

Streator Township High School District #40

Strategic Plan



Adopted: June 22, 2021

VISION STATEMENT

Streator Township High School prepares its graduates to live and adapt in a changing world by offering a challenging academic and career-ready curriculum with a solid technological foundation and a comprehensive extracurricular program in a safe and effective learning environment.

MISSION STATEMENT

In partnership with our community and parents, Streator Township High School will prepare students to reach their potential and become independent, productive, and responsible members of society.

Goals

1. Streator Township High School will prepare students to meet the academic expectations of the learning standards as set forth by the State of Illinois.
2. Streator Township High School will educate students who are involved in and give back to their community.
3. Streator Township High School will prepare students for post-secondary careers.
4. Streator Township High School will continue to upgrade and improve facilities for student and community use.
5. Streator Township High School will continue to be financially stable and maintain a three to five year plan.
6. Streator Township High School will develop and implement a plan focused on developing a sense of unity at SHS and embracing our changing community.

English Department

English Department Core Values:

1. We want students to read critically and write effectively.
2. We want to follow the Common Core guidelines in our curriculum.
3. We want students engaged and interested in our classes.

English Department Objectives:

1. Explicitly teach the reading skills that the department has agreed on i.e. Active reading, common vocabulary for literary elements (These satisfy RTI requirements).
2. Explicitly teach writing skills and techniques that the department has agreed on i.e. POWER, essay structure, common vocabulary for essay structure. (These satisfy RTI requirements).
3. We need to review and clearly define writing and grammar outcomes for each level of instruction.
4. We want to fulfill goals to have students write 2 essays and read 3 books (or the equivalent) per semester.
5. We want to use grade-specific resources (texts, novels), and update ancillary materials to improve student interest.
6. Investigate the addition of a different English elective.

7. We want to use grade-specific resources (texts, novels), and update ancillary materials to improve student interest.
8. Create closer teacher student relationships due to lower student-teacher ratio.

English Department Indicators:

1. Explicitly teach and test our RTI reading and writing skills.
2. Follow our curriculum outlines for each level.
 - a. Systematically review each year of curriculum over the next four years beginning with the freshman curriculum in 2021-22.
3. Form a subcommittee to explore some sort of comprehensive writing and grammar instruction program.
4. Follow our curriculum outlines for each level.
5. Review the curriculum regularly (Systematically review each year of curriculum over the next four years (beginning with the freshman curriculum in 2021-22).
6. The department will update essay and reading requirements for all levels.
7. Update the teaching materials to include contemporary literature, novels, story collections as a result of the curriculum review and recommendations from the subcommittee review.
8. Recommend that English 1 classes sizes be between 18 and 24 students as per research by Malcolm Gladwell.
9. Recommend that guidance try to limit the number of students repeating a class to two per section.
10. Encourage SHS English faculty to propose electives to replace contemporary literature.

Foreign Language Department

Foreign Language Core Value:

1. We value providing quality learning opportunities for each student enrolled in a Foreign Language Course at SHS.

Foreign Language Objectives:

1. Maintain class sizes at current levels so that students receive more individual opportunities to practice and participate in class.
2. Add new classes and new sections if needed to comply with state graduation requirements for two years of foreign language.
3. Correctly place native Spanish speakers in advanced classes.
4. Update teaching materials and methods to better appeal to modern students, to prepare for the increase in student numbers, and to prevent student cheating

Foreign Language Indicators:

1. We will measure the effect of keeping class sizes the same with classroom assessments and grades. Because we keep class sizes, the same, students will maintain or improve in-class assessment scores.. Teachers will use classroom assessments, SLO's, and final grades to measure student learning. Upper level students also have the opportunity to take the AP test to earn college credit.

2. Resume Spanish placement testing at Northlawn. We need the data from guidance to know which students to test, and we need permission from both administrations to take a day to go test those students.
3. Purchase SOMOS 1 and 2 Or purchase Voces; Renew Quia and Gimkit subscription; Purchase foreign language novels (class sets); Adhere to World-Readiness standards; Access ICTFL
4. Purchase new materials and renew subscriptions by the end of 2021-22 school year.
5. Integrate new materials and subscription tools into curriculum by the end of the 2022-23 school year.
6. Revise curriculum to reflect the use of the new materials and the standards by the end of the 2023 - 24 school year.
7. Have new classes in place to be approved by the end of the 2024-25 school year

Math Department

Math Department Core Values:

1. The department values having up to date instructional resources and equipment in order to promote student learning.
2. The department values offering a wider range of mathematical learning opportunities.
3. The department values creating a positive educational environment in the classroom.
4. The department values developing high expectations of students.

Math Department Objectives:

1. Textbooks and other essential equipment will be replaced and updated according to a schedule developed with admin over the next several years.
2. Dual Credit offerings will be expanded by offering MTH 1000 & MTH 1008.
3. The student to teacher ratio in Geometry, Algebra 1, Algebra A & B, and Pre-Algebra will be lowered.
4. The teachers of the Math Department, in an effort to expose students to mathematical opportunities in the real world, will utilize appropriate field trips and guest speakers.

Math Department Indicators:

1. Develop a replacement schedule with administration.
2. Review texts to be replaced/updated.
3. Follow the developed schedule.
4. Make the course proposals to Dept Chairs and gain approval at SHS, get approval from IVCC, and get additional SHS staff approved to teach dual credit IVCC.
5. Class sizes will be capped to a range of 20 to 25 students.
6. The math resource program will be reorganized/reimagined to help accomplish this goal.
7. Consider using Math teacher & Math teacher co-teaching teams in addition to Math teacher & Special Ed teacher teams.
8. Develop and expand a list of possible field trips, possible speakers, and implement.

PE and Health Department

PE and Health Department Core Values:

1. Promote Public and Student Safety.
2. Develop Parental, Community and Agency Involvement in Department activities.
3. Enhance Physical Activity and Wellness (Lifelong physical activity and wellness).
4. Ensure Social and emotional well being for all students.

PE and Health Department Objectives:

PE/Health and Fitness Objectives:

1. Achieve and Maintain a Health-enhancing level of physical fitness based on continual self assessment - Enhance Physical Activity and Wellness
2. Promote and enhance health and well-being through the use of effective communication and decision-making skills. - Public and Student Safety
3. Understand principles of health promotion and the prevention and treatment of illness and injury. - Public and Student Safety

Health Objectives:

1. Students will recognize risks and acquire strategies to reduce risks. - Public and Student Safety
2. Increase the number of parent contacts. - Parental Involvement
3. Students will assess their current levels of wellness and create a plan to improve their wellness. Enhance Physical Activity and Wellness
4. Students will learn to manage emotions, set goals, make responsible decisions, establish healthy relationships and show empathy for others. - Social and Emotional Wellbeing

Drivers Education Objectives:

1. Ensuring that students fulfill the guidelines for the Secretary of State Permit Guidelines as it relates to the GDL - Parental and Student Involvement
2. Ensuring that students are trained for practice driving and capable of following the GDL licensing process, through the use of a competency-based training and assessment process. - Public and Student Safety
3. Decrease the number of teenage traffic citations within the city. - Public and Student Safety

PE/Health Department Indicators:

PE/Health and Fitness Indicators:

1. Increase the number of students/athletes taking Health and Fitness for the full year. (G1, G2, G3) (still working on)
2. Students in Health and Fitness at SHS will increase in Core Lifts (Bench, Squat, Clean) (G1)
3. Students (Sophomores) in PE/Health and Fitness at SHS will increase the number of repetitions in Sit ups/Curl ups and Push ups. (G1)
4. National Guard, OSF (Hands on CPR) & OSF (Community Engagement) Consideration for the needs of others becomes part of health promotion. Students who can clearly identify and communicate about

health-related issues—and can make healthful personal decisions—will benefit as they grow and mature in school and into responsible workers and citizens. (G2)

5. Students will complete a 1 rep max (MAXED OUT) in the following lifts to determine our baseline.

Health Indicators:

1. Students will list the steps of first aid and CPR in order and demonstrate the steps of CPR. (G1). 80% of students will score 80% or higher on demonstration skills test
2. Students will complete a Food Journal to analyze current health of their diets and formulate goals to improve their diets. (G3) At least 90% of students will complete their Food Journals. At least 95% of students will complete a diet plan with goals.
3. Students will complete physical fitness tests to assess current fitness abilities and create a fitness program to improve overall fitness. (G3) At least 95% of students will attempt fitness tests. At least 95% Of students will create a fitness program.
4. Students will complete the EVERFI dashboard lessons on Social and Emotional health. (G4) At least 90% of students will complete all 6 modules and 80% or higher will score above 70% on the module tests.

Driver's Education Indicators:

1. Increase the number of students taking the CDTP each year. (G2)
2. Making sure each student fulfils the guidelines for Secretary of State Permit Guidelines within the first ten days of class. (G2)
3. Decrease the number of teenage traffic citations within the city.

Science Department

Science Department Core Values:

1. All students should have at least one year of a physical science before graduating SHS.
2. We need to provide opportunities for as many students as possible to access advanced science courses like forensics and biotechnology.
3. Students should have access to up to date, reliable, and peer reviewed sources of information to achieve adequate scientific literacy.
4. Students should be challenged in every course, but not put in positions that would cause them to fail.

Science Department Objectives:

1. Provide updated primary sources to see an increase in scientific literacy.
2. Provide help for low level students to provide support in physical science classes.
3. Provide more testing information for student placement and teacher planning.
4. All students will have taken at least one (but maybe more) of either physical science, chemistry, or physics before graduation.
5. Increase or maintain participation in advanced science classes.
6. Update sources for each class with new textbooks and use them to improve scientific literacy.
7. Maintain or increase support for students through co-taught classes and paraprofessionals in lower level science courses.

Science Department Indicators:

1. Monitor number of students graduating with at least one year of physical science.
2. Monitor the number of students taking forensics and biotechnology while earning a C or better in Chemistry or Chemistry A.
3. Monitor how many classes get new textbooks.
4. Use ISA scores to monitor progress. Look for growth over time. Make changes as data suggests.

Social Studies and Fine Arts Department**Social Studies and Fine Arts Departments Core Values:**

1. All students can recall or recognize information, ideas, and principles in the approximate form in which they are learned.
2. All students can understand the main idea of material heard, viewed, or read and are able to interpret or summarize the ideas in their own words.
3. All students can bring together parts of knowledge to form a whole and build connections for new situations. Students use standards and criteria to support opinions and views.

Social Studies and Fine Arts Department Objectives:

1. Students will read and interpret Primary Sources (i.e. through DBQ's or Art and Music Foundation and theory class) and communicate through writing what they have learned. The curriculum will be implemented through grade-specific resources (such as DBQs, Music Appreciation, Novels, and Films) to promote student interest in history and fine arts.
2. Student enrollment in Fine Arts Programs will be monitored for future staffing needs including but not limited to a Vocal Music Instructor and an additional Auditorium Technology support person.
3. Cross-curricular opportunities will increase between Vocational Department and Fine Arts Department.

Social Studies and Fine Arts Department Indicators:

1. Student engagement in Social Studies and Fine Arts courses will be monitored through projects, concerts, art fairs, AP course assessments and other relevant assessments.
2. Create co-taught courses where necessary to support struggling learners.
3. Maintain and/or update equipment and learning supplies in both Social Studies and Fine Arts as needed to provide the best learning experience for all students.
4. Introduce new courses including but not limited to AP Art History, Photography, Vocational/Theatre Tech, and/or Modern History.

Special Education Department**Special Education Core Values:**

1. Students will excel in Reading Comprehension.
2. Move more students toward the 01 EE Code (Inclusion).
3. Develop strong social-emotional learning skills in all students.
4. Increase student-community involvement.

5. Increase independent living skills/employment skills in all students.

Special Education LD/IntD Goals:

1. Students will show growth by improving their Orleans-Hanna Math score.
2. Students will show growth by improving their Gates-MacGinitie score.

Special Education LD/IntD Indicators:

1. Students in Developmental Math will be tested on equation solving skills in the fall with a pre-test and post-test. They will be given a variety of difficulty levels tested, from one-step to multi-step equations, to demonstrate their problem solving skills. The goal is to have 30% improvement from pre to post test scores.
2. Students will be tested in their Math classes on Geometric problem solving skills with real-life vocational applications. Skills will include finding area, volume, and perimeter with known and unknown variables. Progress will be monitored through EdMentum growth scores. The goal is for students to improve their growth scores by 50 points or more over the course of the year.
3. Students will be tested in the fall and spring in their English classes on vocabulary and reading comprehension using the Gates-MacGinitie assessment. This data will allow teachers to adjust their teaching methods. The goal is to have 30% improvement from pre to post test scores.
4. Students in LD English and/or Foundation Skills English will be using Exact Path as a supplemental resource that the teacher(s) will monitor and assign specific skill levels to each student to target areas of improvement in reading and language skills (context clues, vocabulary, comprehension, etc) that will help increase the Gates-MacGinitie scores. The goal for students would be to increase one grade level (one learning pathway) by the end of the year.

Special Education BD/ED Goals:

1. Students will increase involvement within school activities and school community programs.
2. Inclusion of students in less restrictive classroom settings.

Special Education BD/ED Indicators:

1. Each quarter, students will be presented with activities they could join during that quarter. Using student interest surveys, students will identify at least 1 club or activity they would like to attend. By the spring of each school year, students within the FUSE, SEAL, and Social Work service programs will increase engagement by 5% in school activities (Hub Club, School Sports, Choir, Theatre/Musical, etc..) by attending at least 2 sessions of an activity or sport. Data will be gathered through a spreadsheet that identifies each student and activities they have participated in within the quarter.
2. Within the FUSE and SEAL programs, engagement in community, post-secondary, and transitional programs will increase yearly with the addition of at least 1 new activity per program per year. Teachers and Social Workers will make contact with educational institutions based on student career interests, community services, and volunteer organizations quarterly to schedule opportunities for the classrooms to engage in services or give back to the community.
3. Classroom systems for developing social emotional skills will be reviewed quarterly to address student developmental needs. Implementation of research based SEL curriculum and Theory will be implemented during Social Skills Lessons. Students will demonstrate improvement in social functioning

and emotional regulation within the restrictive setting (FUSE/SEAL Programs) by meeting their daily behavior goals 80% of a quarter to be considered for movement to other classes.

4. During each IEP meeting for students in the FUSE/SEAL Programs, the team will discuss the readiness of the student to take a class outside of the FUSE/SEAL classroom setting with a goal of moving at least 10% of students into a lesser restrictive classroom setting for one or more classes per day.

Special Education Life Skills Goals:

1. Students will increase involvement within school activities and school community programs.
2. Inclusion of students in less restrictive classroom settings to give elective options.
3. Increase opportunities for life skills & transition students to gain work experience.

Special Education Life Skills Indicators:

1. Teachers will make contact with parents a minimum of twice a year and staff members to find appropriate activities from the school directory for the students for at least 90% of the students in the program.
2. Twice a year, teachers will introduce school and community based activities to at least 90% of their students in the program.
3. Teachers will make contact with parents and staff members twice a year to find appropriate classroom settings outside of the Life Skills/ Transition classroom for the students 90% of their students in the program.
4. Teachers will introduce class options to the students to determine their interests, let students visit and observe the classroom, and assist teachers with help with any accommodations needed for the student to be successful trying to include at least 70% of the students in the program into a classroom outside of our programs.

Technology Department

Technology Core Values:

1. Students and staff will use the [International Society for Technology in Education \(ISTE\) standards](#) that will empower them to learn the necessary technology skills to thrive in work and life.
2. Staff will have the proper tools to deliver interactive lessons in their classrooms.
3. Students will have the proper devices in school and at home to achieve the ISTE standards.
4. Using Google Workspace, teachers and students will use the ISTE standards incorporated into daily teaching and learning activities.

Technology Objectives:

1. Teachers will have the availability to use 3rd party websites to enhance student learning with the use of student chromebooks in the classroom.
2. WiFi coverage will be increased in the building to cover all spaces that students use to work collaboratively.
3. Collaborative furniture will be purchased for all classrooms.
4. The newest trends in cybersecurity will be implemented into the school as needed.
5. The newest technology trends for teachers and classrooms will be researched and implemented.
6. The 1:1 Chromebook program will be maintained.

7. Collaborative learning spaces will be increased in number with the use of multimedia and multimedia projectors.

Technology Indicators:

1. Add 4 LCD screens and 4 LCD projectors that will be hidden in the ceiling in the gymnasium .
2. Add additional screen(s) and LCD projector(s) in Commons.
3. Purchase adequate number of chromebooks annually to keep inventory modern and fresh.
4. Add wifi coverage to outdoor spaces such as courtyard, parking lots, and collaborative workspaces in the building.
5. Purchase site licenses for teachers for specific websites that will help achieve and deliver the ISTE standards to students.
6. Train staff about newest threats and developments in cybersecurity
7. Staff will attend trainings and conferences to increase their knowledge on new educational technologies.

Vocational Department

Vocational Department Core Values:

1. Students will gain skills that can be used in post-secondary life (relationships, family, career).
2. Students will be exposed to STEM activities throughout the entire Vocational Department and its course offerings.
3. Students will have a breadth of options for courses and activities to foster interest and deep learning in various career paths.
4. Students will be provided with the highest quality tools, equipment, and learning supplies to enhance the educational process.
5. Students will have access to the latest curriculum and sequences in our areas of Industrial Career and Technology, including but not limited to Dual Credit Courses.
6. Students will have the opportunity to earn Technical Certification in any area that provides this type of documentation.
7. Students will have the opportunity for Career Onsite Observation through local Industrial Partnerships.

Vocational Department Objectives:

1. Update the curriculum for various current courses to keep it relevant in changing times. Ensure that curriculum is aligned with all courses, contains STEM-based projects, and is progressive.
2. Implement advanced credentials for students throughout all courses in the department.
3. Update physical space of classrooms for changing needs, including but not limited to:
 - a. Upgraded kitchens in the food lab
 - b. Updated pre-school restroom facilities
 - c. Upgraded Agriculture Lab or separate building
4. Monitor student enrollment in all courses and activities to make staffing decisions for future positions.

Vocational Department Indicators:

1. Each course curriculum will be examined for necessary changes. The Business department will align all courses with the outcomes of the CEO program.

2. Incorporate the opportunity for students to gain industry credentials (such as Google Certifications, OSHA Safety Certification, ASE Certification, Electric/Hybrid Automotive Certification, Safe Serve Certification, and Welding Fabrication Certification).
3. Monitor grants and local funding to support facility enhancements in the vocational areas.
4. Increase the number of opportunities for students to gain field experiences in various areas including construction job sites, automotive body and paint shops, metal fabrication facilities, restaurants, child-care facilities, and fashion/clothing facilities.
5. Propose and implement new courses in current career pathways including, but not limited to, Accounting 3 and CAD.

Athletic Department

Athletic Department Objectives:

1. Through their participation in athletics at Streator High School, students will learn what it means to be part of a team by understanding the **WE** is greater than **ME** concept.
2. Through their participation in athletics at Streator High School, students will work on character development by focussing on values such as; accountability, commitment, discipline, leadership, mental toughness, respect, sportsmanship, and work ethic.
3. Through their participation in athletics at Streator High School, students will demonstrate an improvement in athletic skills.

Athletic Department Indicators:

1. Student athletes will represent the school in a positive manner at all events and practices.
2. Athletic programs will participate in community events.
3. Streator high school will maintain athletic teams in the 20 sports that we currently offer, while looking to offer opportunities in other IHSA sanctioned sports/activities.

Building and Grounds Committee

Building and Grounds Objectives and Indicators:

1. Streator Township High School will improve the facilities listed.
 - Indicator 1: Repair or replacement of prioritized roof sections.
 - Indicator 2: Ticket Booths at the Athletic Complex will be repaired or rebuilt as needed.
 - Indicator 3: Installation of new bleachers in Pops Dale Gym and Bloomington St. Gym.
 - Indicator 4: Ongoing maintenance will be completed on the Tennis Courts, Track, Baseball, Softball, and Soccer Fields.
 - Indicator 5: Exterior brick areas will be examined and tuckpointing repaired in prioritized areas.
 - Indicator 6: Exterior lighting at the Football and Tennis complexes will be replaced pending funding for projects.
 - Indicator 7: New field turf for the Football complex will be installed pending funding for the project. A task force will be developed to examine the feasibility of the project.
 - Indicator 8: A new Agriculture facility will be constructed pending funding for the project. A task force will be developed to examine the feasibility of the project.

Finance Committee

Finance Committee Objectives:

1. A long-term financial projection of the Operating Fund Balances (10-20-40-70) will be presented to the Board.
2. The District shall maintain fund balances adequate to ensure the ability to maintain levels of service and pay its obligations.

Finance Committee Indicators:

1. No later than the fourth quarter annually, a three to five year Operating Fund projection will be presented to the Board.
2. The District will seek to maintain a minimum of 6 months reserves in the fund balances. The District will set a target of 12 months cash on hand in the next 10 years.