



Arlington Heights School District 25 Draft Strategic Plan Report

February 9, 2021

Prepared by the Consortium for Educational Change (CEC)

Overview

A survey was developed jointly by the Arlington Heights School District 25 Strategic Planning team and CEC to gather feedback on the draft plan created by the Strategic Planning Team. The survey was available between February 1 and February 9. The district office electronically distributed and promoted the survey. In total, 202 people responded to the survey.

The survey respondents represented the following stakeholder groups:

- Staff: 25 (12.4%)
- Parents: 175 (86.6%)
- Community: 2 (1%)

Respondents were provided with the strategic plan draft and asked questions about each aspect of the plan. The results are included in this report.

Each section started with a question that asked the respondent to indicate whether they agreed that each component section provided the right direction. In most cases, respondents were also provided with an opportunity to provide open-ended suggestions to improve that particular aspect of the plan. Historically the survey questions have at least an 80% positive response rate.

Overall

Respondents were asked if the plan team had developed a draft plan that will set the right direction for the district for the next several years.

Yes	No
81%	19%

Mission

Respondents were asked if they believed the draft mission captures the essence of why Arlington School District 25 exists.

Yes	No
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86.6%	13.4%
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Representative statements from major themes:

- *Inclusion:* All programs and special services should be as inclusive as possible. Sometimes the special services offered are creating more diversity in the classroom. Truly consider what it means to be inclusive...special education, gifted learners, ELL, twice exceptional—I worry there is not enough inclusion and diversity to trust the statement.

Motto

Respondents were asked if they believed the draft motto accurately captures the essence of why the school district exists.

Yes	No
84%	16%

Representative statements from major themes:

- *IN words:* Should all be the same part of speech. I think instead of invested, it should be inspired.
- *Education:* Nothing is mentioned about education. I think there should be a reference to excellence and learning/achieving.

Vision

Respondents were asked if they believed the draft vision accurately captures the desired future of the district and the role of each stakeholder group in reaching that desired future.

Yes	No
92.6%	7.4%

Representative statements from major themes:

- None

Core Values

Respondents were asked if they believed the draft core values reflect the things that all stakeholders must commit to in order for Arlington Heights School District 25 to be successful.

Yes	No
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89.8%	10.2%
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Representative statements from major themes:

- *Creativity:* I would replace innovation with creativity. Creativity could be considered. District needs to be better at thinking outside the box for problem-solving and instilling that in students.
- *Respect:* What about respect and acceptance? Respect and belonging.

Goals and Strategies

Respondents were specifically asked about each of the draft goals and whether they provided the right direction for Arlington Heights School District 25.

Goal 1 and aligned strategies provide the right direction.

Student Achievement Goal: Broaden practices to ensure all learners are successful citizens ready for high school, college, career and life.

Yes	No
85.2%	14.8%

Representative statements from major themes for Goal 1:

- *Performance gaps:* Eliminate, instead of reduce performance gaps. Set the bar higher. First statement should be to reduce performance gaps for all. Period. Attention should be given to all students. In addition to the support of gaps for low income and disabled, the goal should also support the advancing and excelling students forward moving beyond her/his grade level.
- *Continuum of services:* We need to ensure that "continuum of services" does NOT mean more prescribed, scripted intervention programs for lower performing student sub-groups and DOES mean greater engagement and enrichment. Rather than relying on a "continuum of services" to address the needs of students with disabilities, black and Hispanic students, it would be more effective and forward-thinking to develop an environment and practices throughout the curriculum and classroom that address learning styles, etc... in an inclusive environment. Consider any unconscious bias that might be perpetuated by calling out certain groups as having performance gaps.

Goal 2 and aligned strategies provide the right direction.

Learning Environment Goal: Create optimal programs, services and an environment that meets the needs of all learners.

Yes	No
89.7%	10.3%

Representative statements from major themes for Goal 2:

- *Diversity and inclusion:* In addition to this goal, the District should consider cultivating diversity, equity and inclusion into everyday practice.

Goal 3 and aligned strategies provide the right direction.

Family and Community Goal: Strengthen family and community partnerships to enhance learning, teaching and an exchange of human resources.

Yes	No
93.3%	6.7%

Representative statements from major themes for Goal 3:

- *External healing:* The strategy on healing external relationships should also address the impact of racial injustice and systemic racism. Relationships are broken not only because of pandemic, but because of racism. And it should be stated. We suggest to add 'and from racial injustice' or other similar term to this strategy. This will connect to the Board's commitment to eliminate racial justice, made in July 2020.

Goal 4 and aligned strategies provide the right direction.

Staff Goal: Attract, develop and retain high-quality, innovative employees.

Yes	No
88%	12%

Representative statements from major themes for Goal 4:

- *Diversity of staff:* Reiterate diversity investment and goal with the staff bucket here. Invest in recruiting educators and staff from diverse backgrounds that are culturally competent in recognizing and understanding the diverse needs of families.
- *Teacher morale:* We have amazing teachers who have been treated very poorly by parents and Board members over the last year. We need to find

a way to keep our staff from leaving. How do you plan on healing the internal relationships? Also, the way you have treated the teachers this year, your focus should first be to RETAIN, then attract.

Goal 5 and aligned strategies provide the right direction.

Resources Goal: Demonstrate stewardship by allocating resources effectively and equitably.

Yes	No
92.6%	7.4%

Representative statements from major themes for Goal 5:

- *Diversity Equity Inclusion:* There should be specific mention of funding for the District's current and future DEI efforts. We would like to see the connection between this Goal and Strategy and the Board's DEI policy 1: 32 which says in part: "Arlington Heights School District 25 will design and implement a curriculum to embrace and support diversity and cultural competence within our learning community, and invest financially to increase the diversity of our staff and recipients of our spending."