



District 89 Maywood
Strategic Plan



Board Approved November 19, 2013

I. INTRODUCTION

A. Background

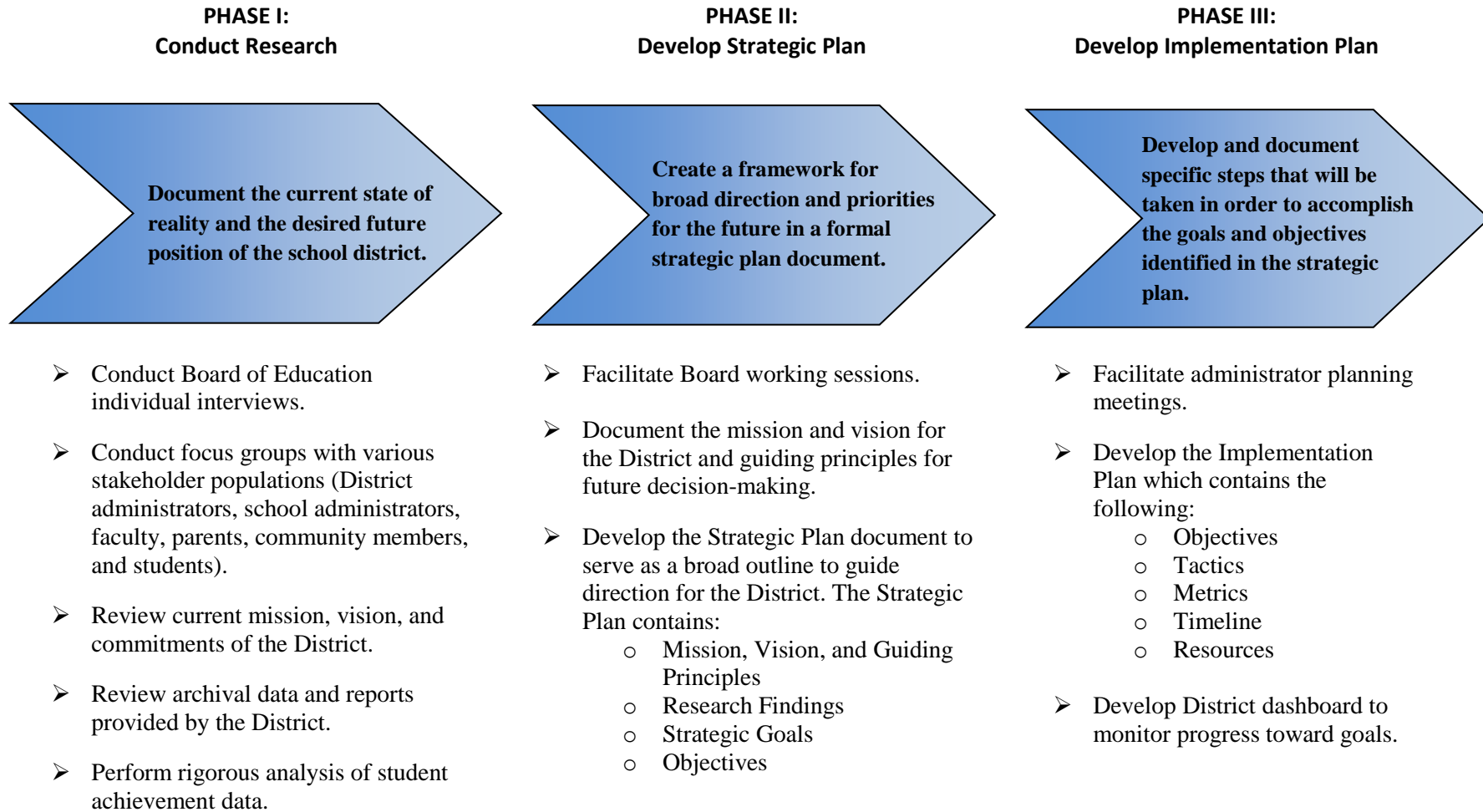
District 89 Maywood (the “District”) is an elementary district that serves over 5,000 students. The District’s ten K-8 schools are located in the West Chicago-suburban communities of Maywood, Melrose Park, and Broadview, and the student population served by the District is 98 percent minority and 93 percent low income. District leaders and stakeholders are united around the belief that all students can learn, and educating each and every student is seen as the District’s primary purpose. Despite a committed and passionate community and educators, the District is currently facing financial and facility constraints. Large class sizes inhibit educators’ ability to deliver differentiated instruction to all students.

Cognizant of the need to overcome these challenges, and with a profound sense of commitment to the District community, the Board of Education has undertaken a rigorous approach to future planning. During the 2013-2014 school year, the District partnered with ECRA Group, Inc. (ECRA) to develop a Strategic Plan to document the current state of the schools and determine the future direction of the school district.

The Strategic Plan is intended to provide a framework for future planning that builds upon a common mission, vision, guiding principles, goals, and objectives. The process utilized a broad spectrum of data to result in a strategic plan that reflects a shared consensus among stakeholders and serves as a foundation for future decision-making.



B. The Strategic Planning Process



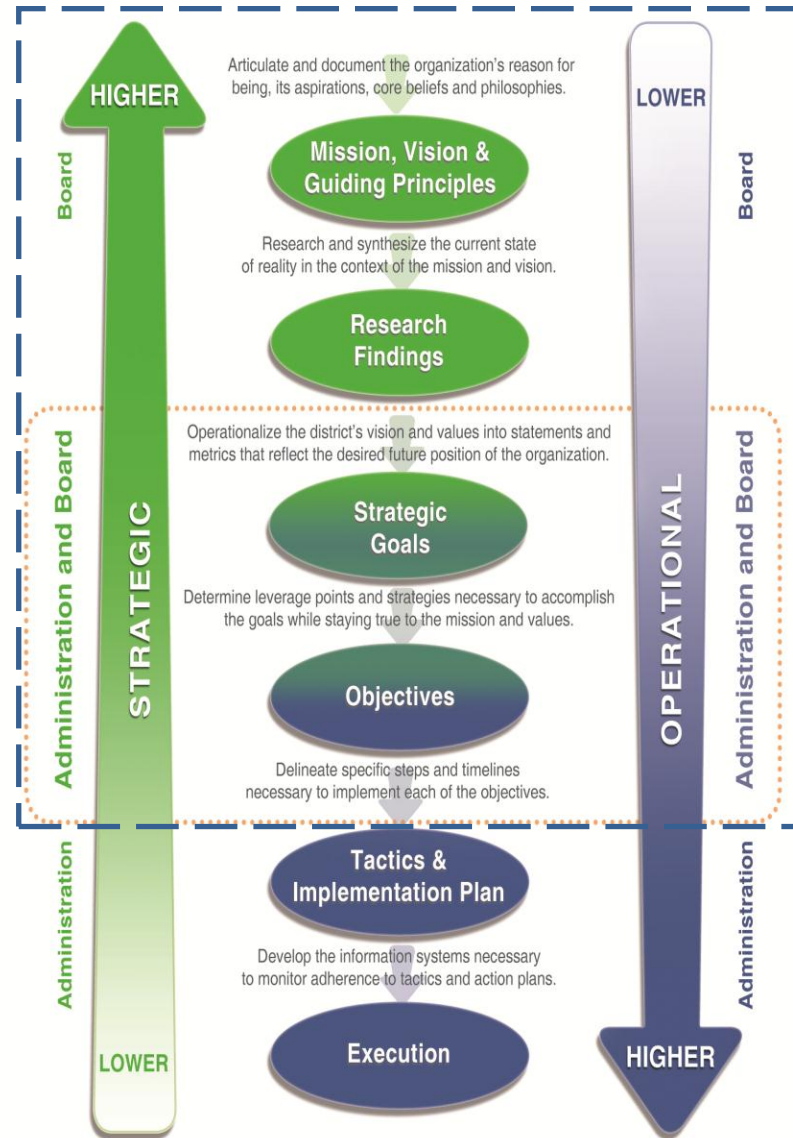
C. Structure of This Report

The model to the right is a visual representation of the strategic planning model used in the District’s strategic planning process. It identifies the engagement processes designed to address the development of various components of the strategic plan. To this point, the Board of Education, as well as other District stakeholder groups, in partnership with ECRA, has participated in a process aimed at identifying strategic goals and objectives designed to achieve the desired future position of the District.

The strategic plan document contains the first four components that represent Phase I and II. The mission was reviewed and a vision for the future and guiding principles for decision-making emerged. Data were collected and synthesized in the context of the District’s mission, vision, and guiding principles and articulated into research findings. Strategic goals were extracted from the research findings with consideration for the vision and guiding principles. Finally, a process aimed at understanding the strategic goals and the current state of reality resulted in the development of a set of objectives to accomplish the goals.

Moving forward, the Strategic Implementation Plan will be developed. As the model suggests, it is the role of administration to develop the tactics and implementation plan required to accomplish the objectives and determine how the Strategic Plan will be executed.

Contained in this document is an overview of the research, data sources, data synthesis, and research findings that went into the development of the Strategic Plan. The document also contains components of the strategic plan itself, including Mission, Vision and Guiding Principles, Research Findings, Strategic Goals, and Objectives.



D. Definitions

The following definitions provide context to the components of the Strategic Plan.

Mission, Vision, & Guiding Principles: the organization’s reason for being, its aspirations, core beliefs, and philosophies.

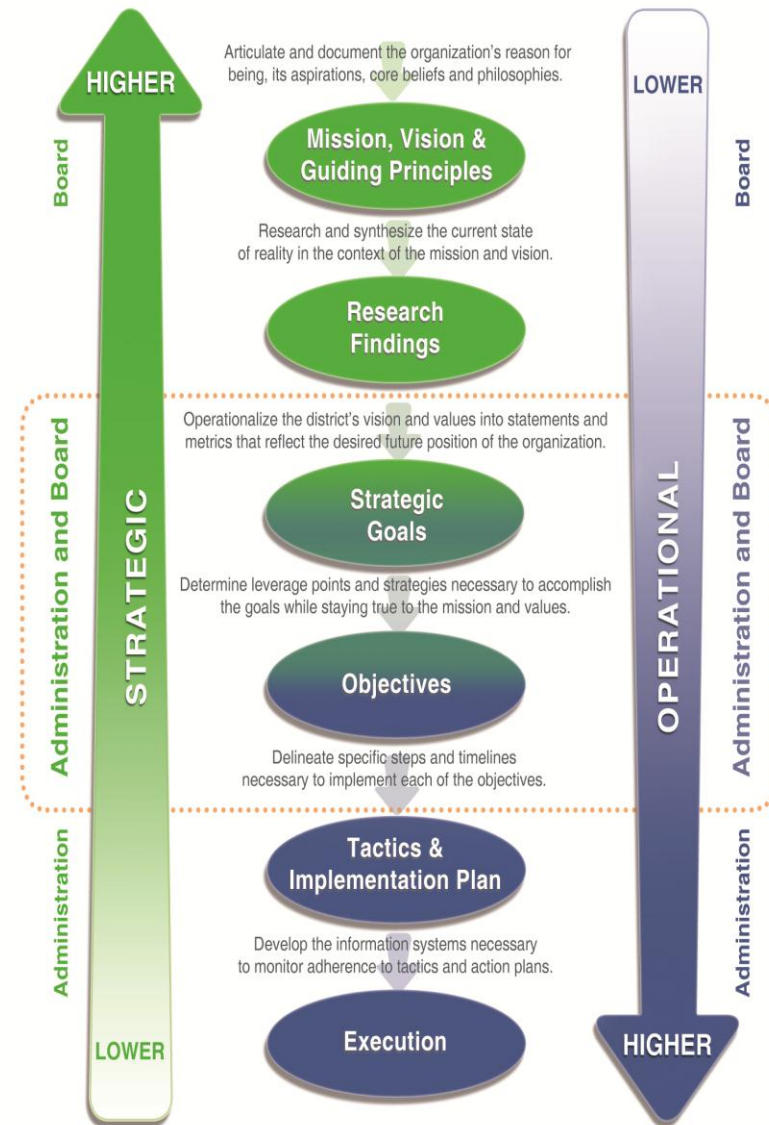
Research Findings: the current state of reality in the context of the mission and vision.

Strategic Goals: statements that reflect a desired future position.

Objectives: leverage points and strategies necessary to accomplish the strategic goals while staying true to the mission and values.

Tactics and Implementation Plan: specific steps and timelines necessary to implement each of the objectives.

Execution: the information systems necessary to monitor adherence to tactics and action plans.



II. RESEARCH FINDINGS

A. Data Sources

The following tables show the data sources ECRA used to develop the components of the District 89 Maywood Strategic Plan.

Archival and Other Data*
Board Policy Manual (Adopted August 28, 2013)
Planning to Achieve and Maintain Financial Stability and Strength (October 11, 2012)
10-Year Health Life-Safety Survey (October 1, 2013)
Program Review: Special Education Services (June 27, 2013)

* Archival data provided by the District

Interviews and Focus Groups**	
Stakeholder Group	Dates Completed
Board of Education	September 2013
Administrators, Faculty, and Staff	September 2013
Students	September 2013
Parents	September 2013
Community Members	September 2013

** In all, ninety individuals participated in focus groups.

ECRA Group Reports	
Report Title	Dates Completed
Strategic Plan Supporting Evidence <ul style="list-style-type: none"> • Board Interview Summary • Focus Group Summary • Achievement Analysis 	November 2013

B. Research Findings

In Phase I of the strategic planning process, data were collected through individual Board of Education interviews and focus groups open to community members, parents, administrators, teachers, support staff, and middle school students. Archival data was also incorporated. Once data were collected, ECRA rigorously analyzed, synthesized, and triangulated the results to identify reoccurring themes and trends, which are reflected in the research findings. The guiding principles, strategic goals, and objectives contained in this report were developed based on these findings. Findings are summarized below. Specific data sources and documents are noted to support each finding. Details related to cited evidence can be found in a separate document titled, “Strategic Plan Supporting Evidence.”

1

Global Finding

There is a prevalent belief across the District that all students can learn. District leaders, educators, and stakeholders believe the District’s primary purpose is to ensure every student is successful and provided a high quality education. Dedicated, well-trained educators are seen as one of the main means to achieve this vision. Stakeholders also believe additional co- and extracurricular offerings will improve student engagement and teach skills essential for future success.

Overall District stakeholders speak positively of school leaders, educators, and the learning environment. However, class size as well as financial and facility limitations prevent the District from fully meeting its goal of providing a high quality education to all students. The District remains committed to understanding and embracing its diverse student and community populations. Yet, additional efforts must be made to meet state special education mandates and ensure a high quality, inclusive education for the District’s special education students. The Board desires greater outreach to, and involvement of, parents and community members in the education process.

Evidence

Strategic Plan Supporting Evidence. Sections: Board Interview Summary and Focus Group Summary.



*School District Philosophy:
“Quality Education for All”*

2

Mission, Vision, and Guiding Principles

The Board recently revised the District’s mission and vision statement to the following declaration:

The mission of Maywood-Melrose Park-Broadview School District 89 is to ensure the well-being of our students academically, emotionally, and socially. It is our responsibility to provide an environment that will prepare students to pursue college or career opportunities through meaningful learning experiences.

The Board is adamant in the belief that all students can learn and views the District’s primary purpose as ensuring all students are learning. Stakeholders believe providing a quality education for students should drive District decision-making. Stakeholders also value hiring and retaining quality teachers, preparing students for college and careers, and community engagement.

Evidence

Archival data. Sections: Board Policy Manual
Strategic Plan Supporting Evidence. Sections: Board Interview Summary and Focus Group Summary.

3

Student Achievement and Academic Standards

On the Illinois State Report Card, thirty-nine percent of District third through eighth grade students met or exceeded the state proficiency standard in reading and math during the 2012-2013 school year. Overall students achieved expected growth in learning during the 2012-2013 school year across the District compared to both historical local District growth and typical statewide growth. In addition, student performance on the 2011-2012 ISAT in reading was consistent with students with similar demographic characteristics. However, student performance on the 2011-2012 ISAT in math was significantly lower than statewide averages for students with similar characteristics.

Evidence

Strategic Plan Supporting Evidence. Sections: Achievement Analysis.



Thirty-nine percent of District students met or exceeded state standards on ISAT in the 2012-2013 school year.

4

Curriculum and Instruction

District stakeholders appreciate the District’s current extracurricular offerings but would like to see a greater variety of co- and extracurricular activities offered at all schools. Students are particularly complimentary of programs that allow for student leadership including student government and mentoring young students. Student support services and the District’s behavior intervention and supports have a positive influence on the schools’ learning environments; however, Response to Intervention (RtI) has not been consistently implemented or utilized. Additional emphasis is needed to meet state mandates related to placing and supporting special education students in the Least Restrictive Environment, and differentiated instruction would benefit students at all achievement levels.

Evidence

Archival data. Sections: Program Review: Special Education Services.
Strategic Plan Supporting Evidence. Sections: Focus Group Summary.

5

Human Resources

Employee dedication is recognized as a strength throughout the District. Principals received particular recognition for their enthusiasm and skill. The hiring and retention of quality staff is valued across stakeholder groups; while, employees desire the development and support of a safe working environment, where all are respected. The new administrative team is praised by the Board for innovations, including an emphasis on professional development (PD) in recent years that has resulted in a widely praised PD program.

Evidence

Strategic Plan Supporting Evidence. Sections: Board Interview Summary and Focus Group Summary.



The average class size across the district was 25 students per class during the 2012-2013 school year.

6

Assessment and Information Infrastructure

Due to recent modification of assessment schedules, the only current universally administered assessment data available across the District is ISAT. Additional assessments could assist teachers and administrators in progress monitoring and screening throughout the year, as well as provide a secondary data point to aid student placement and to inform instruction. When data is available, educators do not always have access to data and may not know how to use or analyze the data. An information infrastructure for sharing and using data must be developed.

Evidence

Archival data. Sections: Program Review: Special Education Services.
Strategic Plan Supporting Evidence. Sections: Achievement Analysis.

7

Culture, Collaboration, and Communication

District stakeholders, particularly employees, are collaborative and dedicated to continuous improvement processes. Students are noted for their curiosity and desire to learn. Stakeholders value parent involvement and are committed to supporting and educating parents on how to best support student achievement and development. Many parents are currently satisfied with District communication, specifically with their outreach to non-native English speakers. However, parents and community members would like more communication between schools and parents. The school teaching and learning environments are safe, orderly, and conducive to learning, although the current class sizes of 25 or more students in certain schools can be challenging.

Evidence

Strategic Plan Supporting Evidence. Sections: Board Interview Summary and Focus Group Summary.



The District employed 286 certified teachers during the 2012-2013 school year.

8

Technology

The Board is proud of recent investments in technology infrastructure including bandwidth, hardware, and access improvements; however, additional investments and integrations into instruction are necessary. Stakeholders would like technology investments to be distributed equally between schools and to see technology used more frequently and effectively to engage students and improve instruction. Additional training and professional development for teachers and students on how to use technology is also needed.

Evidence

Strategic Plan Supporting Evidence. Sections: Board Interview Summary.

9

Facilities

District facilities are old and in some cases do not meet safety standards. Despite regular maintenance, the quality and capabilities of current schools limit learning; specifically the lack of air conditioning in all schools has a negative effect on learning during the warmer months. The creation of middle schools is widely supported by the Board, administrators, faculty, parents, students, and community members. School reorganization could lead to more effective use of school resources, improve instruction through grade-level teams, and allow the District to provide specialized programming and expanded opportunities to better prepare middle school students for high school.

Evidence

Archival data. Sections: 10-Year Health Life-Safety Survey.

Strategic Plan Supporting Evidence. Sections: Board Interview Summary and Focus Group Summary.

10

Finance

As of the spring of 2012, the District received a preliminary financial rating increase from the Illinois State Board of Education (ISBE). The improvement was a result of actions taken to reduce expenditures, including reductions in personnel costs. Additional steps, including hiring administrators skilled in business and financial management, are being pursued to continue improving the financial standing of the District. Despite improvements in fiscal management, finances continue to be a concern. Stakeholders report the need for up-to-date textbooks and usable furniture in classrooms.

Evidence

Strategic Plan Supporting Evidence. Sections: Board Interview Summary and Focus Group Summary.



Seventeen percent of students transferred in or out of District schools during the 2012-2013 school year.

III. MISSION, VISION, and GUIDING PRINCIPLES

A. Mission Statement and Vision Statement

Based on stakeholder feedback gathered through Phase I of the strategic planning process and Board of Education input during Phase II, the Board of Education has retained the following Mission Statement and Vision Statement.

District 89 Maywood Mission Statement

The mission of Maywood-Melrose Park-Broadview School District 89 is to ensure the well-being of our students academically, emotionally, and socially. It is our responsibility to provide an environment that will prepare students to pursue college or career opportunities through meaningful learning experiences.

Current District 89 Maywood Vision Statement

As a result of our “Whole Child” approach to education, District 89 Schools will be the school system of choice and source of community pride.

B. Guiding Principles

Based on the research and findings in Phase I of the strategic planning process and Board of Education feedback in Phase II, the following guiding principles were adopted as a collective set of main beliefs and values used to guide the District's planning and decision-making.

District 89 Maywood Guiding Principles

We believe:

- A stimulating, safe, and orderly environment is the first step in providing a quality education for all students.
- All students can learn at high levels.
- A high quality teaching staff is critical to student learning.
- It is the District's responsibility to develop self-discipline, responsibility, and respect in our students.
- The development of literacy¹ in our students is essential for future success.
- School, family, and community commitment are essential components in the teaching and learning process.

¹ The Board of Education defines literacy to include technological literacy, numeric literacy, reading, and writing.

IV. STRATEGIC GOALS AND OBJECTIVES

The goals in this section have been categorized into four strategic areas that emerged through the research phase of the strategic planning process and approved by the Board of Education.

Strategic Goal I: Ensure all students meet high academic standards.

We believe all students can learn at high levels. As such, the district must develop and improve processes to provide high-quality instruction, academic rigor, engaging programming, and interventions to support and challenge all students.

Strategic Goal II: Provide a school environment conducive to teaching and learning.

Students will excel academically and personally when in a safe and well-structured learning environment that is both conducive to learning and supported by a dedicated and skilled teaching staff.

Strategic Goal III: Ensure responsible financial management.

Adequate resources are necessary to support high quality academics. By making prudent decisions, fiscal stability and the quality of students' experiences can be assured now and into the future.

Strategic Goal IV: Develop a learning community inclusive of all stakeholders.

Families and the community are essential to the learning process. Increasing stakeholder communication and involvement in the education process will support and improve student learning.

IV. STRATEGIC GOALS AND OBJECTIVES (continued)

Strategic Goal I: Ensure all students meet high academic standards.

We believe all students can learn at high levels. As such, the district must develop and improve processes to provide high-quality instruction, academic rigor, engaging programming, and interventions to support and challenge all students.

Objectives:

1. Serve the needs of all students in the classroom.
2. Implement Response to Intervention (RtI) consistently across the District.
3. Provide co-curricular and extracurricular programming to meet student needs.
4. Increase the use of data to inform instruction.
5. Encourage students' social and emotional development by addressing the "whole child."
6. Increase the percentage of children exceeding state standards in alignment with the Common Core.

IV. STRATEGIC GOALS AND OBJECTIVES (continued)

Strategic Goal II: Provide a school environment conducive to teaching and learning.

Students will excel academically and personally when in a safe and well-structured learning environment that is both conducive to learning and supported by a dedicated and skilled teaching staff.

Objectives:

1. Address inequities in class size.
2. Hire and retain high quality educators.
3. Provide relevant professional development.
4. Align the curriculum and instruction in accordance with the Common Core.
5. Create a collaborative, respectful culture focused on teaching and learning.
6. Integrate technology into daily classroom instruction.
7. Develop and implement a plan for the creation of grade-level centers and middle schools.

IV. STRATEGIC GOALS AND OBJECTIVES (continued)

Strategic Goal III: Ensure responsible financial management.

Adequate resources are necessary to support high quality academics. By making prudent decisions, fiscal stability and the quality of students' experiences can be assured now and into the future.

Objectives:²

1. Align resources to the District's mission, vision, and strategic goals.
2. Establish and meet fund balance goals.
3. Monitor the District's long and short-term financial health.
4. Seek and effectively manage state and federal grants.
5. Advocate for funding legislation and decisions that positively affect District students.
6. Evaluate District programs based on return on investment analyses.
7. Implement measures to establish and expand alternative local revenue sources.
8. Systematically plan, monitor, and improve facilities to enhance student learning.

² Please refer to "Planning to Achieve and Maintain Financial Stability and Strength" published October 11, 2012 for additional information on tactics for the following objectives.

IV. STRATEGIC GOALS AND OBJECTIVES (continued)

Strategic Goal IV: Develop a learning community inclusive of all stakeholders.

Families and the community are essential to the learning process. Increasing stakeholder communication and involvement in the education process will support and improve student learning.

Objectives:

1. Increase efforts to partner with and educate parents on how best to support their children's education.
2. Appropriately involve employees, parents, and community members in decision-making that affects their work, children, and community.
3. Increase communication between stakeholders and schools.

V. NEXT STEPS

The administrative team will create an implementation and execution plan based upon the mission, vision, goals, and objectives approved by the Board of Education. This will include finalizing the objectives as well as developing tactics, action plans, and metrics to monitor progress towards strategic goals.