

Niles Township High School
District 219

Strategic Plan
2025-2030

D219 Fast Facts

Enrollment by School

1,926

2,556

37

82

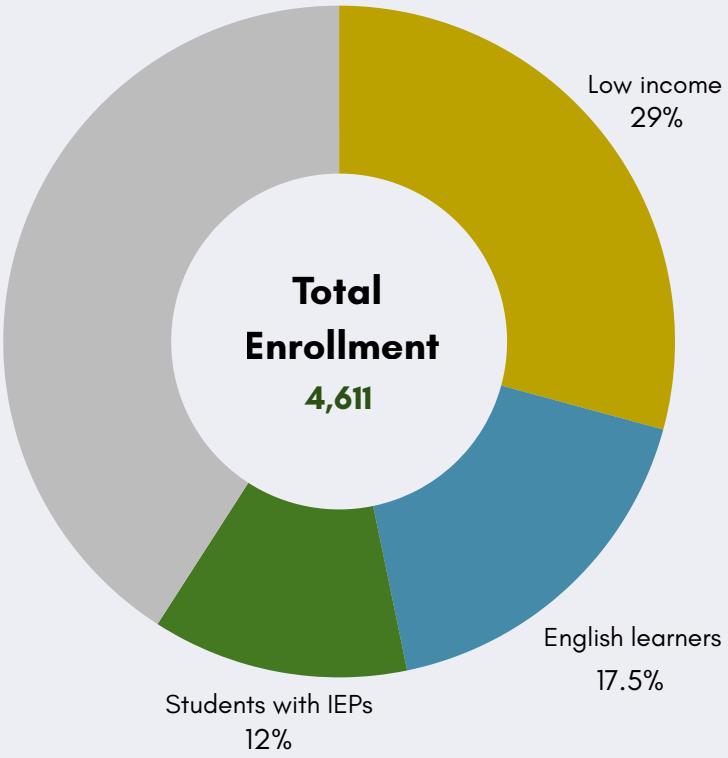
Our Data

Operating budget:
$170M (FY 2024)

Per pupil expenditure:
$34,816

Four-Year
Graduation Rate:
89%

Educators:
365.0 FTE



To the Niles Township High School District 219 Community,

We are proud to present the D219 Strategic Plan. This multi-year plan serves as a roadmap for our work and a shared commitment to the future of our students. It will guide how we prioritize initiatives, measure progress, and hold ourselves accountable as we prepare every learner for success beyond high school.

District 219 is a vibrant and diverse community, and our students bring a wide range of identities, languages, strengths, and aspirations into our schools each day. We are fortunate to offer strong academic programs, dedicated staff, and meaningful opportunities for student growth. At the same time, we recognize our responsibility to continuously improve; particularly in advancing academic equity, supporting student well-being, strengthening staff culture, engaging families and community partners, and ensuring coherence and accountability across the district. This strategic plan reflects that commitment.

The development of this plan was rooted in listening and learning. Beginning in March 2025, a representative committee of district leaders, staff, families, and community members engaged in a thoughtful, data-informed process. The committee reviewed quantitative data and gathered qualitative feedback from students, families and staff through surveys, focus groups, and community conversations. These candid discussions helped us identify the priorities that matter most to our community and the strategies that will have the greatest impact on student outcomes.

This strategic plan is not an endpoint — it is a living document. Its success will depend on intentional implementation, ongoing monitoring, and transparent communication. We are committed to regularly sharing progress updates and using data and community feedback to refine our work over time.

We are deeply grateful to the students, families, staff, and community members who shared their perspectives and experiences throughout this process. Your voices shaped this plan and strengthened it. By continuing to work together, we can ensure that Niles Township High School District 219 remains a place where all students are supported, challenged, and empowered to thrive.



With appreciation and partnership,

Tom Moore
Superintendent
Niles Township High School District 219

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NILES TOWNSHIP HIGH SCHOOLS

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STRATEGIC PLANNING PROCESS OVERVIEW

Overview

The strategic planning process in Niles Township District 219 was designed **to establish a clear, coherent, and shared direction for the district** over the next five years. The process focused on identifying a limited set of strategic priorities and measurable goals that will guide decision-making, align resources, and drive continuous improvement in support of student success. To support this work D219 partnered with District Management Group (DMGroup), a Boston-based education consulting firm, to facilitate the development of a practical, data-informed, and actionable strategic plan.

The first objective of the process was to develop a comprehensive understanding of the district's current state through an extensive review of quantitative and qualitative data. This included student performance data as well as input gathered through surveys, focus groups, interviews, and community meetings. Robust stakeholder engagement ensured that diverse perspectives across the D219 community informed the planning process.

The second objective was to establish a strong strategic foundation by articulating a clear mission and vision, supported by a theory of action that outlines how the district's strategies and investments will lead to improved outcomes for students. With this foundation D219 identified a set of strategic priorities to guide district work over the next five years. These priorities focus on key areas including student outcomes, staff effectiveness, student well-being, family and community and district cohesion and accountability.



Working Committee

D219 formed a working committee to steer the strategic planning process with DMGroup, ensuring stakeholder input and contributing to the development of the strategic plan.

The 15-member working committee included the following members:

Tom Moore
Superintendent

Roszena Haskins, EdD
Deputy Superintendent

Amber Wood
Board of Education

Ken Durr
Board of Education

Priya Amin
Social Studies Curriculum Director

Bridget Connolly
Assistant Superintendent for Special Education and Student Services

Marlon Felton
Principal, Niles North High School

Takumi Iseda
Director of Communications

Gloria Kim
Support Staff Union President

Abby Mills
Parent, Niles North High School

Steve Parnther
Principal, Niles West High School

Deanna Sortino
Fine and Applied Arts Teacher



Jody Trapani
Math Curriculum Director

James Vreeland
Assistant Superintendent for Business

Dianna Yu
Assistant Principal, Niles North High School

The Process

The development of the strategic plan was structured into four distinct phases.

This phased approach ensured a comprehensive review of existing data, meaningful incorporation of stakeholder and community input, and thoughtful refinement of the strategic plan from draft to final form.

Phase 1 *April-September 2025*

Conduct Needs Assessment

- *Form and convene the Strategic Planning Working Committee*
- *Gather quantitative data*
- *Conduct stakeholder focus groups and interviews to better understand the root causes of district challenges*
- *Collect community and stakeholder input*
- *Analyze data and share findings from needs assessment*

Phase 2 *September-October 2025*

Develop Strategic Plan

- *Incorporate district mission and vision*
- *Codify a theory of action*
- *Develop district priorities in line with the theory of action*
- *Identify measurable goals related to district priorities*

Phase 3 *November 2025-February 2026*

Develop Final Plan

- *Create an initial draft of the strategic plan*
- *Gather community and stakeholder feedback again and incorporate feedback into the drafted plan*

Phase 4 *March 2026 moving forward*

Implementation

- *Review stakeholder feedback and finalize the D219 Strategic Plan*
- *Implement the D219 Strategic Plan for School Year 2025-26 through School Year 2030-31*

Phase I

Needs Assessment

To develop a comprehensive understanding of current conditions across Niles Township High School District 219, DMGroup conducted an in-depth **analysis of student outcomes, staff practices, and overall district operations.** This work examined multiple data sources to assess both strengths and areas for growth across the system.



The analysis utilized a mixed-methods approach, **combining quantitative data with qualitative insights to provide a well-rounded perspective.** Quantitative data included student achievement and performance indicators, while qualitative data were gathered through a series of community surveys, stakeholder meetings, focus groups, and one-on-one interviews. These engagement opportunities allowed DMGroup to capture both broad trends and nuanced perspectives from across the district.

Stakeholders engaged during this phase represented a wide range of roles and viewpoints, **including district and school leaders, principals, classroom teachers, support staff, families, and municipal partners.** Collectively, their input informed the findings and recommendations that guided the strategic planning process. See the summary of all stakeholder engagement activities conducted during this phase of the project (*right*).

These engagement sessions represented the first phase of a two-part community involvement process. **Feedback collected during these sessions directly informed the development of the strategic plan prior to drafting.** Through analysis of this input, DMGroup and the D219 Working Committee identified five key themes that ultimately served as the foundation of the final strategic plan.

Stakeholder Engagements

1:1 Interviews: 12

Focus Groups: 24

Community Survey #1: 2,200+ respondents

Community Meetings: 100 Attendees

Developing the Plan

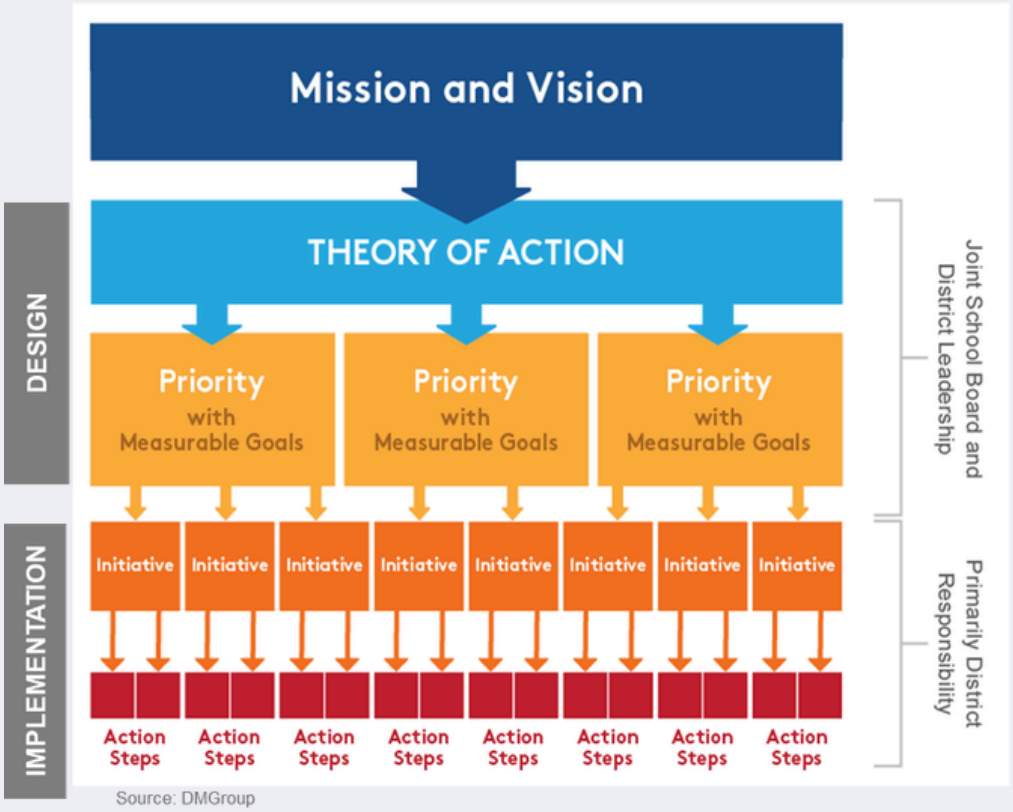
Phase 2

Using findings from the needs assessment, DMGroup partnered with the D219 Working Committee to develop an initial draft of the strategic plan.

This draft was aligned to DMGroup's strategic planning framework and centered on core components, including the district's mission and vision, theory of action, priority areas, and measurable goals.

While the draft established the overall direction for the district, implementation details will be developed in the next phase; during implementation, D219 will establish annual targets, initiatives, and specific action steps to guide and monitor district work.

Framework



Source: DMGroup

Definitions

Mission and Vision: *Long term district aspirations*

Theory of Action: *Fundamental belief around what will lead to long term success in the district*

Priorities: *Broad areas of work that are key levers for district success*

Measurable Goals: *Specific, measurable targets related to district priorities*

Initiatives: *Specific projects related to priorities that help to achieve measurable goals*

Action Steps: *An articulation of what steps need to occur, by when and by whom*

Phase 3

Finalize the Plan

After D219 received more than 2,160 responses to the second community survey, DMGroup conducted a comprehensive review of stakeholder feedback to identify key themes, areas of alignment, and opportunities for refinement.



The D219 Working Committee then used this input to revise and strengthen the draft strategic plan. This iterative process ensured that the final strategic plan was informed by diverse perspectives, responsive to community feedback, and positioned to address the needs and priorities of the greater D219 community.

As part of the strategic planning process, D219 also collaborated with DMGroup to conduct a **Special Education Opportunity Review**.

D219 established a **Guiding Coalition** to review special education programming and the district's practices to support students with disabilities to improve the effectiveness and equity of these services across all schools. This collaborative work also helps outline the intersection between general education and special education. Dedicated to improved student outcomes, staff will have clearly defined structures, roles and responsibilities to meet diverse learning needs.

Phase 4

Implement the Plan

After the strategic plan is finalized and approved, D219 leaders begin identifying initiatives and action steps. Initiatives are **specific projects that help the school system achieve measurable goals**.



D219 STRATEGIC PLAN

Mission

Niles Township High School District 219 inspires and empowers students to reach their fullest potential.

Every student has exceptional educational opportunities through inclusive, equitable, rigorous, and relevant learning experiences, ensuring students are fully supported to thrive in the world they inherit and the future they will create.



Clear paths. Bright futures. No limits.

At District 219 we each clear paths for students to pursue bright futures as critical thinkers, empathetic leaders, and thoughtful participants in a diverse and interconnected global society. There are no limits for what we can achieve together.

Vision

Theory of Action

A theory of action identifies what will ultimately drive success in the district.

If we...

Center Students: Establish and reinforce a culture of student-centered decision making,

Guarantee Consistency: Strengthen systems that promote the consistent and equitable implementation of initiatives,

Simplify and Prioritize Programs: Create coherence by streamlining and prioritizing our programs, offerings, requirements, and resources to ensure clarity,

Ensure Accountability: Use up-to-date data and feedback to monitor progress, evaluate what's effective, and make adjustments so that all systems, programs, and decisions lead to strong results and shared accountability for continuous improvement,

Then...

Every student will be inspired and empowered to reach their full potential and succeed after graduation.

The district will be future-ready to navigate a rapid pace of change.

Systems will support, amplify, and empower effective educators.

Students and families will easily navigate and access personalized opportunities aligned with their goals.

Resources will be allocated towards priorities that deliver excellence for all.

Priority Areas

The D219 Strategic Plan identifies **five priorities** that establish a shared vision for student success. Together, the priorities drive systemic improvements and provide a framework to monitor our progress through careful planning and measurable goals.

- Academic Equity
- Student Wellbeing
- Staff Culture
- Family and Community Engagement
- District Cohesion and Accountability



Academic Equity

D219 teachers, staff, and administrators will ensure every student experiences excellent, engaging learning and has equitable access to advanced opportunities, empowering students with the support and intellectual courage needed for success in college, career, and life beyond high school.

How we will measure this

- Increase the percentage of all students scoring proficient or advanced on ELA and Math ACT.
- Ensure enrollment in AP courses reflects the D219 student body.
- Increase the proficiency of all students' critical thinking skills.
- Increase the proficiency of all students' interpersonal communication skills.
- Increase the proficiency of all students' problem solving skills.

D219 will prioritize students' physical and mental health needs, and thus cultivate **safe, inclusive and supportive school environments**. Students will feel connected to and attend schools where they thrive socially, emotionally, and academically.

Student Wellbeing



How we will measure this

- Increase the percentage of students reporting a sense of belonging on Panorama survey.
- Reduce the percentage of students who are chronically absent.
- Reduce suspensions and ensure proportionality reflects the D219 student body.
- Increase school climate measure on 5Essentials for students.



Staff Culture

D219 will foster a collaborative professional culture in which staff feel valued, included, and supported and ensure **professional learning is relevant and applied to our practice**.

How we will measure this

- Increase the percentage of staff responding positively to staff culture on 5Essentials survey.
- Increase the percentage of staff who report professional development informed their practice on 5Essentials survey.
- Reduce the percentage of staff who are chronically absent.

Family and Community Engagement



D219 will build **strong, trusting partnerships** with all families and the community through **clear, consistent, and culturally relevant** engagement.

How we will measure this

- Increase the percentage of families responding positively on 5Essentials survey about consistent and positive communication and engagement with D219.
- Increase the percentage of D219 families who have a positive experience with language and digital accessibility.
- Increase the number of families and community members who attend district events.
- Increase the percentage of community partners who report they receive communications and information they need to meaningfully partner with the district.

District Accountability and Cohesion



D219 will adopt and implement consistent district-wide **policies and practices to improve collaboration, accountability, and cohesion** across departments and schools.

How we will measure this

- Increase the percentage of staff who respond positively about consistent communication, policies, and practices in D219 on added Panorama staff survey questions.
- Increase the percentage of staff who report increased accountability and continuous improvement on added Panorama staff survey questions.
- Increase the percentage of staff who report they would recommend working at D219 to a friend.

What's Next

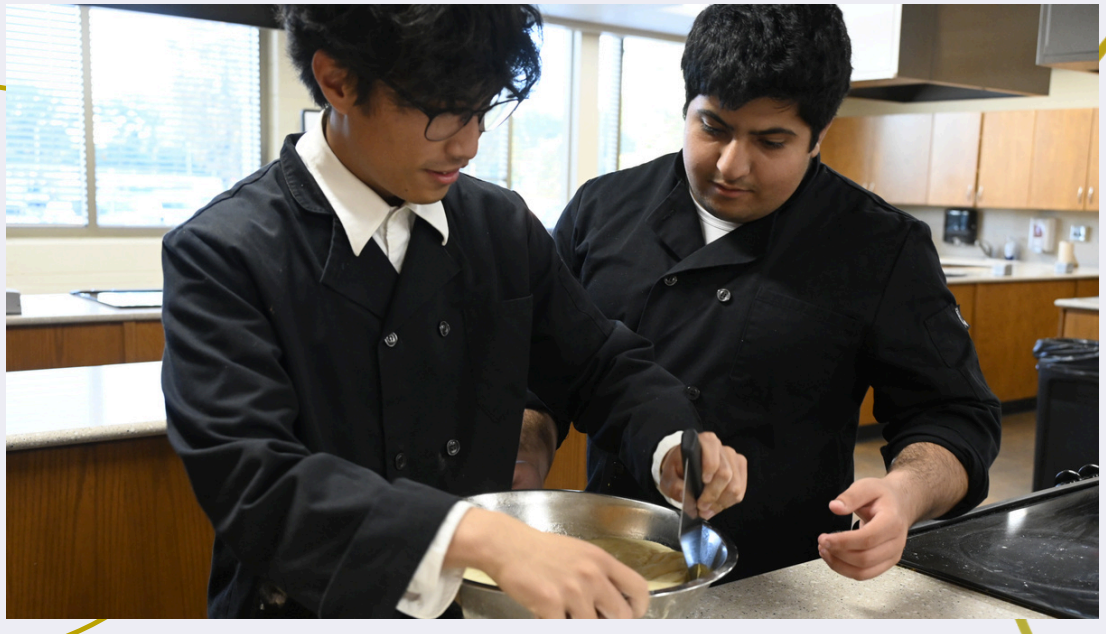


The D219 Board of Education approved the Strategic Plan at its February 3, 2026 regular meeting, officially launching the implementation phase.

This phase focuses on translating the plan's priorities and goals into **concrete action by establishing clear, measurable data benchmarks and interim milestones for each goal.** In addition, D219 will develop aligned initiatives and detailed action steps within each priority area to guide day-to-day work and long-term progress.

District leadership and staff will be primarily responsible for implementing the strategic plan, ensuring that initiatives are integrated into existing systems, practices, and decision-making processes. The Board of Education will play a critical role by providing ongoing guidance, monitoring progress, and maintaining accountability to the plan's goals.

Through this shared responsibility and continued collaboration, D219 will advance a cohesive, action-oriented strategy designed to produce meaningful and sustainable outcomes for students, staff, families, and the broader D219 community.





APPENDIX

Full Strategic Planning Process

Design

Perform Preliminary Analysis
(March – September 2025)

- **Form and convene Strategic Planning Design Working Committee**
- **Conduct needs assessment**
  - **Gather quantitative data**
  - **Conduct stakeholder focus groups and interviews** to better understand root causes of district challenges
  - **Collect community and stakeholder input**
  - **Analyze data and share findings from needs assessment**

Develop Strategic Plan
(August – December 2025)

- **Work with Working Committee** to:
  - **Incorporate existing mission and vision**
  - **Codify a theory of action**
  - **Develop district priorities** in line with the theory of action
  - **Identify measurable goals** related to district priorities
  - **Create initial draft of strategic plan**
- **Gather community and stakeholder feedback** again and incorporate feedback into the drafted plan



Detailed Summary of the Needs Assessment Analysis

This needs assessment, conducted by the District Management Group (DMGroup) for Niles Township High School District 219 (D219), is designed to inform the development of a focused, results-oriented strategic plan. The overall goal of the partnership between D219 and DMGroup is to develop an actionable, results-oriented strategic plan that will help the district navigate trade-offs, guide decision-making, and improve student outcomes.

The assessment combined **Qualitative Evidence** and **Data Analysis** to formulate Key Findings and identify areas of strength and opportunity.

- **Qualitative Evidence** included: Interviews with district leaders, 24 focus groups with staff (General Education, Special Education, EL Teachers, etc.), 12 one-on-one interviews, Community Engagement Meetings and a Community Survey (2,200+ responses).
- **Data Analysis** focused on: Student outcomes, enrollment, graduation rates, attendance, discipline, district budget, and various staff/family survey data.

The needs assessment roadmap is structured to analyze the Current State, identify Potential Root Causes, and derive Strategic Plan Implications.



Overall State of the District

- While D219 invests significantly in its students with a high Per Pupil Expenditure ($34,816) and overall academic proficiency surpassing the state average in ELA and Math, the district faces a challenge in optimizing resource allocation and ensuring equitable opportunities for all students.
- Staff and leaders reported a widespread lack of cohesion across the buildings and classrooms due to "too much autonomy" and a lack of clear district guidelines and consistent communication.
- The five priorities that emerged from the needs assessment are
  - Academic Equity: Focused on college and career readiness, closing achievement gaps, and promoting equitable access.
  - Student Well-being: Focused on attendance, SEL, and culturally responsive supports.
  - Staff Culture: Focused on staff well-being, supports, and professional development.
  - Family and Community Engagement: Focused on positive relationships between the district and the community.
  - District Accountability and Cohesion: Focused on operational efficiency and cohesive stakeholder communication.

Academic Equity

- Achievement gaps for students with additional learning needs remain wider than the state average for students with and without IEPs.
- Less than 5% of English Learner (EL) students are proficient in ELA or Math on the SAT.
- While participation in Advanced Placement (AP) courses is growing, access is not representative of the D219 student community. Students who are English Learners, low-income, or Black/Hispanic are underrepresented in AP courses.
- D219 offers extensive programming (over 300 courses and 7 career pathways), but students, families, and staff find the course selection process overwhelming and difficult to navigate.

Student Wellbeing

- Perception data shows students feel connected to school and have a high degree of social-emotional support from peers and trusted adults.
- Chronic absenteeism has emerged as a challenge, rising over 40% since 2019 to the point where more than 1 in every 4 students was chronically absent in 2024.
- Disciplinary data reveals disparities, as Black students account for 27% of all suspensions despite making up only 8% of total enrollment.

Staff Culture

- While D219 has high average staff salaries, staff report feeling overwhelmed and burnt out. Teacher chronic absenteeism in 2024 was 45% (more than 2 in 5 teachers).
- Staff struggle to apply professional development concepts to their daily work; while Professional Learning Communities (PLCs) are valued, "Learning Strands" are seen as less valuable, and staff express frustration over a lack of choice in their selection.
- Teacher and staff racial demographics are less reflective of the student population. While Asian students comprise 33% of enrollment, they make up only 10% of the staff.

Family & Community Engagement

- Families reported an inconsistent experience with engagement and support. While 50% see family engagement as a strength, 30% view it as an area for improvement.
- Families cited a need for more frequent and accessible channels of communication. A common concern is that communication is often sent in English, citing barriers for non-English speakers and a desire for easier translation options.

District Accountability and Cohesion

- Staff and leaders reported a lack of cohesion across the buildings and classrooms due to "too much autonomy" and an absence of clear district guidelines and consistent communication. This leads to difficulties in systemic change and inconsistent strategies across schools.
- Student performance varies significantly across the nine feeder districts, which emphasizes the need for D219 to own outcomes regardless of a student's prior preparation.
- The district is attempting to address this challenge through a recent administrative reorganization, which included the reassignment of curriculum directors to serve both high schools and the assignment of grade-level associate principals to follow a class for four years.

Glossary of Terms

5Essentials
An Illinois State Board of Education (ISBE) survey that measures five research-based components of effective schools: Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment, and Ambitious Instruction.

ACT (American College Testing)
A standardized assessment used to measure high school students' readiness for college and career pathways in English, mathematics, reading, and science.

AP (Advanced Placement)
College-level courses offered in high school that provide students the opportunity to earn college credit or advanced placement through exam performance.

Chronic Absenteeism (Students)
A measure defined by ISBE as students missing 10% or more of instructional days for any reason during a school year.

Chronic Absenteeism (Teachers)
A measure defined by ISBE and the U.S. Department of Education as teachers missing 10 or more days in a school year. This does not include administratively approved leave for professional development, field trips, or long-term parental/medical leave.

ELA (English Language Arts)
Core academic instruction focused on reading, writing, speaking, listening, and language skills aligned to Illinois Learning Standards.

English Learner
A student who is developing proficiency in English and receives language support services.

Four-Year Graduation Rate
The percentage of students who earn a high school diploma within four years of entering ninth grade.

FTE (Full-Time Equivalent)
A standardized measure of staffing that represents one full-time position.

Guiding Coalition
A group of staff members who contributed to a study focused on strengthening supports for students with disabilities and improving the effectiveness and access to services across all schools.

IEP (Individualized Education Program)
A legally required plan developed for students receiving special education services that outlines individualized goals, services, and accommodations.

ISBE (Illinois State Board of Education)
The state agency that oversees public education in Illinois, providing guidance, standards, accountability, and funding.

Low Income
An indicator for students who qualify for free or reduced-price meals, receive public assistance, or live in foster or substitute care.

Needs Assessment
A structured process used to identify district strengths, challenges, and priorities by reviewing data, research, and stakeholder input.

Panorama
A survey platform used to collect feedback from district stakeholders on school climate, engagement, and social-emotional learning.

PPE (Per Pupil Expenditure)
The amount of funding spent per student, calculated by dividing total district expenditures by student enrollment.

PLC (Professional Learning Community)
A structure that fosters collaborative inquiry and reflection, empowering educators to engage in sustained dialogue about curriculum, assessment, and student growth.

SAT (Scholastic Assessment Test)
A standardized college entrance exam used to assess student readiness for postsecondary education.

SEL (Social-Emotional Learning)
Instruction and practices that support students' social, emotional, and behavioral development.

Sender Districts
Elementary and middle schools whose students matriculate into District 219 high schools. Sender schools include:

-Culver Middle School
-East Prairie School
-Fairview South School
-Golf Middle School
-Lincoln Hall Middle School
-Lincoln Junior High School
-Old Orchard Junior High
-Oliver McCracken Middle School
-Park View School

Working Committee
A group of stakeholders who contribute to the development, implementation, or monitoring of the strategic plan.



Niles Township High School District 219
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Skokie, IL 60077
niles219.org

For more information and updates about the D219 Strategic Plan:

niles219.org/strategic-plan