

116

STRATEGIC PLAN

STRONGER TOGETHER. LEADING FOR THE FUTURE.

2025-2030



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STRATEGIC PLAN & PORTRAIT OF A GRADUATE



Dr. Ivory-Tatum
Superintendent

Greetings District 116 family and friends,

We are excited to present to you the 2025-2030 Urbana School District 116 Strategic Plan and Portrait of a Graduate. We extend our sincere thanks to every individual who chose to participate by attending a listening session, submitting a survey response, joining one of the working committees, or sharing their feedback in any way. All of your actions contributed to the creation of the ambitious and aspirational goals shared with you through this booklet. Thank you for your commitment to our students, staff, and the district's continued success.

While we are proud of the work we have accomplished so far, we recognize there is still much work ahead. The world is rapidly changing, and school districts across the nation are facing unprecedented challenges. Now more than ever, we need your partnership to ensure every student thrives and reaches their full potential. How we respond to these changes is key. This Strategic Plan will guide the district's work in these efforts over the next five years. While we are committed to accomplishing our goals, we are also committed to sharing our progress along the way.

The new Portrait of a Graduate will be instrumental to this progress. We recognize that the Portrait of a Graduate is a powerful way to create a unified vision to shift the mindset of our school community in defining excellence and ensuring our students are future-ready. The Portrait provides the vision, but it alone will not create the transformation needed. It is just the beginning, but when paired with the Priority Areas from our Strategic Plan, combined with hard work, engagement, and commitment from all of our community's stakeholders, we will collectively bring the Portrait to life, fostering student growth and achievement, along with an enhanced learning environment.

Our district is making meaningful progress, thanks to many of our recent and new initiatives. Through this plan, we will continue to become stronger than ever before. With equity at the heart of our district's mission for the future, **"to create a supportive community to equip and nurture ALL learners to achieve success,"** and instilling our district's values for **Belonging, Community, Integrity, and Pride**, we remain steadfast in our commitment to providing our future leaders with the world-class education they deserve. These values are not just words, but the guiding principles that shape our actions and decisions every day, connecting us all in our shared mission.

Your partnership, presence, and engagement in the action steps associated with this plan will ensure the success of these endeavors and make all the difference in our ability to continue being **Stronger Together. Leading for the Future.**

Sincerely,

Dr. Ivory-Tatum, Superintendent
Strategic Planning Steering Committee Members
Portrait of a Graduate Design Team Members
USD116 Board of Education



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USD116 FAST FACTS



URBANA
SCHOOL DISTRICT #116

Providing Excellence
in Education since
1857

11 
SCHOOLS

- Urbana Early Childhood School
- Dr. King Elementary
- Dr. Williams Elementary
- Leal Elementary
- Thomas Paine Elementary
- Yankee Ridge Multilingual
- Sixth Grade Center
- Urbana Middle School
- Urbana High School
- Adult Education Center
- Gerber


Numbers based on data from 2024

174 

STUDENTS ENROLLED IN
COLLEGE AFTER GRADUATION

77 

STUDENTS ENTERED THE
WORK FORCE AFTER
GRADUATION

253 

STUDENTS
ENROLLED IN USD'S
GOLD CIRCLE EARLY
CHILDHOOD
SCHOOL

778 

STUDENTS ENROLLED
IN CTE PROGRAMS

4342 

STUDENTS PRE-K-12

83% 

GRADUATION RATE
UP 3% FROM LAST YEAR

74% 

LOW INCOME

522 

UHS STUDENTS TAKING
HONORS COURSES

10 

EARLY COLLEGE &
CAREER ACADEMY
PROGRAMS

111 

UHS STUDENTS ENROLLED IN
1+ DUAL CREDIT COURSES

25 

STUDENTS EARNED THE STATE
SEAL OF BILITERACY IN 2024

459 

TEACHERS

923 

STAFF

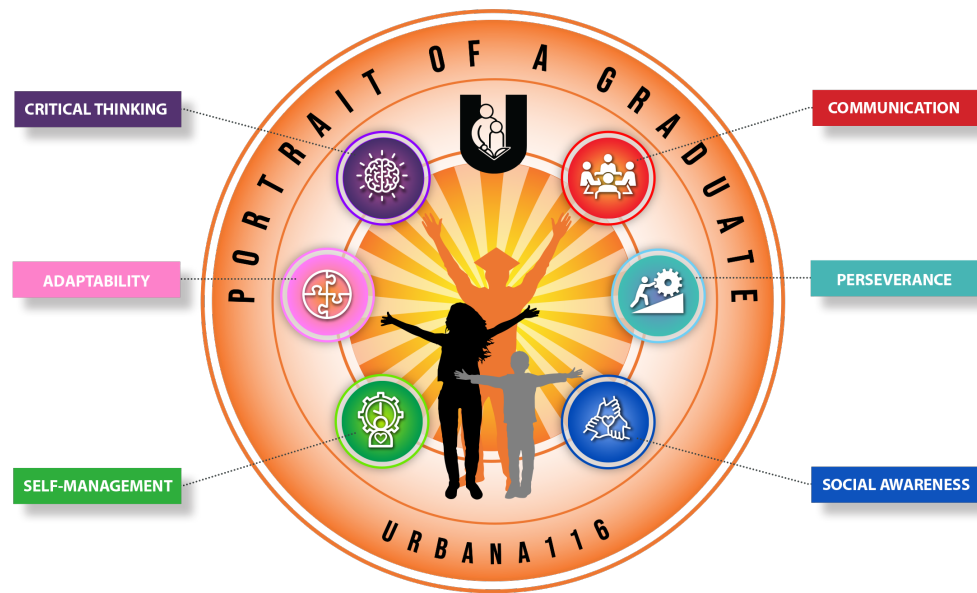
48% 

USD TEACHERS HAVE A
MASTER'S DEGREE OR HIGHER



Portrait of a Graduate

Urbana School District 116



Critical Thinking
Our Students...

- Understand a global view and propose solutions that are mindful of the impact on other parts of a system and the environment
- Evaluate one's own thinking through analysis, assessment, and reflection
- Reflect upon and find multiple ways to respond to a problem
- Look at things from different angles, finding good information, and thinking deeply



Adaptability
Our Students...

- Demonstrate resilience and overcome challenges with a growth mindset and attitude
- Manage emotional thinking and embrace change as an opportunity for growth
- Master new skills in a rapidly evolving world
- Are flexible and organized in all environments



Self-Management
Our Students...

- Accurately assess one's strengths and limitations
- Set personal and collective goals
- Accurately recognize emotions and their influence on behavior
- Understand how their actions and words impact others and the environment around them



Communication
Our Students...

- Articulate thoughts and ideas in various forms of communication, including oral, written, visual, and nonverbal, in their chosen language.
- Understand, negotiate, and balance diverse views and beliefs to reach workable solutions
- Demonstrate awareness, sensitivity, concern, and respect to connect with others
- Effectively communicate to inform, explain, motivate, and persuade a range of audiences



Perseverance
Our Students...

- Self-regulate and control cognition, motivation, and behavior to set and achieve goals
- Tackle difficult problems and discover solutions
- Embrace the fear of failure as a means of growth
- Build networks of support and understand when to advocate for oneself and others



Social Awareness
Our Students...

- Demonstrate empathy and compassion
- Appreciate and respect the differences of others and their perspectives
- Understand how to handle stressful situations
- Recognize and celebrate the strengths and contributions of others

Portrait of a Graduate

Urbana School District 116



Critical Thinking

Critical thinking is using your mind as a detective and an inventor. Critical Thinkers identify innovative and creative solutions to complex problems. They gather, analyze, and evaluate information and ideas to think deeply, apply multiple perspectives to develop innovative solutions, and make informed decisions.

Adaptability

Adaptability combines various cognitive, emotional, and social skills. These skills enable our students to navigate challenges, embrace change, continue learning, and thrive in an evolving world.

Self-Management

Self-management is understanding and regulating one's emotions, thoughts, and actions to foster personal growth, achieve goals, and navigate diverse environments effectively. This includes managing stress, staying motivated, and empathizing with others from various backgrounds to promote a positive and inclusive school community.

Communication

Effective communication is like a recipe. Each type - verbal, nonverbal, or written - requires a different combination of ingredients, such as listening, speaking, and understanding. Effective communicators build skills in developing and sharing their voices. They listen, seek, and receive constructive feedback, read nonverbal cues, and collaborate with the intent to include and understand others' viewpoints, opinions, and culture. They confidently engage in appropriate communication to resolve disagreements peacefully and productively.

Perseverance

Perseverance is the ability to work towards goals with effort and determination, even when a task seems challenging. It involves self-discipline and grit, resisting the urge to give up by choosing to navigate obstacles to achieve passions and goals.

Social Awareness

Social awareness is understanding and empathizing with others, especially those from diverse backgrounds and cultures, to foster positive relationships and a respectful community. This includes demonstrating responsible behavior by recognizing emotions, understanding social and ethical norms, and being aware of the impact of one's actions on others within the school and broader community.



USD116 Portrait of a Graduate Design Team and Portrait Development

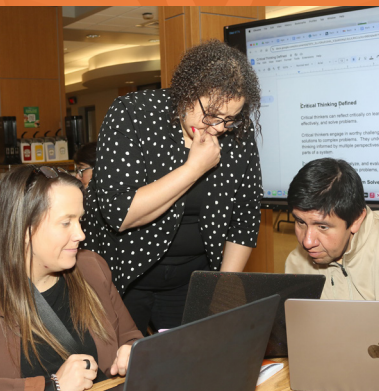
Urbanda School District created its first Portrait of a Graduate as part of a collaborative effort to develop a comprehensive strategic plan at the end of the 2025 school year. This cooperative effort included parents, community members, students, staff, and administrators. Over a four-month period, roughly 45 individuals met every other week, starting in January 2025 and concluding in April 2025. The process was comprehensive, involving a review of the district's current state, research on workforce readiness, and in-depth discussions on the competencies young people need to develop before graduation. The goal was to ensure that when our students graduate from the Urbana School District, they can fully realize their potential.

We want to shift the mindset of our school community so that they understand that graduating from high school is not the end goal. The ultimate goal is to prepare our graduates for college, careers, and life after graduation. The skills and competencies taught through our Portrait will ensure their future readiness.

Part of our role as a school district is to define excellence and ensure our students are future-ready! We can no longer rely on students acquiring solely academic content; we must be more intentional about fostering durable skills. Durable skills are the skills that most students need post-graduation to enter the workforce as successful employees or entrepreneurs, no matter how they get there, whether through college, the military, or the workforce.

These durable skills align with the study released by American Success in 2023, which indicates that employers' needs have shifted as they seek 45 million job postings. When asked what skills are most important to them, employers indicate that communication is first, followed by leadership, and critical thinking, creativity, and collaboration round out the top five 21st-century and life skills our young people need to thrive in this complex, rapidly changing world. Part of the committee's work was recognizing that we are essentially preparing our students for jobs that probably do not yet exist.

Our Portrait outlines six essential competencies and skills (i.e., critical thinking, communication, adaptability, perseverance, self-management, and social awareness) to equip our students for lifelong success.



USD116 Portrait of a Graduate Design Team and Portrait Development

Cindy Adamek
Urbana Middle School
Teacher

Chasity Beckless
District Administrator

Katie Bickers
USD116 Parent

Jessica Bradford
District Administrator

Tierra Brown
Urbana High School
Teacher

Christina Cail-Lewandowski
District Administrator

Imani Carr
Urbana Middle School
Assistant Principal

Citlali Cortes Alvarez
Urbana High School
Student
Student Ambassador

Tonya Dieken
District Administrator

Tori Exum
Board of Education

Kanittha Fay
Community Member

Jesse Guzman
Urbana High School
Principal

Jessica Hines
Urbana High School
Assistant Principal

Jennifer Ivory-Tatum
USD116
Superintendent

Danielle Jackson
Dr. Williams
Principal

Jalen Johnson
Urbana High School
Student

Jessa Johnson
Thomas Paine
Elementary Teacher

Melissa Kearns
Urbana High School
Assistant Principal

Beth Ladd
District Administrator

Sheri Langendorf
Board of Education

Virginia Lehmann
USD116 Parent

Stacy Lueth
Urbana High School
Teacher

Lucia Maldonado
District Parent Liaison

Kierra Moten
Urbana High School
Student

Tamelyn Motley
Urbana High School
Counselor

Amanda Perez-Rosser
Urbana High School
Teacher

Christine Rinkenberger
Urbana High School
Assistant Principal

Mia Schroeder
Urbana High School
Student

Meagan Stenzel
Urbana High School
Counselor

Leigh Ann Stuckmeyer
Urbana High School
Counselor

Laura Taylor
District Administrator

Katherine Tellez
District Administrator

Steve Waller
Urbana High School
Assistant Principal/
Athletic Director

Brittany Ward
Urbana High School
Counselor

Dionne Webster
District Administrator

Nathan Westerman
Urbana High School
Teacher

Joe Wiemelt
District Administrator

PORTRAIT OF A GRADUATE



STRATEGIC PLANNING 2025-2030

USD116 Strategic Planning Components Overview

As part of our goals for the 2024-2025 school year, the Urbana School District has developed a comprehensive strategic plan that will serve as a living document, guiding the district's mission from 2025 through 2030. This new strategic plan, paired with our first Portrait of a UHS Graduate, will guide the district's important work in developing strategic priorities to prepare our students for college, careers, life, and the future!

This new strategic plan follows many transitions and new initiatives and comes at a time of difficult change. It will represent the culmination of two years of complex decision-making. The work accomplished together will not only demonstrate the district's commitment to transparency and accountability but also our collective goal of achieving the aspirational priorities and action steps outlined in the USD 116, 2025-2030 Strategic Plan.



STRATEGIC PLANNING STEERING COMMITTEE

USD116 Strategic Planning Steering Committee

High School Students
Citlali Cortes Alvarez
Kierra Moten
Mia Schroeder

District 116 Parents
Kellie Blanden
Ashley Cooper
Jess Firmand
Aletra Hunt

District 116 Staff
Cindy Adamek
Amy Bader (Parent)
Gregg Delgadillo (Parent)

Nina Frye
Jean Flor Kilonda
Nyembo (Parent)
Stacy Lueth
Karla Macedo (Parent)
Lucia Maldonado
Jeneice Mitchell
Londa Neely
Erin Patterson
Katie Plotner
Christina Sloan
Meagan Stenzel
Sarah Tavis
Matthew Turskey (Parent)
Nathan Westerman (Parent)
Kehera Wilson

Board of Education Members
Jennifer Hixson
Lola Jones

Superintendent of Schools
Jennifer Ivory-Tatum

Executive Team
Randy Ashman
Angi Franklin
John Gutzmer
Mary Ann Schloz

Central Office Directors
Chasity Beckless
Jessica Bradford
Beth Ladd
Guadalupe Ricconi
Yavonnda Smith
Laura Taylor
Katherine Tellez
Dionne Webster

Building Administrators
Imani Carr
Jesse Guzman
Melissa Kearns
Craig Keer
Shawna Scherer
Lidiya Wang (Incoming)
Joseph Wiemelt

Community Members
Matt Bain
City of Urbana
Urbana Police Department

Herbert Burnett
President, Ministerial Alliance

Melinda Carr
Ministerial Alliance

Jacob Dilger and Mya Dilger
Stonecreek Church

Corky Emberson
Urbana Park District

Robert Freeman
First United Methodist Church

Michelle Gonzales
C-U Schools Foundation

Matt Kelly
UA Local 149-Plumbers & Pipefitters

Virginia Lehmann
Parkland College (Parent)

Debarah McFarland
NAACP and Community Member

Tracy Parsons
Champaign County Community Coalition, Urbana Alum

Bryant Tatum
Canaan Baptist Church Urbana Alum

DeShawn Williams
Urbana Mayor Elect (Parent)

Rod Wyatt
University of Illinois, Assistant Chancellor for PreK-12 Initiatives





1 Phase One: Preliminary Analysis

To create a focused, detailed, and actionable plan that aligns work across the district, the planning facilitators and members of the District Leadership Team reviewed data related to supporting outcomes for students, staff, families, the community, and district operations.

Through this process, they ensured the strategic planning process was anchored in the following objectives:

- **Start with data** - ground the work and focus on an objective, fact-based review of the district's current strengths and opportunities for growth
- **Engage stakeholders for meaningful impact** - stakeholder input has been critical from start to finish and very meaningful to the process
- Create a new **Mission Statement, Motto, and Values**
- Identify the focused priority areas - this helped us align our efforts across the district
- Create **S.M.A.R.T. I. E. Goals** that align with the focused priority areas and include considerations for inclusiveness and equity
- **Create 5-year and 2025-2026 goals** that are Strategic/Specific, Measurable, Ambitious yet Achievable, Realistic, Time-Bound, Inclusive, and Equitable



POAG



2 Phase Two: Community Engagement

The community engagement phase allowed the district to hear from various stakeholders through discussions about root causes with district administrators. There were also multiple opportunities to engage district stakeholders regarding the upcoming plan. The district was able to identify common priorities, positive strengths, and opportunities for growth, which informed the current state of the district. Collecting feedback for the strategic plan was a collective effort that placed immense value on the input of all stakeholders. This inclusive approach ensures that our plan truly reflects the needs and aspirations of our community, making each stakeholder feel involved and valued in the process.

The strategic planning activities and timeline have included the following:

ENGAGEMENT TYPE	COUNT BY ENGAGEMENT TYPE
Surveys One survey was administered and made available via district-wide communications, the website, and several family events. The survey remained open for approximately a month (Feb. 7-28) and received 299 responses from various stakeholders.	One engagement survey with 299 responses
Small Group Engagements Attendance in small group-focused settings included participants from the following groups: Teachers, ESP Support Staff, Co-Teachers, Liaisons, Special Education Staff, Students, Parents/Guardians, Board Members, Community Partners, Religious Leaders, Principals, Central Office Staff and Administrators, and Community Members	A wide range of stakeholders were involved at all different levels
Specialized Groups <ul style="list-style-type: none"> • French Bilingual Parent Advisory Committee • Spanish Bilingual Parent Advisory Committee • Program Council – Teacher leaders, Department Chairs, School Improvement leaders, Building Administrators 	167 Total Participants
Community Meeting Listening Sessions Five in-person community meetings were held across all student attendance zones and board sub-districts. <ul style="list-style-type: none"> • Dr. Williams and UECS - March 3 • Yankee Ridge Multilingual - March 7 • Leal - March 12 • Thomas Paine - March 13 • King - April 2 • Virtual option – March 27 During conferences 	53 Total Participants 43 Parents 12 Staff 3 Community
Portrait of a Graduate Design Team - January – April 2025 The team included Teachers, District Liaisons, Special Education Staff, Students, Parents/Guardians, Board Members, Community Partners, Principals, Central Office Administrators, and Community Members.	40 members on the Planning Design Team
Strategic Planning Design Team - Dates: April 16 and 17, 2025 This group will continue this work as future members of the Strategic Planning Steering Committee, which will meet at least twice a year to monitor the district's progress on its Priority Area SMARTIE goals, objectives, strategies, and action steps.	60 members on the Planning Design Team



3

Phase Three: Develop the Strategic Plan

In April 16 and 17, 2025, USD 116 teacher leaders, support staff, parents, students, the superintendent, district administrators, members of the Board of Education, and community members collaborated to create a formal plan. This plan was grounded in the framework and goals of our Equity Action Plan, Discipline Improvement Plan, and other district-level data, used to make data-driven decisions that will improve student outcomes and address the priority goal areas.

Also, including these components:

- A new Mission: **WHY** our organization exists
- Values: The **WAY** we operate and make decisions, **WHAT** we value
- Priorities: Defining **HOW** we will accomplish our mission and values

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Mission

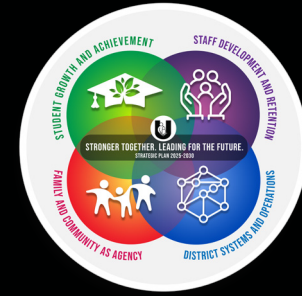
The mission of Urbana School District 116 is to create a supportive community to equip and nurture ALL learners to achieve success.

Motto:

Stronger Together. Leading for the Future.

Values:

Belonging, Community, Integrity, Pride.



USD116:

“Stronger Together. Leading for the Future.”

Urbana School District Strategic Plan: 2025-2030

Mission and Values

A **Mission** statement is a declaration of the unique identity to which the organization aspires, its specific purpose, and the means by which it will achieve its purpose.

“The mission of Urbana School District 116 is to create a supportive community to equip and nurture ALL learners to achieve success.”

Our **Values** refer to the core beliefs, principles, and priorities that guide the behaviors, decisions, and culture of the school community.



BELONGING | PRIDE | COMMUNITY | INTEGRITY

STRATEGIC PLAN



Priority Areas and Goals Overview

Through thoughtful discussions with the USD116 Strategic Planning Steering Committee and informed by valuable feedback from staff, families, students, and community members, along with an analysis of significant anecdotal, qualitative, and quantitative data, four priority themes emerged to guide our work: **Student Growth and Achievement, Staff Development and Retention, Family and Community as Agency, and District Systems and Operations.**

1 **P**riority Area One: **(BELONGING)**

Student Growth and Achievement

- **GOAL ONE - Student Achievement**
- **GOAL TWO - Culture and Climate**
- **GOAL THREE - Student Services**
- **GOAL FOUR - Multilingual Learners**
- **GOAL FIVE - College and Career**

STUDENT GROWTH AND ACHIEVEMENT

- GOAL 1A** - ALL students will grow and excel to reach their full potential, achieving success in college, career, life, and beyond.
- GOAL 1B** - Create supports for ALL students with a focus on positive behaviors to decrease exclusionary practices.
- GOAL 1C** - Ensure the growth and development of students with Individualized Education Plans (IEPs).
- GOAL 1D** - Ensure the growth and individual achievement of Multilingual Learners (MLL).
- GOAL 1E** - Increase the number of students who graduate in four years.

2 **P**riority Area Two: **(PRIDE)**

Staff Development and Retention

- **GOAL ONE - Recruitment and Retention**
- **GOAL TWO - Professional Development and New Teacher Mentoring**

STAFF DEVELOPMENT AND RETENTION

- GOAL 2A** - Retain highly effective staff.
- GOAL 2B** - Recruit staff who represent and reflect our student body.

3 **P**riority Area Three: **(COMMUNITY)**

Family and Community as Agency

- **GOAL ONE- Family and Community Engagement**
- **GOAL TWO- Family and Community Communication**

FAMILY AND COMMUNITY AS AGENCY

- GOAL 3A** - Support and develop our families to engage in the learning for ALL students.
- GOAL 3B** - Increase family engagement by improving communication tools and participation.

4 **P**riority Area Four: **(INTEGRITY)**

District Systems and Operations

- **GOAL ONE- Facilities Improvement and Master Facilities Plan**
- **GOAL TWO - Finances**

DISTRICT SYSTEMS AND OPERATIONS

- PRIORITY 4A:** Adopt a Master Facilities Plan and improve facilities to meet the needs of ALL students.
- PRIORITY 4B:** Direct district resources based on ALL students' needs.



Equity Statement Policy

The Urbana School District acknowledges that persistent racial disparities, socio-economic disparities, inequities, and academic barriers in our district are unacceptable. We are a community devoted to dismantling inequitable practices so that all students reach their personal greatness. Equity is essential to the well-being and success of our schools, our students, and our community. Previous efforts to address the inequities between white students and students of color, have historically been largely unsuccessful. This policy will ensure that efforts continue to achieve educational equity for all USD116 students.

Equity is the removal of systematic barriers and strives to achieve inclusion of all students, especially those who have historically been underserved in public education settings. The concept of educational equity goes beyond equality, where all students are treated the same, to fostering a barrier-free environment in which all students, regardless of their background or personal attributes, are extended the opportunities and resources required for success.

The purpose of this policy is to re-imagine a framework of actionable steps to eliminate institutional racism, inequities of opportunity, and academic disparities in our district. These factors affect student achievement and learning, and our ongoing work will allow us to create equitable working and learning environments that welcome, respect, and value diversity.



We acknowledge the responsibility for the disparities among our young people rests with adults, not children. We declare the following:

We affirm our commitment to close disparities in academic performance between White students and Black, Indigenous, Students of Color (BISOC) students.

We affirm our commitment to equalizing the disproportionate graduation percentage rates between White students and Black, Indigenous, Students of Color.

We affirm our commitment to eliminate the disproportionate disciplinary consequences between Black, Indigenous, Students of Color compared to White students for similar offenses.

We affirm our commitment to eliminate all identified systemic barriers that have created opportunity gaps in access, enrollment, and success in advanced classes for Black, Indigenous, Students of Color.

We affirm our commitment to eliminate all identified systemic barriers and inequities that have constructed academic and social opportunity gaps for students with (dis)abilities.

We affirm our commitment to eliminate all identified systemic barriers and educational inequities that have negatively impacted multilingual and immigrant students compared to White, English-speaking students.

We affirm our commitment to create intentional systemic college and career readiness pathways to assist all students in post-high school success.

This list of affirmations does not represent an exhaustive list of ways in which disparities exist within our schools. We acknowledge that any disparity is unacceptable and directly at odds with our belief that all students can achieve.

We recognize that the Urbana School District has a responsibility to educate, but we also acknowledge that public schools have an important role in demonstrating inclusiveness and antiracism to the community as a whole.

Next Steps/Progress Monitoring

Over the past year, the administration, in close collaboration with the District's Program Council members, teacher leaders, and principals, has been actively involved in developing the strategic plan's monitoring process. Their input and involvement were instrumental in this process, and we look forward to continuing this collaborative effort during the 2025-2026 school year.

Now that the Board of Education has confirmed the strategic plan, the focus shifts to implementation. The Board will receive updates on each goal and key performance indicators for each priority area at least once a year. However, the goal is to present progress on a bi-annual basis, at the end of each semester, once progress monitoring data is available.

During the 2025-2026 school year, strategic planning working groups, comprising of USD116 students, staff, administrators, parents and guardians, community members, and partners, will meet several times. Their primary responsibility will be to review the goals and key performance indicators associated with each of the priority areas. These groups will identify the specific data targets and milestones to reach each goal, in addition to the strategic action steps necessary to show growth within each priority area.

The initial Strategic Planning Team, recruited in the Spring of 2025, will continue to hold the District accountable for the strategic planning work, monitor progress, and provide direction to the strategic planning working groups. Their commitment to meeting twice a year, at the end of each semester, to review the action steps for each priority area, ensures that we continually monitor and adjust our strategies to achieve the best outcomes.

The District's unwavering commitment to monitoring all of our students' academic progress, including those skills in our assessment framework, is a testament to our dedication to the strategic plan's goal. The strategic plan metrics and data measures presented in the 2025-2030 Strategic Plan do not replace those measures and assessments. Instead, they serve as a guide, focusing on monitoring progress toward achieving the goals and indicators established in the plan. This comprehensive and action-oriented plan is designed to inspire and motivate all of us, ultimately producing positive outcomes for our students, staff, families, and the broader school community.



Glossary and Key Terms

Mission - A mission statement is a declaration of the unique identity to which the organization aspires, its specific purpose, and the means by which it will achieve its purpose.

Values - Our values refer to the core beliefs, principles, and priorities that guide the behaviors, decisions, and culture of the school community.

Key Performance Indicator (KPI) - A Key Performance Indicator is a measurable value that shows how effectively a school, district, or organization is reaching its goals. KPIs provide data to track progress, identify areas for improvement, and guide decision-making (e.g., student attendance rate, graduation rate, or reading proficiency levels).

S.M.A.R.T.I.E. GOAL(s) - A S.M.A.R.T.I.E. Goal is a framework for setting goals that are:

- **Specific** – clearly defined and focused
- **Measurable** – progress can be tracked with data
- **Achievable** – realistic and attainable
- **Relevant** – aligned with broader priorities and needs
- **Time-bound** – has a clear deadline or timeline
- **Inclusive** – considers diverse voices and perspectives
- **Equitable** – intentionally designed to promote fairness and remove barriers for marginalized groups
- **EQUITY** in Education means ensuring that every student has access to the resources, opportunities, and support they need to be successful, based on their individual needs. Unlike equality (where everyone gets the same thing), equity recognizes that some students may require additional support or different approaches to achieve the same level of success.

Disproportionality - refers to the overrepresentation or underrepresentation of a particular student group in specific educational outcomes or areas (e.g., discipline referrals, gifted programs, special education placements). It highlights inequities that exist when student outcomes differ significantly by race, gender, income, disability status, or other factors.

Culturally-Responsive Instruction - a teaching approach that values and incorporates students' cultural backgrounds, experiences, and perspectives into the learning process. It connects curriculum to students' lives, affirms their identities, and uses diverse teaching strategies to engage all learners while promoting respect and understanding across cultures.

Career and Technical Education (CTE) - Career and Technical Education refers to courses and programs designed to prepare students for careers in current or emerging professions. At the high school level, CTE provides students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies.

Illinois Assessment of Readiness (IAR) - The Illinois Assessment of Readiness is a state test that assesses the Illinois Learning Standards. It is given to all students in grades 3-8 in English language arts and mathematics.

Measures of Academic Progress (MAP) - a type of computer-based assessment that measures a student's academic growth in areas such as reading, math, and language. The test adapts to each student's level, providing teachers with detailed information to guide instruction and track progress over time.

Individualized Education Plan (IEP) - An IEP is a written plan developed for students who qualify for special education services. It outlines the student's unique learning needs, sets measurable goals, and describes the supports, accommodations, and services the school will provide to help the student succeed.

Exclusionary Discipline - School practices that remove students from their regular learning environment as a consequence for behavior. This includes suspensions (in-school or out-of-school) and expulsions. These practices can impact learning by limiting a student's time in class.

Resource allocation - the way a school or district decides how to distribute its people, time, money, and materials to best support students. Effective resource allocation prioritizes equity, ensuring that resources are directed to the areas and students with the greatest need.

Multilingual learner (MLL) - Students developing proficiency in more than one language, including those learning English as an additional language.

Multi-Tiered Systems of Support (MTSS) - is a way that schools help every student succeed, whether they need a little support, a lot of support, or are doing well and ready for more challenges. It is like a support system with different levels to ensure all students get what they need to do their best in school.

Panorama - Our district partners with Panorama Education to survey students and families. Panorama develops survey tools that empower schools and districts to learn about students' self-perceptions, better understand student experiences within their learning environment, and identify opportunities to enhance social-emotional learning support for students, school staff, and families.

Portrait of a Graduate - A community shared vision for what future-ready, deeper learning will look like for every student in our district, PreK through 12th grade. This shared vision is woven into our Strategic Plan, and together, both will serve as the North Star.

Advancement Via Individual Determination (AVID) - Advancement Via Individual Determination is a college-readiness system that provides academic support and teaches students essential skills for college and future success. Students in AVID learn critical thinking, organizational skills, and effective note-taking, writing, and study strategies.



STRATEGIC PLAN & PORTRAIT OF A GRADUATE



Dr. Ivory-Tatum
Superintendente

Saludos familiares y amigos del Distrito 116,

Nos complace presentarles el Plan Estratégico 2025-2030 del Distrito Escolar de Urbana 116 y el Retrato de un Graduado. Agradecemos sinceramente a todas las personas que participaron asistiendo a una sesión, respondiendo a una encuesta, uniéndose a uno de los comités de trabajo o compartiendo sus comentarios. Todas sus acciones contribuyeron a los resultados finales que compartimos con ustedes a través de este folleto. Creemos que nuestras escuelas son un reflejo de nuestra comunidad, y nuestro éxito refleja nuestra capacidad de colaborar con todos los interesados para alcanzar las ambiciosas metas descritas en este plan. Gracias por su compromiso con nuestros estudiantes, el personal y el éxito continuo del distrito.

Si bien estamos orgullosos del trabajo que hemos logrado hasta ahora, reconocemos que aún queda mucho por hacer. El mundo cambia rápidamente y los distritos escolares de todo el país enfrentan grandes desafíos. La forma en que respondemos a estos cambios para garantizar que todos los estudiantes estén bien preparados y puedan alcanzar su máximo potencial es clave. Este Plan Estratégico guiará la labor del distrito en estos esfuerzos durante los próximos cinco años. Si bien estamos comprometidos con el logro de nuestras metas, también nos comprometemos a compartir nuestro progreso a lo largo del camino.

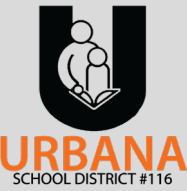
El nuevo Retrato del Graduado será fundamental para este progreso. Reconocemos que el Retrato del Graduado es una herramienta poderosa para crear una visión unificada que transforme la mentalidad de nuestra comunidad escolar al definir la excelencia y garantizar que nuestros estudiantes estén preparados para el futuro. El Retrato proporciona la visión, pero por sí solo no generará la transformación necesaria. Es solo el comienzo. Al combinarlo con las Áreas Prioritarias de nuestro Plan Estratégico, el trabajo arduo, la participación y el compromiso de todos los actores de nuestra comunidad, el crecimiento y el rendimiento estudiantil, junto con un entorno de aprendizaje mejorado, haremos realidad el Retrato.

Nuestro distrito está en auge gracias a muchas de nuestras nuevas iniciativas recientes. Gracias a este plan, seguiremos fortaleciéndonos más que nunca. Con la equidad como eje central de la misión de nuestro distrito para el futuro, **“crear una comunidad de apoyo para equipar y nutrir a TODOS los estudiantes para que logren el éxito”**, e inculcar los valores de nuestro distrito: **Pertenencia, Comunidad, Integridad y Orgullo**. Mantenemos nuestro firme compromiso de brindar a nuestros futuros líderes la educación de primer nivel que merecen. Su colaboración en el éxito de estos esfuerzos marcará la diferencia en nuestra capacidad para seguir siendo más fuertes juntos y liderando el futuro.

Su colaboración en el éxito de estos esfuerzos marcará la diferencia en nuestra capacidad de seguir existiendo. **Más fuertes juntos y liderando hacia el futuro.**

Atentamente,

Dr. Ivory-Tatum
Superintendente



JUNTOS SOMOS MÁS FUERTES. LIDERANDO EL FUTURO. PLAN ESTRATÉGICO DEL DISTRITO ESCOLAR DE URBANA: 2025-2030

MISIÓN

La misión del Distrito Escolar de Urbana 116 es crear una comunidad de apoyo para capacitar y nutrir a TODOS los estudiantes para que alcancen el éxito.



VALORES:

- PERTENENCIA
- COMUNIDAD
- INTEGRIDAD
- ORGULLO

ÁREAS PRIORITARIAS



CRECIMIENTO Y LOGROS ESTUDIANTILES
OBJETIVO UNO: Logro Estudiantil
OBJETIVO DOS: Cultura y Clima
OBJETIVO TRES: Servicios Estudiantiles
OBJETIVO CUATRO: Estudiantes Multilingües
OBJETIVO CINCO: Universidad y Carrera Profesional



DESARROLLO Y RETENCIÓN DEL PERSONAL
OBJETIVO UNO: Retención del Personal
OBJETIVO DOS: Contratación de Persona



FAMILIA Y COMUNIDAD COMO AGENCIA
OBJETIVO UNO: Apoyo a la Participación Familiar
OBJETIVO DOS: Comunicación con las Familias



SISTEMAS Y OPERACIONES DEL DISTRITO
OBJETIVO UNO: Mejora de las Instalaciones
OBJETIVO DOS: Alineación Equitativa de los Recursos

RETRATO DE HABILIDADES DE UN ESTUDIANTE EGRESADO

PENSAMIENTO CRÍTICO
 Los pensadores críticos identifican soluciones innovadoras y creativas a problemas complejos.

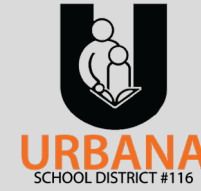
COMUNICACIÓN
 Los comunicadores eficaces desarrollan habilidades para expresarse de diversas formas, incluyendo verbales, no verbales o escritas.

ADAPTABILIDAD
 La adaptabilidad combina diversas habilidades cognitivas, emocionales y sociales.

PERSEVERANCIA
 La perseverancia es la capacidad de trabajar para alcanzar las metas con esfuerzo y determinación, incluso cuando una tarea parece desafiante.

AUTOGESTIÓN
 La autogestión consiste en comprender y regular las propias emociones, pensamientos y acciones para fomentar el crecimiento personal y el logro de metas.

CONCIENCIA SOCIAL
 La conciencia social consiste en comprender y empatizar con los demás, especialmente con aquellos de diversos orígenes y culturas, para fomentar relaciones positivas y una comunidad respetuosa.



JUNTOS SOMOS MÁS FUERTES. LIDERANDO EL FUTURO. PLAN ESTRATÉGICO: 2025-2030

OBJETIVOS PRIORITARIOS 2025 - 2026



CRECIMIENTO Y LOGROS ESTUDIANTILES

- PRIORIDAD 1A:** TODOS los estudiantes crecerán y se destacarán para alcanzar su máximo potencial, logrando el éxito en la universidad, la carrera profesional, la vida y más allá.
- PRIORIDAD 1B:** Crear apoyos para TODOS los estudiantes, con un enfoque en comportamientos positivos para reducir las prácticas excluyentes.
- PRIORIDAD 1C:** Garantizar el crecimiento y desarrollo de los estudiantes con Planes Educativos Individualizados (PEI).
- PRIORIDAD 1D:** Garantizar el crecimiento y el logro individual de los estudiantes multilingües.
- PRIORIDAD 1E:** Aumentar el número de estudiantes que se gradúan en cuatro



DESARROLLO Y RETENCIÓN DEL PERSONAL

- PRIORIDAD 2A:** Retener personal altamente efectivo.
- PRIORIDAD 2B:** Contratar personal que represente y refleje a nuestro alumnado.



FAMILIA Y COMUNIDAD COMO AGENCIA

- PRIORIDAD 3A:** Apoyar y desarrollar a nuestras familias para que participen en el aprendizaje de TODOS los estudiantes.
- PRIORIDAD 3B:** Incrementar la participación familiar mediante la mejora de las herramientas de comunicación y la participación.



SISTEMAS Y OPERACIONES DEL DISTRITO

- PRIORIDAD 4A:** Adoptar un Plan Maestro de Instalaciones y mejorar las instalaciones para satisfacer las necesidades de TODOS los estudiantes.
- PRIORIDAD 4B:** Dirigir los recursos del distrito en función de las necesidades de TODOS los estudiantes.



STRATEGIC PLAN & PORTRAIT OF A GRADUATE



Dr. Ivory-Tatum
Surintendant

Salutations à la famille et aux amis du District 116,

Nous sommes ravis de vous présenter le plan stratégique 2025-2030 du district scolaire 116 d'Urbana et le portrait d'un diplômé. Nous remercions sincèrement toutes les personnes qui ont choisi de participer en assistant à une séance d'écoute, en répondant à un sondage, en rejoignant l'un des comités de travail ou en partageant leurs commentaires de quelque manière que ce soit. Toutes vos actions ont contribué aux résultats finaux que nous partageons avec vous dans ce livret. Nous sommes convaincus que nos écoles sont le reflet de notre communauté et que notre réussite témoigne de notre capacité à collaborer avec toutes les parties prenantes pour atteindre les objectifs ambitieux et ambitieux décrits dans ce plan. Merci pour votre engagement envers nos élèves, notre personnel et la réussite continue du district.

Bien que nous soyons fiers du travail accompli jusqu'à présent, nous reconnaissons qu'il reste encore beaucoup à faire. Le monde évolue rapidement et les districts scolaires du pays sont confrontés à des enjeux majeurs. La manière dont nous nous adaptons à ces changements pour garantir que tous les élèves soient bien préparés et puissent atteindre leur plein potentiel est essentielle. Ce plan stratégique guidera les efforts du district dans ce sens au cours des cinq prochaines années. Si nous sommes déterminés à atteindre nos objectifs, nous nous engageons également à partager nos progrès tout au long du chemin.

Le nouveau Portrait d'un diplômé sera essentiel à cette avancée. Nous reconnaissons qu'il constitue un outil puissant pour créer une vision unifiée et faire évoluer les mentalités au sein de notre communauté scolaire, définir l'excellence et préparer nos élèves à l'avenir. Le Portrait offre une vision, mais il ne suffira pas à lui seul à engendrer la transformation nécessaire. Ce n'est qu'un début. Associé aux axes prioritaires de notre plan stratégique, au travail acharné et à l'engagement de tous les acteurs de notre communauté, à l'épanouissement et à la réussite des élèves, ainsi qu'à un environnement d'apprentissage amélioré, nous donnerons collectivement vie au Portrait.

Notre district est en plein essor grâce à nos nombreuses initiatives récentes et nouvelles. Grâce à ce plan, nous continuerons à devenir plus forts que jamais. L'équité étant au cœur de la mission future de notre district, « **créer une communauté solidaire pour préparer et accompagner TOUS les apprenants vers la réussite** », et inculquant les valeurs de notre district: **appartenance, communauté, intégrité et fierté**, nous restons déterminés à offrir à nos futurs dirigeants l'éducation de premier ordre qu'ils méritent. Votre participation à la réussite de ces initiatives contribuera à notre capacité à continuer d'être plus forts ensemble et à être des leaders pour l'avenir.

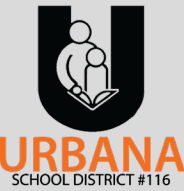
Votre partenariat dans la réussite de ces efforts fera toute la différence dans notre capacité à continuer d'être **plus forts ensemble et à diriger vers l'avenir**.

Sincèrement,

Dr Ivory-Tatum, surintendant

Membres du comité directeur de la planification stratégique
Portrait d'un membre de l'équipe de conception diplômée
USD116 Conseil de l'éducation





PLUS FORTS ENSEMBLE. PILOTER L'AVENIR. PLAN STRATÉGIQUE DU DISTRICT SCOLAIRE D'URBANA: 2025-2030

MISSION

La mission du district scolaire 116 d'Urbana est de créer une communauté solidaire pour équiper et accompagner TOUS les apprenants vers la réussite.



VALEURS:

- APPARTENANCE
- COMMUNAUTÉ
- INTÉGRITÉ
- FIERTÉ

APERÇU DES DOMAINES PRIORITAIRES ET DES OBJECTIFS



DÉVELOPPEMENT ET RÉUSSITE DES ÉLÈVES

- OBJECTIF 1 : Réussite des élèves
- OBJECTIF 2 : Culture et climat
- OBJECTIF 3 : Services aux élèves
- OBJECTIF 4 : Apprenants multilingues
- OBJECTIF 5 : Études supérieures et carrière



DÉVELOPPEMENT ET RÉTENTION DU PERSONNEL

- OBJECTIF 1 : Rétention du personnel
- OBJECTIF 2 : Recrutement du personnel



FAMILLE ET COMMUNAUTÉ EN TANT QU'AGENCES

- OBJECTIF 1 : Soutenir l'engagement des familles
- OBJECTIF 2 : Communiquer avec les familles



SYSTÈMES ET OPÉRATIONS DU DISTRICT

- OBJECTIF 1 : Amélioration des installations
- OBJECTIF 2 : Alignement équitable des ressources

PORTRAIT DES COMPÉTENCES D'UN ÉTUDIANT DIPLÔMÉ

PENSÉE CRITIQUE

Les personnes dotées d'un esprit critique trouvent des solutions innovantes et créatives à des problèmes complexes.

COMMUNICATION

Les communicateurs efficaces développent des compétences pour s'exprimer de diverses manières, y compris verbalement, non verbalement et par écrit.

ADAPTABILITÉ

L'adaptabilité combine diverses compétences cognitives, émotionnelles et sociales.

PERSÉVÉRANCE

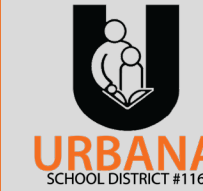
La persévérance est la capacité à atteindre des objectifs avec effort et détermination, même lorsqu'une tâche semble difficile.

SAUTOGESTION

L'autogestion implique de comprendre et de réguler ses émotions, ses pensées et ses actions afin de favoriser l'épanouissement personnel et la réalisation d'objectifs.

CONSCIENCE SOCIALE

La conscience sociale implique de comprendre et de faire preuve d'empathie envers les autres, en particulier ceux issus de milieux et de cultures divers, afin de favoriser des relations positives et une communauté respectueuse.



PLUS FORTS ENSEMBLE. PILOTER L'AVENIR. PLAN STRATÉGIQUE: 2025-2030

OBJECTIFS PRIORITAIRES 2025 - 2026



DÉVELOPPEMENT ET RÉUSSITE DES ÉLÈVES

- PRIORITÉ 1A : TOUS les élèves s'épanouiront et excelleront pour atteindre leur plein potentiel et réussir à l'université, dans leur carrière, dans la vie et au-delà.
- PRIORITÉ 1B : Créer des soutiens pour TOUS les élèves en mettant l'accent sur les comportements positifs afin de réduire les pratiques d'exclusion.
- PRIORITÉ 1C : Assurer l'épanouissement et le développement des élèves grâce à des Plans d'Enseignement Personnalisés.
- PRIORITÉ 1D : Assurer l'épanouissement et la réussite individuelle des Apprenants Multilingues.
- PRIORITÉ 1E : Augmenter le nombre d'élèves diplômés en quatre ans.



DÉVELOPPEMENT ET RÉTENTION DU PERSONNEL

- PRIORITÉ 2A : Fidéliser un personnel hautement qualifié.
- PRIORITÉ 2B : Recruter du personnel qui représente et reflète nos étudiants.



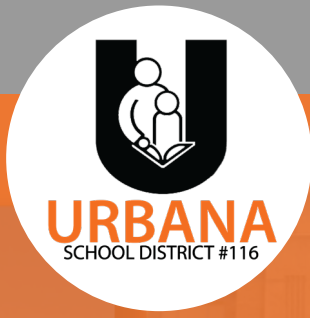
FAMILLE ET COMMUNAUTÉ EN TANT QU'AGENCES

- PRIORITÉ 3A : Soutenir et développer nos familles pour qu'elles s'impliquent dans l'apprentissage de TOUS les élèves.
- PRIORITÉ 3B : Accroître l'engagement des familles en améliorant les outils de communication et la participation.



SYSTÈMES ET OPÉRATIONS DU DISTRICT

- PRIORITÉ 4A : Adopter un plan directeur des installations et améliorer les installations pour répondre aux besoins de TOUS les élèves.
- PRIORITÉ 4B : Orienter les ressources du district en fonction des besoins de TOUS les élèves.



Ridge Elementary School



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LEADING FOR
THE FUTURE.