A New Day for Learning
Champaign Unit 4 School District
Strategic Plan 2020-2025
Table of Contents

Excellence, Equity, and Educational Justice ....................... 2
Vision, Mission & Values .......................................................... 4
Definitions .............................................................................. 5
Approach to School Improvement ........................................ 6
Outcomes ................................................................................ 7
Strategic Priorities .................................................................. 8
  Priority 1. Instructional Excellence ..................................... 9
  Priority 2. Educational Access .......................................... 12
  Priority 3. Family and Community Engagement ........... 15
  Priority 4. Organizational Alignment .............................. 18
  Priority 5. Strategic Resource Allocation ....................... 20
Moving Forward Together ..................................................... 22
Acknowledgements ................................................................ 23
Champaign Unit 4 Schools has long endeavored to provide excellent educational opportunities to its 10,000 students. It has also long fallen short on this goal. Even sweeping reforms, including a shift to a schools of choice model as part of an eight-year consent decree, have resulted in little to no progress in decreasing minority group isolation, closing pervasive achievement gaps between white and black students, and increasing achievement rates for other historically underserved student groups, including multi-lingual learners and students with disabilities. In the 2018-19 school year, only nine percent of African American students were proficient in English language arts; six percent in math. These rates are unacceptable.

This strategic plan – our first in over a decade – comes at a precarious time for our community and country. The ongoing COVID-19 pandemic has lain bare inequities between students and families with means and those without. Black and multi-lingual families have been disproportionately impacted on every measure – from access to e-learning to health to unemployment. These stresses will no doubt impact student well-being and achievement now and in the future.¹

It also comes at a time when the country has erupted with demands for social justice and the dismantling of systems and institutions plagued by racism, including education systems. For too long, where children live and the color of their skin have been easy predictors of how well they will fare in our schools.

Before creating this plan, we conducted a review of our current practices and systems to understand underlying causes of educational disparities in Unit 4. Talking with students, parents, municipal leaders, educators, principals, religious leaders, central office administrators, school support staff, and others; reviewing data; surveying staff; and visiting our classrooms and schools made clear that:

- We are lacking the basic building blocks of a high-performing education system: a coherent and demanding curriculum, assessments, and instructional methods all aligned to student performance standards.
- Our educators have few opportunities to learn with and from one another in structured settings.
- We rarely and/or unsuccessfully engage educators, families, and students in helping us understand and address challenges in classrooms and schools.

¹Unit 4 has also created a reentry and recovery plan outlining how it will manage teaching and learning in and outside of schools for the duration of the pandemic.
The district seeks to reduce the effects of structural/systemic racism, defined as “a system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity”. It identifies dimensions of our history and culture that have allowed privileges associated with ‘whiteness’ and disadvantages associated with ‘color’ to endure and adapt over time.

- Black students are identified for special education services at disproportionate rates, limiting their exposure to quality classroom instruction.
- Many schools are segregated and student outcomes cut across racial and socioeconomic lines. Segregation can also be found within schools, as students of color are placed in regular or special education classes and white students on honors tracks.
- While most of our students are black or Latinx, most of our teachers are white.
- Our central office is not set up to manage change or implementation effectively – as a result, initiatives often fall by the wayside or are implemented ineffectively.

It’s time to tackle our system’s inequities head on – to seek out and destroy biases, structures, and practices that serve as barriers to opportunity for our students. It’s time to get clear about what excellence looks like in our classrooms and schools, and to build our capacity as a system to deliver it to each of our students, every day.

This strategic plan blends the voices we heard in our district review with the expertise of our staff, community stakeholders, and technical assistance partners and lays out how we will transform learning outcomes for our students. We need our entire community – staff, families, community partners, and students themselves – to join together to not only set this plan into action but also hold us to our course. Together, we can set a new trajectory for our students and help them all reach their boldest dreams.
• Focused on students. We challenge ourselves to place students at the center of every decision we make and seek to provide them with inspiring and enriching learning experiences every day. We take a holistic approach to child and youth development to ensure students meet their full potential.

• Dedicated to our employees. We know that our educators, administrators, and staff make positive differences for our students every day through knowledge, hard work, and caring. We support our employees so they are equipped to help every student succeed.

• Committed to equity and educational justice. We are intent on tearing down barriers to student learning and prioritizing students furthest from opportunity and groups of students who have historically been underserved in our schools. We thoughtfully consider and actively challenge societal norms that privilege some and not others.

• Welcoming to families and the community. We know that parents and caregivers are students’ earliest and most important teachers so we engage families and community members for continuity of learning inside and outside of our schools’ walls. We believe diversity is our greatest strength and welcome and respect all stakeholders in our schools.

• Devoted to safe and dynamic learning environments. We believe that the safety and wellbeing of our students, families, and staff come before anything else. We also believe that our schools must be places that inspire students and staff to explore, experiment, and learn.
Definitions

Success: All students graduate prepared for college, careers, and life.

Excellence: Unit 4 provides the leadership, instruction, and supports necessary to ensure that student success is not determined by race, gender, socioeconomic class, ethnicity, language of origin, and/or disability.

Educational Justice: All stakeholders work to take apart the district structures and systems that discriminate based on race, socioeconomic class, gender, and/or disability and to build new ones that work for the benefit of all.

Equity: Every student receives the support they need to succeed, and systemic barriers to any student’s success are identified and removed.

Privilege: The unearned advantages received by some groups of people—often defined by race, gender, class, language or country of origin, or and/or lack of a disability—that benefits them on a daily basis beyond those common to others. Advantage can exist without a person’s conscious knowledge.

Structural or Systemic Racism: A system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetuate racial group inequity. It identifies dimensions of our history and culture that have allowed privileges associated with whiteness and disadvantages associated with color to endure and adapt over time. Structural racism is not something that a few people or institutions choose to practice. Instead it has been a feature of the social, economic and political systems in which we all exist.
To take us from our current reality to our aspirations for our students and schools, we have developed a new Theory of Action that will guide how we approach the complex work of transforming our education system.

Research and our best professional judgement tell us that when we:

• Create inclusive and compassionate learning environments in which students are welcomed, cared for, and held to high expectations;
• Use effective instructional strategies, including tiered interventions and supports, to fully engage, empower, and ensure students progress through a rigorous curriculum;
• Empower and support principals and teachers to be effective instructional leaders in classrooms and schools;
• Acknowledge and eradicate systems, practices, and mindsets that prevent historically underserved students from participating in rigorous courses and programs;
• Equitably and transparently assign resources – financial and human – to schools;
• Partner with our families and community members to close opportunity gaps and support student learning in and outside of school;
• Provide intensive support to help all schools implement a select number of high-leverage initiatives (i.e., non-negotiables) to promote consistency, equity, and shared learning and scale what works particular to our context; and
• Support school staff, teachers, and principals in working with their families to identify and implement improvement strategies that meet their students’ specific interests and needs

Then all students will receive the instruction and supports they need to thrive, and opportunity and achievement gaps among students of different races, language abilities, income levels, and abilities will be addressed head on.
How will we know whether Unit 4 is successful? We believe that the ultimate measure of our success is the significant improvement of student outcomes, especially for Black students, multilingual students, and students with disabilities, all of whom have been underserved by our schools for decades. To assess our progress, we have identified the following outcomes, which will be tracked and publicly reported every year, beginning with the baseline years of 2018-19 and 2019-20 (the years before and during the Covid-19 pandemic).

- Increased percentage of students achieving proficiency on Illinois annual reading and math assessments
- Reduced achievement gaps in reading and math on Illinois state assessments
- Increased percentages of students graduating in 4 years meeting PSAT/SAT college readiness benchmarks
- Reduced chronic absenteeism rates by student subgroups
- Proportionate rates of identification for special education by student race
Strategic Priorities
Priority 1. Instructional Excellence

IN UNIT 4
• Academic achievement rates for Black students, multilingual students and students with disabilities are unacceptably low. Nine percent of Black students achieved proficiency or higher in ELA assessments and six percent in math in 2019. For students with disabilities, those rates are eight and ten percent, respectively.
• Significant achievement gaps also exist between Latinx and White students and those who qualify for free or reduced-priced lunch and those who do not.
• There are some elements of effective instruction in place; most classrooms, for example, are orderly and well managed.
• We do not have a strong instructional foundation – an instructional or leadership framework, or an engaging and rigorous curriculum with aligned assessments.
• We have inconsistent use of high-impact and culturally relevant instructional strategies.
• Teachers and principals have limited opportunities to work and learn together.
• Interventions and supports for students are poorly defined or supported.

WE WANT
• Educators and administrators to welcome, care for, and hold high expectations for all students.
• Teachers who recognize, value, and leverage the unique cultures, backgrounds, and abilities of students of color, students with disabilities, and multilingual learners to create inclusive and compassionate learning environments.
• Educators with the skill and experience to ensure that all students meet high academic standards and who use effective instructional strategies—including culturally responsive, trauma-informed, and healing-centered practices as well as tiered academic and behavioral interventions—to fully engage, empower, and ensure students progress through a rigorous curriculum.
• A reliable way to recognize instructional excellence in and across schools.
• Principals who are highly effective instructional leaders.
• Central office administrators who guide, and support schools and leaders to ensure that all students—and especially students of color, students with disabilities, and multilingual learners—receive what they need to be academically successful.

Each priority describes the work that Unit 4 will undertake to ensure educational justice, equity, and excellence. Measures allow us to track and report our progress and know if we need to make mid-course corrections to meet our outcomes.
**Unit 4 will** ensure that all students—especially students of color, students with disabilities, and multilingual learners—experience and engage with high-quality instruction to promote accelerated learning and growth.

Instruction will include:
- high expectations for all students
- student choice, voice, and empowerment
- rigor
- culturally responsive education
- differentiated instruction

<table>
<thead>
<tr>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student performance on interim assessments at school and district levels</td>
</tr>
<tr>
<td>• Accelerated growth for students of color, students with disabilities, and multilingual learners on interim assessments</td>
</tr>
<tr>
<td>• Percentage of classrooms in each school demonstrating use of classroom-based district priorities (observation)</td>
</tr>
<tr>
<td>• Percentage of teachers agreeing that they feel well supported (survey)</td>
</tr>
<tr>
<td>• Percentage of students agreeing that they feel supported socially, emotionally, and academically (survey)</td>
</tr>
<tr>
<td>• Percentage of students completing specified grade-level milestones for academic and career planning by school and student demographics</td>
</tr>
</tbody>
</table>

**From the Unit 4 Board Resolution, adopted July 2020**

*The Board directs its Curriculum Steering Committee and Education Excellence Equity (EEE) Committee to develop or revise policies and protocols that integrate additional racially and culturally relevant content, along with anti-racism instruction, into the curriculum. The Board further directs these committees to bring forward recommendations around the implementation of an aligned, culturally responsive social-emotional learning curriculum.*
STRATEGIES

1. Develop and consistently implement a robust and rigorous, culturally responsive curriculum for core subjects across grade levels that incorporates social and emotional learning. Also create and implement a set of related interventions and supports to help students access and master standards-aligned content.

2. Convene a group of educators to develop a Unit 4 instructional framework that outlines instructional expectations for all educators and a planning guide that can be used by teachers to design differentiated learning opportunities. Ground the framework and guide in research-based, culturally responsive, and trauma-informed instructional practices and the educator evaluation framework. Once developed, ensure high-impact implementation in all schools.

3. Use data to inform instructional decisions by:
   - Implementing a robust formative assessment system.
   - Developing and training educators and principals to effectively use school-level dashboards with timely student data.
   - Creating college and career readiness on-track indicators for students (e.g., algebra completion rates, course failure rates, GPA levels, etc.) and regularly assessing them, providing appropriate supports to students as needed.

4. With guidance and support from the central office, empower each elementary school to implement an effective approach to teaching literacy in kindergarten through second grade, and use instructional strategies in all subject areas and in all grades to improve students’ reading and writing skills.

5. Develop a professional learning system that opens classroom doors and allows school teams to learn with and from one another to strengthen school-wide instructional capacity and build skill in effectively educating students of color, students with disabilities, multilingual learners, and students experiencing trauma.

6. Create spaces and opportunities to pilot innovative instructional models and practices, scaling those that show results, including:
   - Continuing implementation of magnet programming in select schools.
   - Piloting restorative practices as part of school-wide behavior plans.
Priority 2. Educational Access

**IN UNIT 4**
- State assessment results show that Black students and students with disabilities are significantly less likely to have access to high-quality learning and sufficient levels of support than White students and students without an IEP.
- Black students are over-represented in special education programming and in disciplinary actions, suggesting that racial bias is affecting decision making.
- Conversely, Black students are underrepresented in Advanced Placement, honors, and gifted programs. Primarily enrolling White students in advanced level courses leads to racial segregation and tracking within schools.
- Despite the choice program, many schools are still largely segregated by race and family income level.

**WE WANT**
- Educators and administrators (school and central office) to work together to identify and dismantle systems, practices, and mindsets that prevent Unit 4’s students of color, students with disabilities, and multilingual learners from participating in rigorous courses and programs, including whole-class instruction, gifted, honors, and advanced placement.
- To provide students of color, students with disabilities, and multilingual learners with holistic supports that enable them to thrive.
- To have a better sense of where students are on their college and career readiness trajectory so that we can step in with added supports when needed.
Unit 4 will actively work to dismantle systems, practices, and mindsets that prevent students of color, students with disabilities, and multilingual learners from participating in rigorous learning opportunities.

Programs and supports will:
• reflect and support high expectations for all students
• dismantle systemic barriers to inclusion and engagement for students of color, multilingual learners, and students with disabilities

Measure
• Number of students chronically absent by school and student demographics
• Percentage of students who feel safe, valued, and engaged in their learning by school and student demographics (survey)
• Special education referral rates by school and student demographics
• Percentage of students who receive discipline referrals, suspensions, and expulsions by school and student demographics
• Percentage of students participating in a college or career readiness experience (by school and student demographics)
• Enrollment rates in gifted, accelerated, and/or honors courses and programs by school and student demographics as applicable

From the Unit 4 Board Resolution, adopted July 2020

The Board directs its Board Policy Committee, in collaboration with students and families from historically marginalized populations, to develop a racial equity policy to guide our district’s equity work in an effort to reduce the effects of racism on our Black, Latinx and other marginalized students, families, staff, and community.
STRATEGIES

1. Expand early childhood learning program offerings for children from low-income households.

2. Train and empower school staff to collect and use data, including family and student input, to identify root causes of opportunity gaps for African American students, including:
   - Limited access to gifted, AP, and honors classes.
   - Disproportionate discipline and special education identification rates.
   - Chronic absenteeism.

3. Address identified root causes by dismantling systems, policies, and practices that stand in the way of students’ inclusion and success.

4. Ensure students with disabilities and multilingual learners have access to and success with a high-quality curriculum aligned to State standards by:
   - Clearly defining the district’s co-teaching model and support and monitor effective implementation.
   - Ensuring consistent application of processes for identifying and serving students with disabilities and multilingual learners.

5. Improve students’ experiences during key transitions on their educational pathway by:
   - Developing informational tools and programming for students and families to support transitions to middle to high school and enhance advising practices with a focus on equity.
   - Expanding college and career preparation programs (e.g., summer internships, mentorships, Naviance) and increasing the number of students of color, students with disabilities, and multilingual learners participating in them.
   - Offering students multiple pathways to graduate from high school including expanded career and technical education opportunities.

6. Invest in tools and technology to support flexible, accessible, and adaptive teaching and learning in and outside of schools and ensure that technology resources equitably address school and student needs.

7. Pilot and scale changes to school choice programs to promote desegregation and increased access to rigor across schools, including:
   - Increasing the percentage of seats at high-performing schools for post-deadline registrants and students from low-income households.
   - Making registration processes more accessible to working families and families of color.
   - Pairing a high- and low-performing elementary school, combining students and teachers across grade bands to allow for greater integration and learning for students and educators.

8. Pilot and scale changes to accelerated learning programs to promote desegregation and increased access to rigor within schools, including:
   - Redesigning accelerated K-12 math and English programs (i.e., gifted and honors courses) to give more students — and particularly students of color and multilingual students — greater access to rigorous teaching and learning.
   - Creating stronger entrance pathways for students of color to advanced coursework (i.e., Advanced Placement and dual credit programs) and monitoring their progress along those pathways.
Priority 3. Family and Community Engagement

IN UNIT 4
• The Champaign community actively supports the district’s children and youth and several partners provide integrated student supports (health and mental health services, academic tutoring, etc.) in some Unit 4 schools.
• Still, there are concerning areas of mistrust between the community, district and schools, resulting in skepticism that real change can happen.
• There is also widespread and deep concern that parents whose children are most affected by opportunity gaps are often left out of discussions and decisions about schools and learning.

WE WANT
• To foster powerful and authentic partnerships between the district and its family and community stakeholders that restore trust in Unit 4 and ensure that students have the supports they need to succeed.
• To intentionally partner with families in their children’s education and identify and address issues related to racial and cultural bias or past experiences that serve as barriers to caregiver participation or comfort in schools.
• Focused partnerships with community organizations (government, college and universities, nonprofits, and businesses) that provide students and their families with resources and supports and help the district execute this plan.
Moving forward, the Board requests that the Calendar Committee reach out to various populations represented in our District to ensure our calendar is inclusive of important cultural holidays celebrated by our students, their families, our staff, and our community.

Unit 4 will partner with families and community stakeholders to support students and schools in meaningful ways.

We will:
- communicate essential information to community stakeholders
- create systems and opportunities to ensure stakeholders are included in school and district decision-making processes
- ensure students are served through key initiatives (priority given to historically underserved students)

Measures
- Percentage of parents feeling welcomed and empowered to help their children be successful (focus groups and surveys)
- Attendance and participation rates in family and community events
- Percentage of partner programs or services achieving their defined success indicators

From the Unit 4 Board Resolution, adopted July 2020

Unit 4 will partner with families and community stakeholders to support students and schools in meaningful ways.

We will:
- communicate essential information to community stakeholders
- create systems and opportunities to ensure stakeholders are included in school and district decision-making processes
- ensure students are served through key initiatives (priority given to historically underserved students)

Measures
- Percentage of parents feeling welcomed and empowered to help their children be successful (focus groups and surveys)
- Attendance and participation rates in family and community events
- Percentage of partner programs or services achieving their defined success indicators

From the Unit 4 Board Resolution, adopted July 2020

Moving forward, the Board requests that the Calendar Committee reach out to various populations represented in our District to ensure our calendar is inclusive of important cultural holidays celebrated by our students, their families, our staff, and our community.
STRATEGIES

1. Increase the engagement of families of color, students with disabilities, and multilingual families with the goal of supporting their children’s education and improving school and district decision-making through:
   • Clear and accessible communication describing what their students are learning, how they can help their students, and ways they can get additional help from the school or district.
   • Opportunities for families to visit their children’s schools for social activities and adult learning opportunities.
   • Active and persistent efforts to connect through social media, churches, civic organizations, community forums, PTAs, and less traditional avenues such as block parties and bus tours.
   • Regular and consistent forums for families to engage with school and district leaders on implementation of the strategic plan components.

2. Increase and improve the effectiveness of school-based partnerships and services by:
   • Identifying and prioritizing student and family needs and opportunity gaps.
   • Supporting principals and educators in using data, including student and family input, to identify and secure community services and partnerships to address needs and gaps.
   • Creating responsive district systems for matching, aligning, tracking, and measuring the impact of school-based partnerships and services.

3. Maximize support for schools serving the largest percentage of students from low-income households by:
   • Creating a tiered model for family and community partnerships that funnels more supports to school communities that need them most.
   • Providing schools with greatest needs a coordinator to work with instructional leadership teams to identify and manage community partnerships.

4. Strengthen partnerships with local higher education institutions to support district and school needs, including recruiting teachers and staff of color, sharing data and evaluating programs, and providing learning and work opportunities for students and families.

5. Create a multi-prong campaign to inform and engage public stakeholders in conversations about why schools need to change and how they are changing, focusing on the need for educational justice and equity within Champaign Unit 4.
   • Include students, parents, teachers, district leaders, and community partners in explaining the why and how of change in the district.
   • Make the Unit 4 website a reliable hub of information about the district and schools.
The Board hereby declares that racism is a public health crisis that negatively impacts our students, our families, our community, and our staff; the Board hereby declares its commitment to establishing, supporting, and sustaining a culture of anti-racism districtwide.
**STRATEGIES**

1. Clearly communicate the district’s approach to school improvement.

2. Restructure central office’s organizational structure and administrators’ job responsibilities to align with the approach to school improvement.

3. Define a select number of non-negotiable strategies that will have a significant impact on improving student achievement and on eliminating opportunity gaps and that all schools are expected to implement with fidelity. For each non-negotiable, define expected outcomes, outline processes, create implementation rubrics, and provide training.

4. Create and use a standard school improvement plan format (with non-negotiables, school-devised strategies, and Title I requirements) and process in all schools.

5. Ensure that each school has a high-functioning leadership team that creates and monitors implementation of the school improvement plan, reviews student work, identifies students in need of more learning opportunities and supports, and ensures that they get the support they need.

6. Provide ongoing support, coaching, and monitoring to empower principals to implement school improvement plans and monitor their implementation through routine data-focused conversations between school and district leaders.

---

**Unit 4 will** build a culture of continuous improvement and design equitable systems for school and instructional improvement.

We will:
- be clear on its improvement approach and supports available to schools and staff
- articulate roles and responsibilities for district and school-based staff in implementing strategic initiatives
- differentiate supports for schools

**Measures**

- Educator and administrator support for and knowledge of Unit 4’s approach to school improvement and strategic initiatives (survey)
- Educators’ and administrators’ knowledge of how and who to contact for specific district supports and their satisfaction with the supports (survey)
- Implementation of non-negotiables by each school (rubrics)
Priority 5. Strategic Resource Allocation

IN UNIT 4
• We are a relatively well-resourced district and have done a good job pushing additional resources to the highest-needs schools.²
• With support from our community, we have undertaken a significant, multi-year effort to modernize our facilities.
• We need greater transparency in the budget process, more input from principals over their school budgets and staffing, and more experienced instructional staff at high-needs schools.
• The demographics of our teachers does not reflect that of our students.

WE WANT
• Schools and central office to work together to determine the staffing, instructional materials, facilities support, and other resources they need to ensure that students of color, students with disabilities, and multilingual learners succeed.
• Resources — including staffing — to be allocated equitably and in a transparent manner. Since schools in Unit 4 serve students with different strengths and needs, equitable resource allocation does not mean that all schools receive the same resources.
• More teachers who look like and identify with our students and more experienced and highly effective educators in our high-needs schools.
• To effectively manage our facilities and operations in support of student and staff well-being.

2Note: This, like so many other things, may change as a result of the Covid-19 pandemic that resulted in tremendous job loss and significant declines in state and local budgets.
**STRATEGIES**

1. Develop and communicate a clear and transparent method for allocating staff, financial resources, and assets to schools based on student numbers and needs.

2. Strive to recruit a minimum threshold of experienced, excellent teachers for each campus, particularly those sites serving higher percentages of students of color, students eligible for free- or reduced-priced lunch, students with disabilities, and/or multilingual learners.

3. Aggressively recruit and develop school and district staff who reflect the diversity of students, including through Grow Your Own Programs.

4. Provide access to safe, equitable, modern, well-maintained facilities that meet students’ changing needs in the 21st century world. Ensure centrally managed services such as transportation, operations and maintenance, and food service enhance the educational process and contribute to improved outcomes for students.

5. Grant principals additional flexibility over staffing, programming, and use of resources within parameters established by the central office for districtwide consistency.

**Measures**

- Staffing equitably allocated to each school based on the needs of its student population (financial analysis)
- Building level and centrally managed financial resources and assets equitably allocated to schools and departments based on the needs of the student population (financial analysis)
- Retention rates of all staff and educators
- Employee satisfaction rates (survey)
- Proportion of educators, administrators, and staff of color (by building and department)
- Number of Grow Your Own program participants
- Percentage of facilities meeting identified standards
- Percentage of maintenance and IT requests completed

**Unit 4** will strategically provide differentiated resources and supports to schools and departments.

Resources and supports will:
- support equitable opportunities for students
- be used efficiently and effectively to ensure fiscal health of the district
- contribute to the physical and mental health, safety, and sense of belonging of students and staff
- promote staff diversity and improved retention rates, especially among staff serving students of color, students with disabilities, and multilingual learners
- be appropriately balanced between central office-driven and building-driven decision making
Moving Forward Together

Through our district review and strategic planning process, we have gotten clear on the ways in which we have historically failed our students and families who need us the most. This plan is our way of saying: no more. We must rebuild trust and relationships with our staff, families and community. We believe that together, we can positively transform learning and life outcomes for all of our students and empower each learner to thrive in a diverse and changing world.

We know, however, that a strategic plan is only as good as its implementation. We will use this plan to:

• Identify annual implementation priorities and develop aligned implementation and school improvement plans.
• Focus on scaling the instructional approaches and strategies that produce the best outcomes for our students and our district.
• Annually report on progress towards achieving our goals while keeping our promises to our students and our community.

We invite you to join us in executing this plan. To find out how you can help, please email StrategicPlan@u4sd.org.
Acknowledgements

Champaign Unit 4 School District is grateful for the input and energy of the many stakeholders who contributed to the development of the strategic plan and the needs assessment that proceeded it, including those representing:

- Carle Foundation Hospital
- Champaign County Chamber of Commerce
- Champaign County ACLU
- Champaign Educational Support Staff
- Champaign Federation of Teachers
- Champaign Public Library
- Champaign Unit 4 District Administration
- Champaign Unit 4 Principals
- Champaign Urbana Ministerial Alliance
- Champaign Urbana Schools Foundation
- City of Champaign
- Interfaith Alliance
- NAACP of Champaign County
- Parents
- Parkland Community College
- Students
- Unit 4 Education Equity Excellence Committee
- Unit 4 Parent Teacher Association Council
- United Way of Champaign County
- University of Illinois College of Education
- Village of Savoy

We would also like to thank Superintendent Susan Zola for her leadership and resolve to put Unit 4 on a path to success, our technical assistance partners, FourPoint Education Partners, for their facilitation support and the Unit 4 Board of Education for its leadership and guidance throughout the plan’s development.

Board of Education Members

Amy Armstrong  
President

Gianina Baker  
Vice-President

Heather Vazquez  
Secretary

Chris Kloeppel  
Parliamentarian

Bruce Brown  
Member

Kathy Shannon  
Member

Elizabeth Sotiropoulos  
Member