Deerfield Public Schools District 109
2017
Strategic Plan

Approved by the Board of Education
April 24, 2017
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Message from the Superintendent to the District 109 Community

On behalf of the Board of Education, I am proud to present the 2017 Strategic Plan. We developed this plan with input from more than 1,700 people in our community through interviews, focus groups, surveys, data analysis and student performance. Those 1,700 people included representatives from the following stakeholder groups: teachers, parents, students, support staff, community members, business leaders, government leaders, administrators and members of the Board of Education. The plan lays out the mission, vision, portrait of a graduate, guiding principles goals and objectives. This plan will guide our work on behalf of the children we serve. The three broad goals to which the objectives are aligned clearly share that which we value: Limitless learning experiences for ALL children.

The 2017-18 school year will mark the first year of implementation of this plan. I look forward to working with our entire community as we embark on shaping the future of education in the Deerfield Public Schools. Thank you for your continued support as we continue to Engage, Inspire, Empower our students, each other, and our entire community.

GOAL 1: Student Success
Inspire and empower each student to grow socially, emotionally, and academically.

GOAL 2: Teaching, Learning & Innovation
Deliver an engaging learning environment that promotes excellence.

GOAL 3: Governance & Operations
Allocate resources in alignment with the strategic goals.
Background

Deerfield Public Schools District 109 (the “District”) is a leader in education, recognized for students performing in the top two percent of Illinois districts as well as being home to National Blue Ribbon schools. The District includes four elementary schools and two middle schools. Stakeholders, including students, parents, employees, and community members, describe the District as having a strong sense of community, being innovative toward academic program offerings, and good fiscal stewardship. The District has a reputation for excellence and strong academic achievement.

The District would like to further its reputation for providing cutting-edge programs and opportunities for students while ensuring the high quality of education their community expects. To facilitate this process, the District partnered with ECRA Group, Inc. (ECRA), a third-party research firm, during the 2016-2017 school year to develop a strategic plan to determine a future direction based on stakeholder values and best practices.

The strategic planning process was designed to authentically engage stakeholders—including parents, employees, students, and community residents in articulating organizational priorities and values. A disciplined strategic planning process provides clarity of purpose as well as a decision-making framework for the future.
Strategic Planning Process

The following illustrates the strategic planning phases.

**Engage**
Engage stakeholders in a research-based method of inquiry to articulate organizational priorities and values.

- Conduct School Board and Superintendent interviews (8).
- Conduct focus groups with key stakeholder populations (101 participants).
- Review archival data and reports provided by the District.
- Administer surveys to key stakeholders (1,606 respondents).
- Perform rigorous analysis of student achievement data.

**Focus**
Create a focused and actionable strategic plan aligned to stakeholder priorities.

- Develop a draft strategic plan to serve as a broad framework to guide the future direction of the District. The strategic plan contains:
  - Mission, Vision, and Guiding Principles
  - Research Findings
  - Strategic Goals
  - Objectives
- Facilitate School Board work sessions to review research findings and finalize the strategic plan.

**Execute**
Develop specific action plans to accomplish the goals and objectives identified in the strategic plan.

- Facilitate administrator planning meetings to guide implementation.
- Support the development of an implementation matrix, which contains the following:
  - Objectives
  - Strategies/Actions
  - Timelines
  - Resources
  - Metrics
- Develop a district dashboard to monitor progress toward goals.
Methods of Inquiry

The strategic planning process engaged stakeholders from the classroom to the community, providing an opportunity to learn what works well in the District and identifying areas for improvement. Research findings were triangulated from data collected across multiple methods as detailed in the tables below.

<table>
<thead>
<tr>
<th>Table 1: Archival Reports Reviewed</th>
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<tbody>
<tr>
<td>Archival Reports (Sorted Alphabetically)</td>
</tr>
<tr>
<td>Birth Data and Enrollment Projections Update (2015)</td>
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<tr>
<td>Master Facilities Plan (2012)</td>
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<tr>
<td>Northern Suburban Special Education District (NSSED) Report (2016)</td>
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<td>Special Education Perceptions – Parents and Staff (2015)</td>
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<td>Strategic Plan (2011-2016)</td>
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<td>Student Engagement Survey (2015)</td>
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<td>The Leader in Me (2015)</td>
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<td>Year 3 InsighteX Results (2015)</td>
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<th>Table 2: Interview Participants</th>
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<tr>
<td>Stakeholder Group</td>
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<tr>
<td>DPS 109 Board of Education Members</td>
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<td>DPS 109 Superintendent</td>
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<td><strong>TOTAL</strong></td>
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<th>Table 3: Focus Group Participants</th>
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<tbody>
<tr>
<td>Stakeholder Group</td>
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<tr>
<td>Parents</td>
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<tr>
<td>Students</td>
</tr>
<tr>
<td>Teachers</td>
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<tr>
<td>Administrators</td>
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<tr>
<td>Support Staff</td>
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<tr>
<td>Community Members</td>
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<td><strong>TOTAL</strong></td>
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<th>Table 4: Survey Respondents</th>
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<tr>
<td>Stakeholder Group</td>
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<tr>
<td>Parents</td>
</tr>
<tr>
<td>Students</td>
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<tr>
<td>Employees</td>
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<tr>
<td>Community Members</td>
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<td><strong>TOTAL</strong></td>
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*Parents with multiple children in District schools may have taken the survey more than once.

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<th>Table 5: Student Assessment Data</th>
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<tr>
<td>Assessment Sources</td>
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<tr>
<td>Illinois State Report Card data</td>
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<tr>
<td>2013-2016 Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment data</td>
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<tr>
<td>2015-2016 Partnership for Assessment of Readiness for College and Careers (PARCC) assessment data</td>
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Global Findings

ECRA based its findings upon themes that emerged across stakeholders utilizing multiple data collection methods. The results are summarized below. Additional details can be found in a separate document titled Supporting Evidence.

Stakeholders value the strong sense of community, innovative academic program offerings, and reputation for excellence. Ninety-two percent of stakeholders rated the quality of education in the District as good or excellent. Students perform significantly above state and national averages on standardized assessments. Teachers are viewed as caring and supportive by students and parents. Employees rate the District as a great place to work with wonderful learning opportunities for both employees and students. District schools are rated safe, and stakeholders identified safety as an important area for continued focus in the future. Stakeholders shared that communication from the District is excellent and has improved significantly over the last few years. Stakeholders are pleased with the District’s fiscal management. Facilities were rated favorably; however, stakeholders want to ensure facilities will support 21st century learning into the future.

Other key areas for strategic focus identified throughout the process include addressing each student’s unique learning needs, providing the appropriate training and support for teachers to allow for greater differentiation in the classroom, and increased focus on social-emotional skills. Teachers report a need for more support around curriculum design and better alignment across the District. The delivery of special education services is an area that merits review. There is a desire for greater integration of technology to better support student learning. Staff would also like to see more time allocated to evaluating the success of new initiatives before additional initiatives are implemented. Parents would like to see better communication from teachers, regarding their child’s progress. The community values education and would like to see greater collaboration between the District and the community. Specifically, Township High School District 113 welcomes more collaboration.
Portrait of a Graduate

Stakeholders were asked to describe the knowledge, skills, and characteristics they hope students develop throughout their time in the District. The following portrait of a graduate emerged.

At the end of 8th grade, District 109 students will demonstrate:

- Excellent communication skills in reading, writing, and speaking
- Critical thinking, especially for solving complex problems
- Collaboration skills in order to work effectively with others
- Creativity to produce original thoughts
- Passion, grit, and confidence to become lifelong learners and contributors
- Academic knowledge and skills necessary to prepare for college and career pathways
- Social-emotional skills to take care of oneself responsibly and develop a healthy perspective of self and relationships with others
- Responsible decision making skills and accountability for personal actions
- Excellent social and global citizenship, and the ability to be mindful and respectful of different viewpoints
Mission
Provide innovative educational experiences of the highest quality that engage, inspire and empower each student to excel and contribute to improving the world.

Vision
To be a premier public school system that provides limitless opportunities for learning, leadership, and growth for all students and staff.
Guiding Principles

The following principles capture the District’s values and priorities and provide direction for our work.

We will:

- Make decisions based on what is best for students considering research, data, and stakeholder input
- Provide a safe, respectful, and inclusive learning environment
- Ensure that each student is educated by highly qualified and highly effective staff
- Ensure each student reaches his or her potential by providing equal access to individualized academic and social-emotional learning opportunities
- Provide innovative learning spaces and experiences
- Build transparency and trust through effective communication and sound financial stewardship
- Inspire students to be lifelong learners who enrich the world
Goals and Objectives
The strategic goals are organized in three broad areas: Student Success, Teaching and Learning, and Governance and Operations.

GOAL 1:
Student Success

*Inspire and empower each student to grow socially, emotionally, and academically.*

**Objective 1.1** Determine and address each student’s unique learning needs, interests, and strengths.

**Objective 1.2** Optimize academic growth of each student.

**Objective 1.3** Work together with families and staff to address the social-emotional learning needs of each student.

**Objective 1.4** Ensure a consistent and balanced assessment system to support the Portrait of a Graduate.

**Objective 1.5** Ensure a consistent grading and reporting system that provides clear and meaningful feedback on student progress.

**Objective 1.6** Increase parent-teacher communication about each student’s educational progress.
GOAL 2:
Teaching, Learning & Innovation

*Deliver an engaging learning environment that promotes excellence.*

Objective 2.1  Establish and communicate clear learning standards in every classroom as the expectation for each student and the limit for no student.

Objective 2.2  Provide full support for successful implementation of new initiatives that improve learning.

Objective 2.3  Integrate current and emerging technologies to enhance pedagogy and student learning.

Objective 2.4  Evaluate at least two District programs annually, developing and implementing a plan to address any areas needing improvement.

Objective 2.5  Increase experiential learning opportunities for each student.

Objective 2.6  Provide relevant professional learning, which targets the needs of each staff member.
GOAL 3:
Governance and Operations
Allocate resources in alignment with the strategic goals.

Objective 3.1 Provide a positive and safe environment.

Objective 3.2 Attract, develop, and retain high quality staff.

Objective 3.3 Evaluate the return on investment of expenditures on educational programs and facility improvements.

Objective 3.4 Ensure the long-term facilities plan supports learning.

Objective 3.5 Provide targeted, relevant and transparent communication to all stakeholders.

Objective 3.6 Build partnerships with the community to support and enhance student learning.