

WE'RE ALL IN.

Strategic Management Survey

Board of Education Update - May 7, 2026





WEST CHICAGO ELEMENTARY SCHOOLS

Together for Excellence • Juntos por la Excelencia!

District 33 Mission

Equip students to become life-long learners who embrace diversity, welcome innovation, and aspire to be catalysts for positive change and growth.

District 33 Vision

To be recognized as the school district that fosters:

- An innovative, rigorous & future-oriented education
- A culture of equity, diversity & personalized learning
- Student agency to develop voice, choice, ownership & self-sufficiency
- Active community partnerships

District 33 Core Values

- Collaboration
- Equity
- High expectations
- High levels of engagement
- Partnerships
- Student voice & choice
- Support for the whole child
- Trusting relationships

Portrait of a Graduate

Clear communicator

Collaborator

Critical thinker & problem-solver

Empathetic



Culturally aware

Resilient

Technologically adaptable

Advocate for self & others

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2026

*Inspire.
Empower.
Achieve.*

KEY PERFORMANCE INDICATORS, MEASURES, AND TARGETS WILL BE ALIGNED TO EACH GOAL AREA



GOAL #1

STUDENT GROWTH & ACHIEVEMENT

Ensure all students meet challenging academic, physical, and social-emotional standards.



GOAL #2

LEARNING CULTURE OF EQUITY, ENGAGEMENT & AGENCY

Cultivate a welcoming, nurturing, and student-centered learning environment that embraces student curiosity and originality, and is aligned to clear learning expectations.



GOAL #3

PROFESSIONAL CULTURE OF TEAMWORK & CONTINUOUS IMPROVEMENT

Embrace a culture of collaboration, inclusivity, trust, innovation, and professional growth that attracts, develops, and retains a diverse, high-quality staff.



GOAL #4

FAMILY ENGAGEMENT & COMMUNITY PARTNERSHIPS

Collaborate and communicate with our families and community to build strong relationships and increase equitable opportunities that help students and families thrive.



GOAL #5

EFFECTIVE & INNOVATIVE USE OF RESOURCES

Meet the evolving needs of our students by leveraging all available resources to provide high-quality programs and services, and innovative technology and learning environments, while maintaining fiscal responsibility.

GOAL #1 STRATEGIES

Strategy #1: We will implement a consistent, multi-tiered system of support (MTSS), across all ages and groups, that promotes the holistic development of every student academically, physically, and social-emotionally.

GOAL #2 STRATEGIES:

Strategy #2: We will embed identifiable common learning expectations and tools that result in increased student agency (voice and choice) in learning experiences and a more equitable student-centered learning environment.

Strategy #3: We will implement, in partnership with families, developmentally appropriate expectations, structures, processes, and monitoring tools that demonstrate students own their learning.

Strategy #4: We will add new extracurricular student opportunities at elementary and middle school levels that will increase student engagement and build positive relationships.

GOAL #3 STRATEGIES:

Strategy #5: We will set and achieve common expectations for staff collaboration, teamwork, and shared decision-making opportunities through training, support, and shared accountability across all levels.

GOAL #4 STRATEGIES:

Strategy #6: We will foster community partnerships in order to minimize non-academic barriers, engage families, and provide experiential opportunities for students.

GOAL #5 STRATEGIES:

Strategy #7: We will upgrade existing infrastructure and provide resources to create safe, progressive, and productive learning and working environments.

Strategic Management

Strategic management is all about knowing if we are doing the RIGHT things. Helping students, teachers, families and the community with the 8 Dimensions goes a long way to enhancing strategic management. Strategic management leads to continuous improvement.

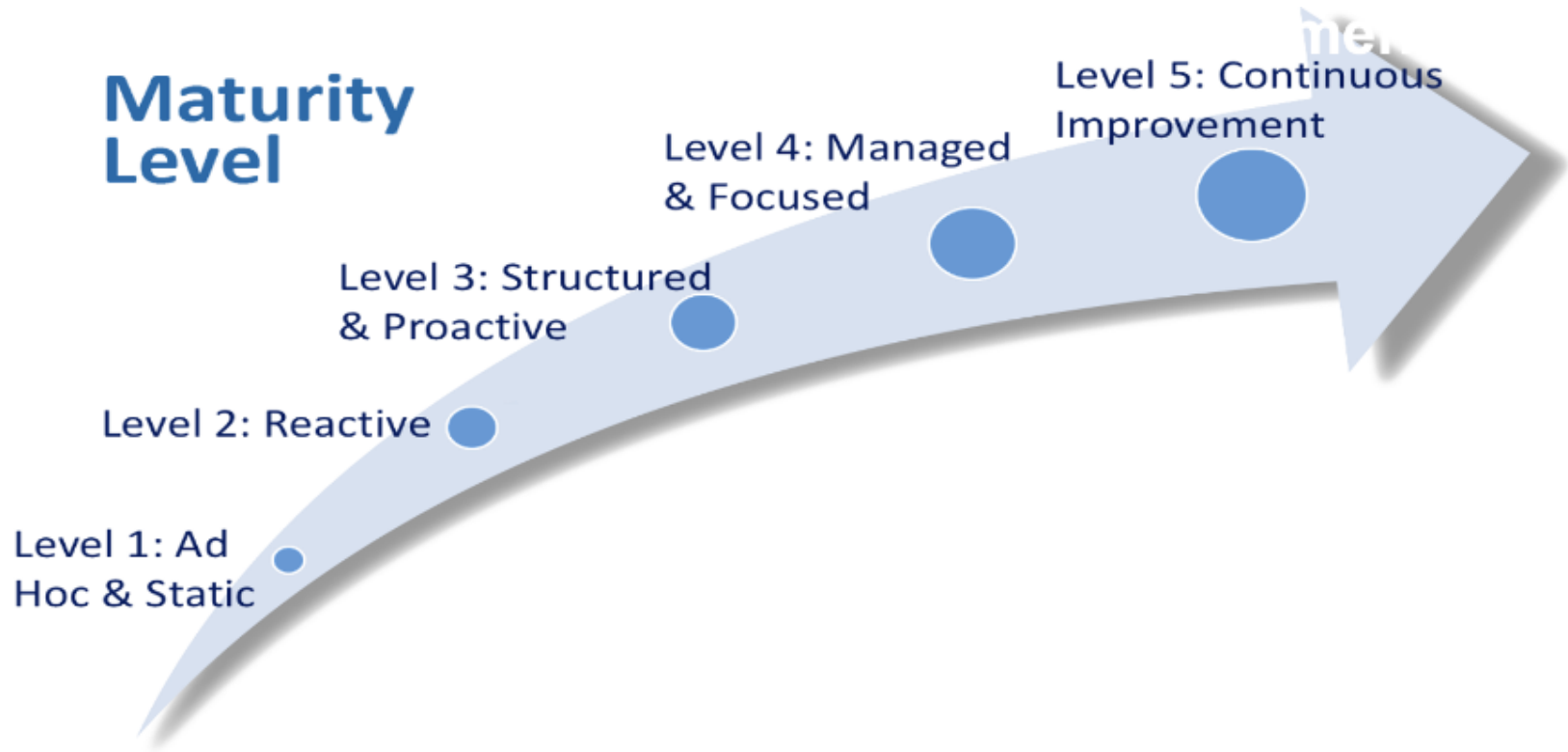
- Perry Soldwedel



Eight Dimensions of a Strategic Management System



Strategic Management Levels of Maturity



Leadership and Governance

(former Dimension Title = Leadership)

Description:

- Clearly define roles and responsibilities
- Communicate clearly, especially vision, mission, values, and strategy,
- Eliminate obstacles
- Motivate desired behaviors
- Create individual and collective accountability

Leadership and Governance

Question: What do you think is the current level of performance in regard to the evidence of leadership and governance at your school district?

Level 1: Ad hoc & Static	Level 2: Reactive	Level 3: Structured & Proactive	Level 4: Managed & Focused	Level 5: Continuous Improvement
Leaders dictate/command & control; otherwise disengaged	Leaders dictate but gather feedback sporadically	Leaders model desired behaviors and values, but engage with direct reports only	Leaders empower many employees through ongoing engagement	Leaders & employees fully engage in a continuous dialog based on a team-based culture

Performance Culture & Change Management

(former Dimension Title = Values and Culture)

Description:

- Identify and address resistance to change at various organizational levels
- Understand different change models
- Maintain clear communication throughout the district
- Evaluate the impact of transitioning to a stronger performance culture

Performance Culture & Change Management

Questions: What do you think is the current level of performance in regard to the evidence of performance culture and change management exhibited by leadership and employees at your school district?

Level 1: Ad hoc & Static	Level 2: Reactive	Level 3: Structured & Proactive	Level 4: Managed & Focused	Level 5: Continuous Improvement
Vision & Values undefined or not shared	Vision & Values published, but not lived	Vision & Values communicated and understood	Vision & Values collaboratively developed & reviewed	Vision & Values are fully integrated into the organization's culture

Strategic Thinking and Planning

Description:

- Thoughtful process involving data analysis, risk assessment, readiness evaluation, and alternative future scenarios
- It requires a deep understanding of the key elements of strategy and how they interconnect to form a cohesive vision for the future
- Comprehensive analysis to build strategic plan

Strategic Thinking and Planning

Question: What do you think is the current level of performance in regard to the evidence of strategic thinking and planning exhibited by leadership and employees at your school district?

Level 1: Ad hoc & Static	Level 2: Reactive	Level 3: Structured & Proactive	Level 4: Managed & Focused	Level 5: Continuous Improvement
No strategic planning occurs within the organization; no goals are defined	Strategic planning is the responsibility of a small team and is dictated to the organization	A structured and open planning process involves people throughout the organization	Plans are developed and revised regularly by trained, cross-functional planning teams	Strategy drives critical organizational decisions, and a continuous improvement planning process is maintained

Alignment and Operationalizing Strategy

(former Dimension Title = Alignment)

Description:

- Work is carried out with agility and efficiency across departments and programs
- Employees are empowered to succeed and understand how their roles contribute to overall success
- Processes are streamlined and aligned with strategy to meet stakeholder needs effectively

Alignment and Operationalizing Strategy

Question: What do you think if the current level of performance in regard to the evidence of alignment and operationalizing strategy exhibited by leadership and employees at your school district?

Level 1: Ad hoc & Static	Level 2: Reactive	Level 3: Structured & Proactive	Level 4: Managed & Focused	Level 5: Continuous Improvement
No emphasis on using performance as a criterion to manage the organization	Performance reviews are required but not taken seriously; little accountability	Measures are assigned owners, and performance is managed at the organization & employee levels	Measurement owners are held accountable, and performance is managed at all levels	Organizational culture is measurement and accountability focused; decisions are evidence-based

Performance Analyzing, Reporting & Informing

(former Dimension Title = Performance Measurement)

Description:

- Effective visual communication and context are essential for maximizing the impact of performance data.
- Identify the proper measures for goals and strategies, operations, projects, risk, and behavior
- Establish a consistent reporting cadence and follow-through
- Understand methodologies for developing and utilizing measures
- Visualize performance data; and engaging leadership in the process.

Performance Analyzing, Reporting & Informing

Question: What do you think is the level of current level of performance in regard to the evidence of performance analyzing, reporting and informing exhibited by leadership and employees at your school district?

Level 1: Ad hoc & Static	Level 2: Reactive	Level 3: Structured & Proactive	Level 4: Managed & Focused	Level 5: Continuous Improvement
No data, or only ad hoc performance measures, are collected	Performance data is collected routinely, but is mostly operationally focused	Strategic performance measures are collected that cover most strategic goals and action plans.	Strategic measures are broadly used to improve focus & performance and inform budget decisions	Measurements are comprehensively used and routinely revised based on continuous improvement

Strategic Project & Portfolio Management

(former Dimension Title = Performance Management)

Description:

- Assist project managers and leaders in aligning projects with strategy and managing them more strategically
- Strong project leadership and governance and organizational structures such as Strategy Management

Strategic Project & Portfolio Management

Question: What do you think is the current level of performance in regard to the evidence of strategic project and portfolio management exhibited by leadership and employees at your school district?

Level 1: Ad hoc & Static	Level 2: Reactive	Level 3: Structured & Proactive	Level 4: Managed & Focused	Level 5: Continuous Improvement
Work is narrowly focused based on the organization's structure, with little customer input	Customer needs and feedback start to influence more aligned decision-making	Employees know their students, families, and community, and align their strategy to those needs	Vision, customer needs, strategy, and employee reward and recognition systems are cascaded and aligned	All structures and systems are aligned with strategy, and organizational alignment is continuously improved

Process Improvement

Description:

- Aims to enhance stakeholder and internal processes by eliminating bottlenecks, reducing rework, removing redundant steps, and improving overall quality
- Requires horizontal strategic thinking
- Integrate technology and best practices to achieve better outputs and outcomes.

Process Improvement

Question: What do you think is the level of current level of performance in regard to the evidence process improvement exhibited by leadership and employees at your school district?

Level 1: Ad hoc & Static	Level 2: Reactive	Level 3: Structured & Proactive	Level 4: Managed & Focused	Level 5: Continuous Improvement
Processes are undocumented and ad hoc, with evident duplication and delays	A few key processes documented, and process improvement models/frameworks introduced	All key processes are identified, and documents and strategy guides successful process improvement	All key processes are tracked and improved on a continuous basis, and new process improvement ideas are accepted	Employees are empowered and trained, and a formal process exists for improving process management

Sustainability

Description:

- Relies on how effectively an organization focuses on its strategic vision, plans, and initiatives.
- Motivate employees to perform with a sense of urgency and accomplishment

Sustainability

Question: What do you think is the current level of performance in regard to the evidence of sustainability exhibited at your school district?

Level 1: Ad hoc & Static	Level 2: Reactive	Level 3: Structured & Proactive	Level 4: Managed & Focused	Level 5: Continuous Improvement
Lack of structure and champions leads to short-term focus on tasks	Strategy “champions” identified	Formal organization structure in place to maintain focus on strategy	The organization has an “Office of Strategy Management” or equivalent	Strategic thinking and management are embedded in the culture of the organization

Dimension n=50 2025	Level 1	Level 2	Level 3	Level 4	Level 5
Leadership	0	1	12	27	10
Values and Culture	0	5	10	22	13
Strategic Thinking and Planning	0	2	14	17	17
Alignment.	0	3	21	15	11
Performance Measurement	0	1	18	21	10
Performance Management	0	3	21	14	12
Process Improvement	0	3	20	18	8
Sustainability	0	5	23	10	12

Strategic Management Survey – Trends

Dimension	2020 n= 27	2022 n=25	2023 n=43	2024 n=43	2025 n=50
Leadership	3.41	3.84	3.40	3.91	3.9
Values and Culture	3.19	3.76	3.65	3.71	3.9
Strategic Thinking and Planning	3.30	3.56	3.60	3.67	4.0
Alignment	2.70	3.56	3.33	3.49	3.7
Performance Measurement	3.48	3.68	4.00	3.70	3.8
Performance Management	3.19	3.72	3.44	3.60	3.7
Process Improvement*	2.81	3.32	3.42	3.40	3.6
Sustainability	2.70	3.52	3.02	3.30	3.6

Sustain	3.8 to 5.0
Emerge	2.4 < 3.8
Begin	< 2.4

Strategic Management Levels

Level 3 - Structured & Proactive

- Formal structures and processes in place to comprehensively and proactively engage in strategic planning and management
- These activities occur on a fairly regular basis and are subject to some degree of improvement over time
- Measurements are somewhat aligned with strategy
- Employee accountability is taken seriously

Strategic Management Levels

Level 4 - Managed & Focused

- Strategy drives focus and decision making for the organization
- Organization-wide standards and methods are broadly implemented for strategy management
- Leaders formally engage employees in the process
- A measurement and accountability work culture help drive strategic success for the organization

2025-2026 Survey

Survey Window: May

Stakeholder groups:

- Board of Education

- Administrative Council

- Faculty Advisory Committee

- Classified Action Team

- Building Leadership Team (for each school)



THANK YOU.

Questions?