



**D** **1** Community  
**2** **8** High School  
**District 128**

# Strategic Plan

WORKING TO FULFILL OUR **DARING** MISSION



**2022-  
2028**

# About District 128

District 128 students and staff are consistently recognized on the local, state and national levels for their outstanding academic and extracurricular achievements. District 128 was named the number one school district in Illinois in the 2019 Best Schools ranking by Niche.com. U.S. News and World Report ranks LHS 12th and VHHS 15th among Illinois high schools, and in the top 3% of all public high schools nationally. Both high schools are recipients of the U.S. Department of Education National Blue Ribbon of Excellence Award, with LHS receiving the honor in 2018 and 1990 and VHHS receiving the honor in 2010.

## District 128 Board Members



**Lisa Hessel**  
President



**Jim Batson**  
Vice President



**Don Carmichael**  
Secretary



**Cara Benjamin**



**Kara Drumke**



**Sonal Kulkarni**



**Casey Rooney**

## Student Representatives

The District 128 Board of Education has included student board representatives in its meetings since the 2001-2002 school year. Student representatives, selected through an application and interview process, participate in regular board meetings and share monthly reports from their schools. The 2021-2022 student board representatives actively participated in developing the D128 Strategic Plan.

### 2021-2022

Faith Davidson  
Sofia Gonzalez Bernier  
John Graham  
Tiffany Kang  
Ryan McGrory  
Kevin Schumacher

### 2022-2023

Fatima Elmenshawy  
Jasmine Lafita  
Sarah Wuh  
Hary Jun  
Sofia Marin  
Ariel Shifrin



# Message from the Superintendent and Board President

**How does a school district move from excellent to world class?** When you've been ranked among the best school districts in the state, received countless honors in the areas of academics, extracurricular activities, and athletics, and have been named twice to Chicago's Top Workplaces list, how do you move to the next level?

Those were some of the questions that Community High School District 128 asked when a core team of staff members met to begin charting the course for a new district strategic plan in the fall of 2021. Building upon the compelling mission statement that was authored in 2018, the next phase was to create a strategic plan that would guide us in attaining our mission of developing graduates who are DARING.

We asked ourselves two key questions: where are we now and where do we want to be? Staff, parents, students, and community members identified areas of improvement to determine how we can better serve students by gathering and analyzing multiple forms of data from the perspective of an academic community, which included demographics; student learning; student staff, and parent perception data; and an audit of programs and processes. The next step was prioritizing areas of need and identifying short- and long-term goals, which would give clear direction to the board of education, community, and staff as to where and how resources should be allocated. This fall, action plan teams created a roadmap for each goal area to guide decisions, set growth targets, and select strategies for improvement, to ensure all of our students have the opportunity to become DARING graduates.

There are countless individuals to thank for their participation in the work done over the past 18 months. Know that regardless of how many meetings you attended, surveys you completed, or how much feedback you voiced, your participation and input were valued. As a result, we are pleased to share the Strategic Plan that you will find outlined in this document. In conjunction with our unwavering commitment to teaching and learning, the five-year action plan will add focus in the following goal areas:

## Health and Wellbeing

D128 will increase access to social and emotional learning (SEL) support and services to improve mental health and wellbeing for all students.

## Equity and Inclusion

D128 will ensure equitable opportunities and outcomes for all student populations.

## Explore Multiple Paths

All D128 students will explore various career, college, military and trade pathways and graduate informed, prepared, and empowered to pursue the future career of their choosing.

There is much work to be done, and as we advance on this journey we will review our work and make adjustments as necessary to meet our goal of full implementation of the plan by 2028. We will keep you updated on our progress, and encourage you to share your thoughts along the way.



**Denise Herrmann, Ed.D.**  
Superintendent



**Lisa Hessel**  
Board of Education President

# Strategic Plan Timeline

## Foundation Strategies and Strategic Boundaries

What we will do and what we will NOT do to remain focused on achieving our Mission and Goals.

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SEPT 2021-JAN 2022

## Build D128 Data Profile

Gather and analyze demographic, achievement, and perception data to build D128 Data Profile.

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FEB-MAR 2022

## Build Upon the DARING Mission

Building upon the DARING Mission, staff and stakeholder groups identify DARING vision - what it will look like, sound like, and feel like to achieve our Mission.

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APR-JUN 2022

## Prioritize DARING Goals

Staff, students, and parents prioritize DARING Goals and recommend to Board of Education as focus for 2022-2028 Strategic Plan.

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JUNE 27, 2022

## Approve Strategic Plan

Board of Education approves the Strategic Plan.



AUG-DEC 2022

## Develop DARING Action Plans

Develop DARING Action Plans which list the specific actions that must be taken, by whom, by when, in what order, and at what cost to achieve an overall goal.

Board of Education to approve action plan and metrics.

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JAN-JUL 2023

## Installation

Align budget, staffing, and professional learning to the implementation of the strategic plan.

Design and launch professional learning.



2023-2025

## Initial Implementation

Staff begins initial implementation of action plans and provides annual progress report to Board of Education.

Data used to anchor plans and adjust as needed.



2026-2028

## Full Implementation

Action plans are fully integrated and supported.

Continue process of annual assessment.



DEVELOPMENT PHASE

IMPLEMENTATION PHASE

## Foundation Strategies

What are the shared values and the core beliefs that guide the behaviors of a group? How must we behave to achieve our Mission and Goals?



**Collaboration:** We promote a collaborative culture that empowers organizational synergies and strong partnerships.



**Continuous Improvement:** We focus on learners' experiences, stakeholder engagement, and data collection and analysis to guide and inform the conditions, processes, and practices that will improve teaching and learning.



**Financial Stability:** We will provide resources in alignment with the strategic plan and demonstrated needs provided by the school communities.



**Innovation:** Create transformational systemic change to ensure equitable student achievement.



**Partnerships:** Engage students and families as partners to achieve our mission and goals.



## Strategic Boundaries

What we will NOT do to ensure we stay focused on our Mission and Goals

- Allow past practices to create barriers to new and innovative ideas.
- Make decisions without the use of pertinent data provided by the relevant stakeholders.
- Adopt any new program or service unless it is:
  - accompanied by staff development needed to implement effectively
  - accompanied by the means to assess its effectiveness
  - staffed and funded sufficiently

# D128 Data Profile

<b>Libertyville High School</b> <b>1796 Students</b> <b>252 Staff</b>	<b>Vernon Hills High School</b> <b>1504 Students</b> <b>229 Staff</b>	<b>Transition Pathways</b> <b>27 Students</b> <b>13 Staff</b>	<b>District Office</b> <b>26 Staff</b>
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**D128 Total:** **3327 Students** **520 Staff at 4 sites**

## IL Report Card Summative Designation / 2021-2022

Both Libertyville High School and Vernon Hills High School achieved exemplary status on their 2021-22 Illinois Report Cards. Exemplary schools are those performing in the top 10 percent of schools statewide with no underperforming student groups.

### 4-Year Graduation Rate



### Average Daily Attendance Rate



### Extracurricular Participation

Percent of students who participate in at least one extracurricular activity or athletic team **84.1%**

### Languages Spoken in D128

**569** of our students speak a language other than English at home (~17%)

**50** different home languages are spoken by our D128 students

Top home languages, other than English, include: Spanish (5.36%), Russian (1.94%), Korean (1.40%), Mandarin (0.83%), Polish (0.83%) and Arabic (0.68%)

## Student and Teacher Demographic Comparison

Race	% Students	% Teachers
American Indian/ Alaska Native	0.1%	0%
Asian	14.6%	2.5%
Black or African American	2.1%	1.1%
Hispanic	11.9%	3.1%
Multiracial	4.2%	0%
Native Hawaiian/ Other Pacific Islander	0.2%	0%
White	66.9%	93.3%

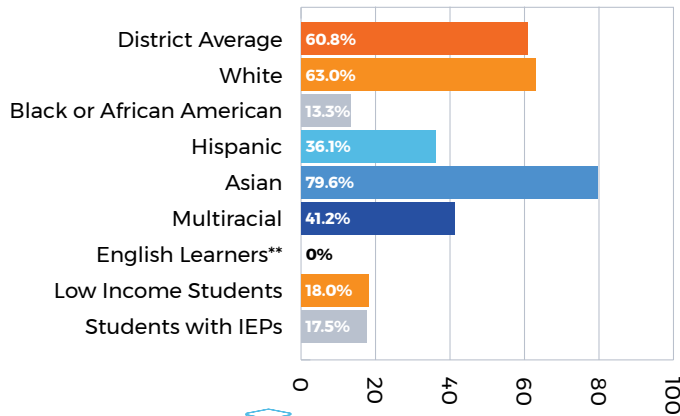
## Other D128 Demographic Trends

	School	2021-2022	2020-2021	2019-2020
English Learners	D128	2.1%	1.9%	2.0%
	LHS	0.7%	0.7%	0.9%
	VHHS	3.7%	3.4%	3.2%
Low Income	D128	8.5%	7.2%	7.2%
	LHS	4.9%	3.6%	4.3%
	VHHS	12.7%	11.3%	10.8%
Students with IEPs*	D128	10.8%	9.4%	9.4%
	LHS	10.8%	9.9%	10.5%
	VHHS	10.8%	8.8%	8.2%

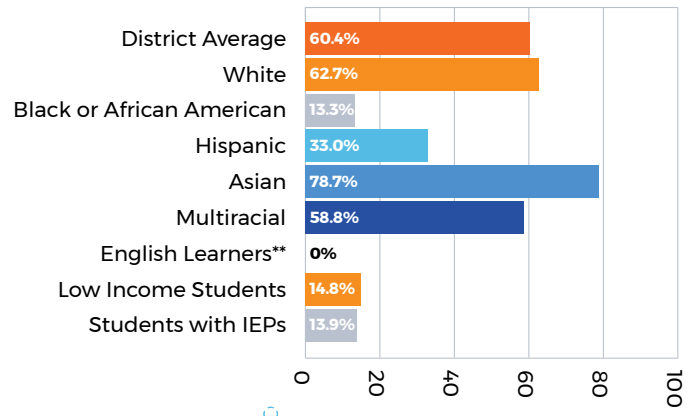
\*An IEP is an Individualized Education Program, which is a legal document developed for each public school child in the U.S. who receives special education services.

# How are Our Students Doing?

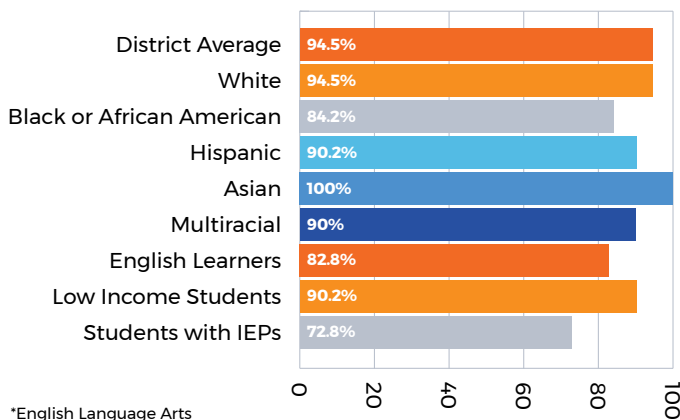
**ELA\* Proficiency**



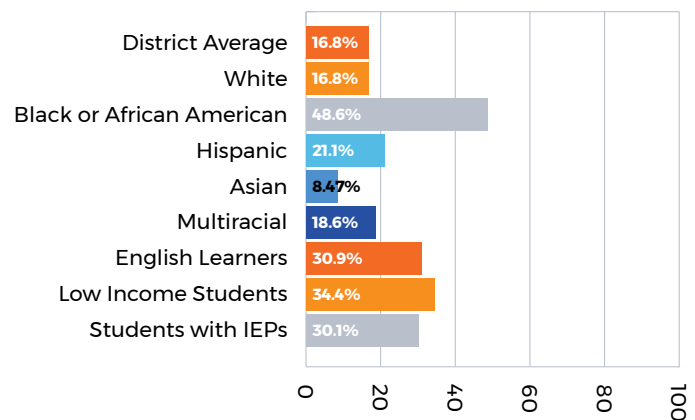
**Math Proficiency**



**4 Year Graduation Rate**



**Chronic Absenteeism**



\*English Language Arts

## Advanced Placement

**44.4%** of D128 students took at least one AP exam in the 2021-22 school year.

**80.7%** pass rate in 2021-22 (exams earning a score of at least 3 on a scale of 1 to 5).

**74%** of D128 students will take at least one AP exam by the time they graduate.

## Achievement Gaps

Areas for needed improvement in performance by student subgroups

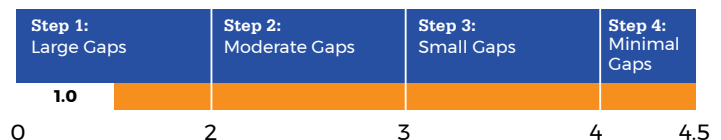
■ Gap ■ No Gap

Student Group	ELA Proficiency	Math Proficiency	Graduation Rate (4 yr)	Chronic Absenteeism	Suspensions (Out of School)
Black or African American					
Hispanic					
Multiracial					
English Learners					
Low Income Students					
Students with IEPs					



## Suspensions (Out of School)

Information to the right is based on our Equity Journey Continuum, an informational tool for districts to track their progress toward closing gaps in student achievement, opportunities, and supports. D128 shows large gaps, defined as “large disproportionality” in out of school suspensions, receiving a 1.0 on a scale of 1 to 4.5.



\*\*Once English Learners attain the language proficiency needed to be successful in general education classes they are exited from the EL program and their scores are counted in the general population scores.

# The Mission of Community High School District 128 is to develop graduates who are

## DARING

Students explore and discover personal journeys to meaningful post-secondary pursuits.

### Dreamers and Doers

- We believe we can make a difference.
- We participate in change for the greater good.
- We prepare to thrive in our studies, careers, and life.

### Aware

- We know what we love and pursue our passions.
- We reflect frequently to discover who we are and who we may become.
- We seek to understand the varied experiences and realities of others.

### Global

- We value diversity.
- We build relationships in order to understand others.
- We communicate effectively to collaborate in our interdependent world.

**We are:**

### Nimble

- We delve into complexity and ambiguity.
- We adapt learning to novel situations.
- We express ourselves artistically, logically, and in many modes.

### Inquisitive

- We are curious about the world's complicated past, present and future.
- We think creatively, explore options, and are guided by evidence and reason.
- We ponder problems, question convention, and propose solutions.

### Resilient and Healthy

- We take calculated risks to deepen our experiences and build our confidence.
- We persevere through difficulties and overcome adversity.
- We lead active, healthy, and balanced lifestyles.

**“Success is loving life and daring to live it.”**

- Maya Angelou



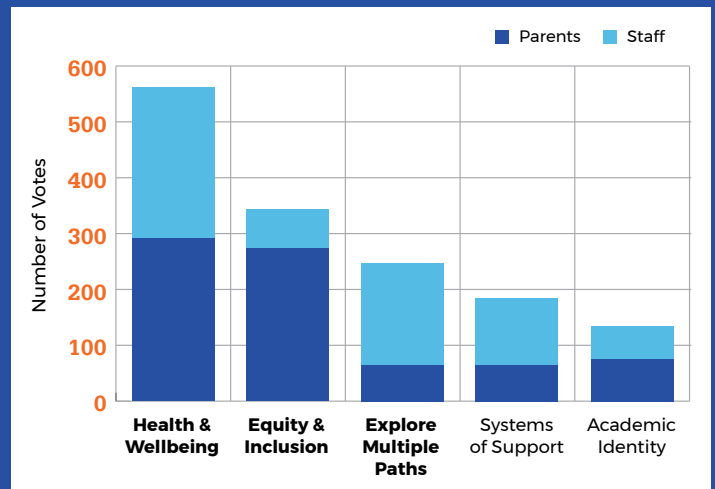
**“Greatness is not where we stand, but in what direction we are moving.”**

**- Oliver Wendell Holmes**



## Selection of Priority Goals

During the 2021-22 school year, the core strategic plan team was expanded to include the voices of staff, students, parents and community members. During two institute days, all staff participated in activities to provide insights for the vision statements and priority goals. Input from stakeholders was also gathered via surveys and in-person meetings. Analysis of data from the District Profile generated 12 possible strategic plan goal areas that would increase the likelihood that ALL students would achieve the DARING mission. From this list, staff and community members identified the same top five areas (shown at right), with the top three combined scores being selected for our priority goals: Health and Wellbeing; Equity and Inclusion; and Explore Multiple Paths.





## Goal 1

# Health and Wellbeing

The purpose of the Health and Wellbeing Goal is to develop a coordinated approach to support students' social-emotional learning across the school, classrooms, and within the community. The five-year plan will result in awareness and access to services, de-stigmatization of mental health, a connection between mental health and academic success, a health and well-being infrastructure, and social-emotional and health well-being systems of support.

### STRAND

### OBJECTIVE

### MEASUREMENT

#### Health and Wellbeing Programming, Resources, and Supports

To develop a coordinated approach for supporting students' social-emotional learning across the school, classrooms, and within the community.

- Implement youth mental health first aid training
- Provide teen mental health first aid training
- Deliver social-emotional learning and health and wellbeing
- Services and supports
- Include student voice and leadership

- Train 100% of staff
- Train 35% or more of students for the first implementation of training
- Conduct and review surveys
- Receive feedback from focus groups
- Evaluate partnerships, programs, and services

#### Health and Wellbeing For Staff

To promote health and wellbeing for staff.

- Cultivate D128 staff social-emotional competence and wellbeing

- Conduct and review surveys
- Receive feedback from professional learning and activities
- Evaluate partnerships, programs, and services
- Increase the percentage of health and wellbeing activities for staff

### KEY TASKS

#### Programming, Resources, and Supports

- Provide youth mental health training to all D128 staff
- Provide teen mental health training to targeted D128 students
- Explore social-emotional learning programs that increase connection and promote academic success
- Implement a student mentoring program
- Deliver additional mental health and social-emotional learning services to students
- Establish a mental health and wellbeing student leadership group to guide the implementation status of social-emotional learning experiences

#### Staff Health and Wellbeing

- Offer community-building opportunities for staff
- Schedule health and wellness activities for staff
- Increase awareness of mental health supports available to staff
- Explore partnerships with local agencies to provide mental health and wellbeing services to staff



STRAND	OBJECTIVE	MEASUREMENT
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**Health and Wellbeing Operations, Resources, and Infrastructure**

To promote a health and wellbeing ecosystem that fosters an innovative integrated system of resources and supports.

- Assess and recommend operations, resources, and infrastructure to deliver social-emotional learning and health and wellbeing services

- Monitor the percentage of our buildings' utilization for health and wellbeing
- Track student access to health and wellbeing spaces
- Evaluate and receive feedback on programs and technology

**Social-Emotional Learning and Health and Wellbeing Curriculum**

To cultivate meaningful coherent experiences for all students by embedding social-emotional learning and health and wellbeing throughout our academic environment.

- Strengthen classroom environments by providing implicit and explicit skill and instruction
- Cultivate a restorative school philosophy aligned to district social-emotional learning and health and wellbeing programming

- Survey from staff and students
- Receive feedback from staff
- Implement social-emotional learning into all content areas and other identified courses
- Identify and monitor performance indicators (attendance, increased activity in afterschool programs)
- Evaluate programming

**Operations, Resources, and Infrastructure**

- Conduct a building utilization assessment to determine available space to dedicate to health and wellbeing
- Track student usage of current health and wellbeing spaces
- Identify data platforms to monitor and track student growth in social-emotional learning
- Restructure the in-school suspension room to promote de-escalation, mindfulness, and restorative practices

**Social-Emotional Learning Curriculum**

- Identify evidence-based curriculum that can be implemented universally
- Provide social-emotional learning training to teachers
- Identify appropriate courses to integrate mental health and wellbeing curriculum
- Incorporate social-emotional learning standards into all core and elective courses
- Investigate and integrate restorative practices throughout the school community



# Goal 2 Equity and Inclusion

District 128 has invested time and resources into foundational equity work. The District Profile and stakeholder input confirm the need for ongoing and strengthened commitment to this work. Completion of goal two will result in identity-affirming environments, increasing diverse staffing, success for all students, equitably distributing resources, supporting equity personnel, an inclusive curriculum, culturally responsive pedagogy and anti-racist education, expanding community partnerships, equity-focused professional learning, and equitable policies.

## STRAND

## OBJECTIVE

## MEASUREMENT

### Systems

To ensure a systemic and continuous development toward advancing equity within all policies, processes, procedures, initiatives, decision-making and fiscal responsibilities.

- Develop a budget process to equitably allocate resources
- Audit and revise the course recommendation placement process

- Publish equitable funding process used by all account managers
- Increase number of diagonal course placements
- Adopt Accelerated Placement Policy

### Teaching and Learning

To intentionally embed equity-driven pedagogy in curriculum, resources, instructional approaches, use and consideration of assessments, and academic programming for the purpose of advancing equity among all students.

- Assess the status of diversity and inclusion in existing curriculum maps for the American Literature, U.S. History, and American Studies courses

- Develop a rubric to measure the level of representation and integration within course curriculum
- Review rubric scores for the target courses
- Measure response change from Panorama
- Complete number of audits for additional content areas

### Student Voice, Climate and Culture

To consistently seek students' feedback and experiences on organizational culture and climate.

- Increase student connectedness and sense of belonging through extracurricular participation

- Increase student participation in extracurricular activities
- Increase number of students expressing connectedness within their school community through surveys

## KEY TASKS

### Systems

- Audit current budget process and collect data on allocations to departments
- Conduct needs assessment for programs and courses
- Address inequities in resourcing
- Evaluate current course level placement process
- Establish criteria for appropriate course placement
- Publish an Accelerated Placement Policy
- Identify methods to create more heterogenous classes
- Enhance the co-teaching model

### Teaching and Learning

- Create a warehouse of curriculum maps
- Design a diversity and inclusion curriculum evaluation tool
- Work with American Literature, U.S. History, and American Studies course teams to pilot the diversity and inclusion curriculum evaluation tool
- Refine diversity and inclusion curriculum evaluation process for other course audits





STRAND	OBJECTIVE	MEASUREMENT
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**Professional Learning**

To provide a continuum of professional learning and growth opportunities for all staff in pursuit of educational equity.

- Develop a continuum of systemic learning for all staff on equity and related paradigms
- Develop and implement required all-staff professional learning related to interrupting identity-based violence and microaggressions

- Develop rubric to measure knowledge and implementation of equity practices
- Utilize data to continuously track implementation of equitable practices in classes
- Develop system to monitor staff growth along the equity and inclusion continuum
- Develop common learning experience related to equity for all staff
- Examine evidence of school-wide implementation of equity practices through decreased reports of unaddressed negative identity-based exchanges

**Family and Community as Agency**

To partner with families and the community for authentic opportunities to serve the students, schools, and district.

- Communicate with underrepresented families to develop opportunities for increased engagement

- Increase underrepresented family engagement rates

**Student Voice, Culture and Climate**

- Determine which students are not involved in any extracurricular activities
- Survey students to determine challenges related to extracurricular participation
- Host student focus groups to address non-participation in extracurricular activities
- Develop an action plan to increase extracurricular participation

**Professional Learning**

- Identify current barriers to diversity, equity, and inclusion (DEI) professional development
- Explore structures used in other districts to provide DEI professional learning
- Research models of professional learning continuums that meet the differentiated needs of staff
- Engage staff in workshops that address handling identity-based altercations and microaggressions in educational settings

**Family and Community as Agency**

- Invite underrepresented families to participate in identity-based focus groups to gather information on how the district can best interact with them
- Create a family and community engagement advisory group
- Develop a plan to increase engagement with under-represented families
- Host family engagement events



## Goal 3

# Explore Multiple Paths

The Explore Multiple Paths Goal will enable all D128 students to explore various career, college, military, and trade pathways and graduate informed, prepared, and empowered to pursue the future career of their choosing. This goal strives to position all D128 students for future success by providing them opportunities to explore various interests and career pathways and connecting them to resources that will enhance their college and career readiness.

### STRAND

### OBJECTIVE

### MEASUREMENT

#### Post-Secondary Options

Provide opportunities for students to explore post-secondary options.

- Hire staff to oversee the establishment of a systemic approach to career exploration in D128
- Establish a systemic approach to career exploration in D128

- Hire and onboard new staff members
- Demonstration by students of iterative progress toward a unique exploration pathway through yearly checkpoints

#### Career Pathway Endorsement

Implement Illinois State Board of Education Career Pathways Endorsement programs.

- Research and understand the guidelines of Illinois State Board of Education Career Pathways Endorsement
- Develop D128 Career Pathways
- Advance D128 partnerships for student credit options

- Educate all stakeholders about Illinois State Board of Education requirements
- Implement Illinois State Board of Education Career Pathways
  - 2027 - At least one pathway
  - 2029 - At least two pathways
  - 2031 - At least three pathways
- Increase number of students receiving endorsement
- Increase D128 opportunities for post-secondary course experiences

### KEY TASKS

#### Post-Secondary Options

- Create a database of internship, shadow, and job opportunities for students
- Embed opportunities for students to explore career pathways within course curriculum
- Create a system for student portfolios

#### Career Pathway Endorsments

- Research the Illinois State Board of Education Career Pathway Endorsement guidelines
- Develop district career pathways
- Advance partnerships for students to earn dual credits and industry certifications
- Identify staffing needs to establish and expand College and Career Readiness Indicators for pathways and increase student participation



## STRAND

## OBJECTIVE

## MEASUREMENT

### Academic Planning

Connect academic planning to career exploration and pathways.

- Select an online tool for career and college exploration, and academic and career planning
- Allot time for all students to connect academic plans to career pathways and course selection
- Create and implement a universal curriculum for academic planning and college and career readiness

- Select online tool and present to the Board of Education for adoption
- Identify and add a segment of time to facilitate academic planning to student schedules
- Complete scope and sequence of a universal curriculum for academic planning and college and career readiness in alignment with the Illinois Postsecondary and Career Expectations Framework and the American School Counselor Association guidelines

### Academic Planning

- Research and select an online tool that encompasses career and college exploration as well as academic and career planning
- Create and implement an academic planning curriculum that includes College and Career Readiness Indicators
- Allot regular time for students and counselors to collaborate and align post-secondary plans, 4-year plans, and annual course selection



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## ECRWSEDDM Residential Customer



Thank you for taking the time to review this summary of the D128 Strategic Plan. For additional details and updates, visit:

**Strategic Plan website:**  
[d128.org/about/strategic-plan](http://d128.org/about/strategic-plan)

**The Complete D128 Data Profile:**  
[d128.us/data-profile](http://d128.us/data-profile)

**Our Mission:** to develop graduates who are

