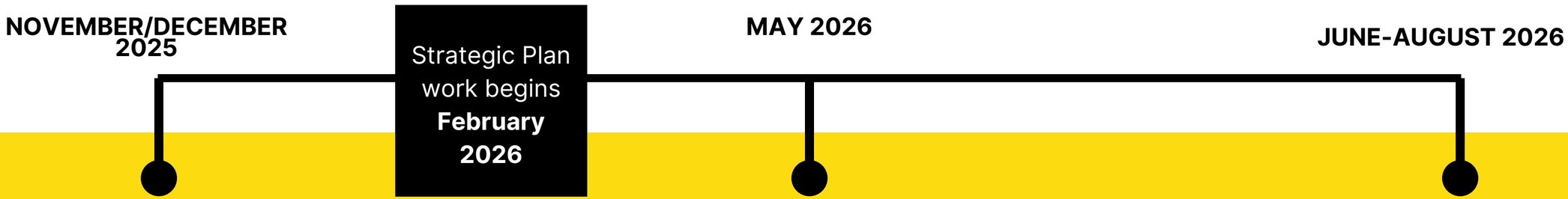
- Identified key performance indicators specific to strategic goals, and academic and growth SMART goals
- Alignment of district, school, team, and individual student goals

EVIDENCE TIMELINE

Clarify the role of PLCs and AVID in our overall improvement efforts

Define clear and consistent expectations of Tier I instruction

Invest in evidence and research based professional learning



- Guiding Coalition establishes clear professional learning and support at the district, building and team levels to support district established goals
- Instructional leadership teams continues to work with consultant group to evaluate existing tools and define a clear instructional framework and direction for the district.

- Summer professional learning plan developed to support strengthening instructional practices, including AVID strategies.
- Technology and supplemental resources evaluated and refined to align with draft instructional framework.

- Educators engage in professional learning with clear outcomes and commitments to support shifts in instructional practice
- Expectations defined and professional learning implemented to support greater differentiation and support for students at Tier I (classroom instruction)

Three Overarching Focuses

Language Acquisition and Multilingual Education



Language Acquisition

Current State

We educate over 1,100 multi-lingual learners, while at the same time our data shows that our native English speakers are struggling with language acquisition as measured by MAP Growth, IAR, ACT, and other assessments

Deeper community understanding of the role of dual language in both English and Spanish development is needed in order to build complete community and district support of the program

A lack of understanding around the purpose of dual language, both for native speakers and English learners. In addition knowlede or understanding of the research behind the effectiveness of dual language for <u>all</u> students.



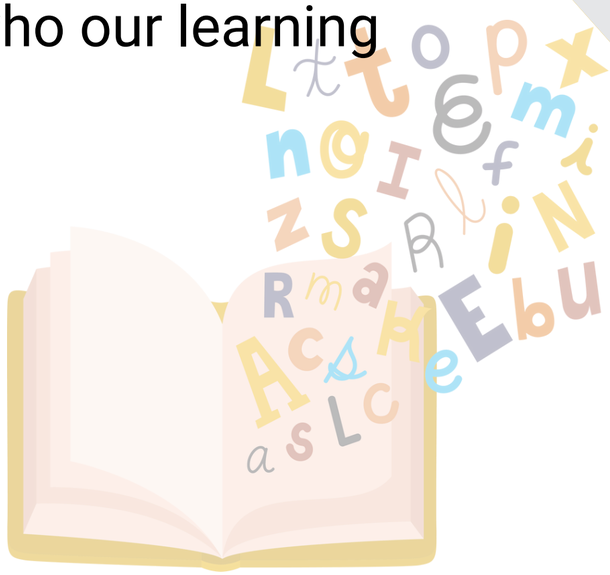
Language Acquisition

Current State

Curriculum alignment between monolingual and dual-language classrooms, and collaboration between classrooms needs to be evaluated to identify areas of growth and improvement

We struggle to get all students to be proficient in the English language as measured by ACCESS testing even though they have been with us for five or more years

Improve instruction and supports for dually identified students (Students who our learning English, while also identified as students with an exceptionality)



Language Acquisition Action Steps



Focusing Direction

- Third-party evaluation of dual language programs
- Ensure that the district’s instructional framework includes clear expectations and outcomes for dual language learning
- Develop “pre” Seal of Biliteracy checkpoints to ensure student success for those who choose the biliteracy pathway
- Parent information sessions to strengthen parents' understanding of our curriculum and instructional models

Cultivating Collaborative Cultures

- Ensure continued vertical and horizontal collaboration occurs amongst dual and monolingual educators
- Observe programs in other districts with like demographics, but higher outcomes to identify best practices in programs with our unique learners

Language Acquisition Action Steps



Deepening Learning

- Continued district-wide implementation of AVID school-wide strategies
- Professional learning to support differentiation, English Learning education, and rigor through dual language instruction
- Build educator capacity of the English Learner standards and ensure curriculum aligns with both academic and EL standards

Securing Accountability

- Identified key performance indicators specific to strategic goals, and academic and growth SMART goals
- Alignment of district, school, team, and individual student goals
- Strengthen our assessment and data analysis systems to effectively measure growth and acquisition of English and Spanish



LANGUAGE ACQUISITION TIMELINE

Stronger standard alignment of curriculum

Action steps for third party dual language and EL programming evaluation

Invest in evidence and research based professional learning and strategies

DECEMBER 2025

Strategic Plan work begins **February 2026**

MAY 2026

JUNE-AUGUST 2026

- Identify third-party partner to evaluate dual and EL programming
- Instructional coaches support grade level teams in curriculum map refinement to assure alignment to both EL and academic standards

- Summer professional learning plan developed to support strengthening instructional practices specific to language acquisition, vocabulary, differentiation, and the instructional delivery model
- School schedules and calendars planned to ensure time for vertical and horizontal ongoing collaboration for all teams and grade levels

- Educators engage in professional learning with clear outcomes and commitments to support shifts in instructional practice
- Expectations defined and professional learning implemented to support greater differentiation and support for English learners at Tier I (classroom instruction)

“We need to develop a climate and culture with a sense of urgency, not panic.”

NEXT STEPS

- Identify the third-party evaluator for dual and EL programming
- Identify and select strategic plan partnership
- Engage in collaboration and partnership with *Learning Forward* to support Instructional Framework development and implementation
- Continue work with Solution Tree and David Jones to focus on PLC work
- Develop specific action plans for targeted designated schools
- Execute the action steps for each specific targeted area

NEXT STEPS

- **Work on streamlining communications and develop common communication expectations across each building**

- **Provide ongoing updates and feedback to the board and the community**



THANK YOU.
QUESTIONS?



“A good school is good for the community regardless if you have children in the district.”