

Community Consolidated School District 62 Data Retreat Findings

Activity One: Strategic Plan Team Perceptions

What is going well: Strengths/Points of Pride

Table 1	Table 2	Table 3
<ul style="list-style-type: none"> ● Technology ● Safe environment ● Leadership ● Engaged and dedicated teachers ● Diversity of students, families, and community ● Student-centered ● Fine arts ● Social and emotional support 	<ul style="list-style-type: none"> ● Dedicated staff ● Student-focused ● Diversity ● Many different languages spoken. ● Staff values improvement and getting better. ● Communication ● Extra-curricular activities ● Good at solving problems. ● Parent involvement 	<ul style="list-style-type: none"> ● Cares about students ● Believes in getting better. ● Variety of programs and services to meet a wide variety of student needs. ● Amazing staff, dedicated, caring. ● Technology, equipment, supplies to do our best work. ● Financial resources ● Communication ● Diversity ● Many support personnel to meet individual differences. ● Community partnerships
Table 4	Table 5	Table 6
<ul style="list-style-type: none"> ● Community support ● Dedicated, caring staff ● Supportive leadership ● Well maintained facilities 	<ul style="list-style-type: none"> ● Diverse community ● Strong social and emotional student focus ● Dedicated staff 	<ul style="list-style-type: none"> ● Safe environments for students ● Schools are student-centered. ● Celebrating diversity in our community

<ul style="list-style-type: none"> • Adequate resources- history of good management • Technology for students, staff, and families 	<ul style="list-style-type: none"> • Welcoming • Support student needs with adequate resources • Variety of instructional experiences • Strong resources 	<ul style="list-style-type: none"> • Ideas and opinions come together. • Growth and continuous improvement culture • Up-to-date technology • Communication to stay well informed
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What needs attention: Weaknesses/Challenges

Table 1	Table 2	Table 3
<ul style="list-style-type: none"> • Staffing shortages • Transition to high school • Parent communication and academic involvement • Staff demographics • School spirit/motivation/engagement • Standardized support system for academics • Standardized support system for behaviors • Achievement gaps • Higher student assessment results • Cyber bullying • Student behaviors • Celebrations and opportunities to be recognized for success. 	<ul style="list-style-type: none"> • Full day kindergarten • Achievement gaps • Equity of resources • Electives at middle school/more choices • Inclusion issues • Staff demographics to mirror student demographics. • Student behaviors • Lunches- healthy and quality • Innovation • Comfortable in classrooms- relationships • Accepting individual differences • Student engagement/boredom • Family needs and understanding expectations to be supportive to their child's education 	<ul style="list-style-type: none"> • Personalized learning/ student responsibility for their own learning • Full day kindergarten • Evaluation for support staff • Rigor, challenging curriculum • Learning expectations/ criteria for success clear to students and families • Student voice and choice • Better teacher-family communication about learning and success • Change resistance. • Student and family mobility • Meaningful professional development • High quality staff
Table 4	Table 5	Table 6
<ul style="list-style-type: none"> • Foster student independence • Equity • Newcomer Needs 	<ul style="list-style-type: none"> • Change resistant. • Student behavior problems • Transition middle to high school 	<ul style="list-style-type: none"> • Preparation to be independent learners. • Class size inequities

<ul style="list-style-type: none"> ● Security ● Student engagement and voice ● Classes are not varied in middle school-middle school experiences. ● Student behaviors ● Transition to high school ● Bullying ● Student social and emotional needs ● Staff burn out. ● Staff do not always feel heard. ● Meeting support staff needs. 	<ul style="list-style-type: none"> ● Rigor and challenging coursework ● Inequitable class size and alignment of staffing to meet needs of all students. ● Systems inconsistency. ● Clarity of student learning expectations. ● Students taking responsibility for their learning/ accountability. ● Extra-curricular activities and clubs. 	<ul style="list-style-type: none"> ● Extracurriculars and sports activities ● Instructional inconsistencies, content inconsistencies, course clarity ● Too many initiatives/frustration ● Transition from elementary to middle ● Transition from middle to high school ● Lack of readiness grade to grade ● Achievement gaps ● Family involvement and engagement ● Family education ● More choices to meet changing interests in middle school. ● Inequities: building size, resources, staffing, space, class size, support programs, personnel ● Student agency, independence, responsibility for their own learning
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Activity Two: Perception of Others

Analysis of District 5Essentials Student Satisfaction Data

What is going well: Strengths/Points of Pride

Table 1	Table 2	Table 3
<ul style="list-style-type: none"> • Academic engagement • Math instruction • English instruction • Peer support for academics • Inquiry-based science instruction 	<ul style="list-style-type: none"> • Academic engagement • Math instruction • Peer support for academics • Inquiry-based science instruction • Classroom rigor 	<ul style="list-style-type: none"> • Academic engagement • Math instruction • Supportive environment • Academic personalism • Inquiry-based science instruction
Table 4	Table 5	Table 6
<ul style="list-style-type: none"> • Academic engagement • Math instruction • Classroom rigor • Inquiry-based science instruction 	<ul style="list-style-type: none"> • Academic engagement • Math instruction • Peer Support for academics • Inquiry-based science instruction 	<ul style="list-style-type: none"> • Academic engagement • Math instruction • English instruction • Peer support for academics • Inquiry-based science instruction

What needs attention: Weaknesses/Challenges

Table 1	Table 2	Table 3
<ul style="list-style-type: none"> • Safety • Classroom disruptions • Course clarity • Academic press • Parent supportiveness 	<ul style="list-style-type: none"> • Safety • Classroom disruptions • Course clarity • Student-Peer relationships • Parent supportiveness 	<ul style="list-style-type: none"> • Safety • Classroom disruptions • Course clarity • Reflective dialogue • Parent supportiveness
Table 4	Table 5	Table 6
<ul style="list-style-type: none"> • Safety 	<ul style="list-style-type: none"> • Safety 	<ul style="list-style-type: none"> • Classroom disruptions

- Classroom disruptions
- Course clarity
- Parent Supportiveness

- Classroom disruptions
- Course clarity
- Academic Press
- Parent Supportiveness

- Course clarity
- Reflective dialogue
- Parent supportiveness
- Student Peer relationships

Facilitator Consensus:

Strengths from Students:

- Math instruction
- Peer Support for Academic Work
- Academic Engagement
- Inquiry-based Science Instruction
- Classroom Rigor
- Rigorous Study Habits

Weaknesses from Students:

- Course Clarity
- Classroom Disruptions
- Parent Supportiveness
- Safety

Activity Two: Perception of Others

Analysis of District 5Essentials Teacher Satisfaction Data

What is going well: Strengths/Points of Pride

Table 1	Table 2	Table 3
<ul style="list-style-type: none"> ● Socialization of new teachers ● Instructional leadership ● Quality professional development ● Classroom rigor ● Rigorous study habits 	<ul style="list-style-type: none"> ● Socialization of new teachers ● Instructional leadership ● Parent influence in decision-making ● Quality professional development 	<ul style="list-style-type: none"> ● Socialization of new teachers ● Instructional leadership ● Parent influence in decision-making ● Classroom rigor ● Rigorous study habits
Table 4	Table 5	Table 6
<ul style="list-style-type: none"> ● New teacher support ● Classroom rigor ● Instructional leadership 	<ul style="list-style-type: none"> ● Socialization of new teachers ● Instructional leadership ● Parent input ● Parent involvement ● Quality of professional development 	<ul style="list-style-type: none"> ● Socialization of new teachers ● Instructional leadership ● Parent input ● Parent involvement ● Quality of professional development

What needs attention: Weaknesses/Challenges

Table 1	Table 2	Table 3
<ul style="list-style-type: none"> ● Student responsibility ● Teacher safety ● Teacher-principal trust ● Quality of student discussion ● Classroom rigor 	<ul style="list-style-type: none"> ● Student responsibility ● Teacher safety ● Collective responsibility ● Innovation ● Quality of student discussion 	<ul style="list-style-type: none"> ● Student responsibility ● Teacher safety ● Teacher-principal trust ● Teacher-teacher trust ● Quality of student discussion ● Classroom rigor
Table 4	Table 5	Table 6
<ul style="list-style-type: none"> ● Teacher safety ● Student responsibility 	<ul style="list-style-type: none"> ● Student responsibility ● Teacher safety 	<ul style="list-style-type: none"> ● Student responsibility ● Teacher safety

- Collective responsibility

- Collective responsibility
- Teacher-Principal trust
- Parent-teacher trust

- Collective responsibility
- Innovation
- Quality of student discussion

Facilitator Consensus:

Strengths from Teachers:

- Parent influence decision-making
- Instructional leadership
- Quality Professional Development
- Program Coherence
- Classroom Rigor

Weaknesses:

- Collective responsibility
- Student responsibility
- Innovation
- School commitment
- Collaborative Practices
- Teacher safety

Activity Two: Perception of Others

Analysis of District September Survey Family Data

What is going well: Strengths/Points of Pride

Table 1	Table 2	Table 3
<ul style="list-style-type: none"> • Clean and well-maintained schools • Safe learning environment • Necessary classroom supplies 	<ul style="list-style-type: none"> • Clean and well-maintained schools • Safe learning environment • Necessary classroom supplies • Space issues 	<ul style="list-style-type: none"> • Clean and well-maintained schools • Safe learning environment • Necessary classroom supplies
Table 4	Table 5	Table 6
<ul style="list-style-type: none"> • Schools are clean. • Safe learning environment • Necessary classroom supplies 	<ul style="list-style-type: none"> • Schools are clean. • Safe learning environment • Learning is a high priority. • Genuine concern from staff and leaders • Necessary classroom supplies 	<ul style="list-style-type: none"> • Clean and well-maintained schools • Safe learning environment • Necessary classroom supplies

What needs attention: Weaknesses/Challenges

Table 1	Table 2	Table 3
<ul style="list-style-type: none"> • Lack of feedback on student learning • Not responsive to the needs of my child • Every opportunity to be successful 	<ul style="list-style-type: none"> • Lack of feedback on student learning • Not responsive to the needs of my child • Learning a high priority • Every opportunity to be successful 	<ul style="list-style-type: none"> • Lack of feedback on student learning • Not responsive to the needs of my child • Better food choices • Every opportunity to be successful
Table 4	Table 5	Table 6
<ul style="list-style-type: none"> • Better food choices • Lack of feedback on student learning • Every opportunity to be successful. 	<ul style="list-style-type: none"> • Space • Lack of feedback on student learning 	<ul style="list-style-type: none"> • Better food choices • Lack of feedback on student learning • Every opportunity to be successful.

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| | <ul style="list-style-type: none">• Not responsive to the needs of my child• Recommending district to others | <ul style="list-style-type: none">• Schedule |
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Facilitator Consensus:

Strengths from Families:

- Necessary student supplies and equipment
- Clean and well-maintained facilities
- Safe environment to learn.
- Learning is a high priority.
- Teachers/staff/principal demonstrate genuine concern for my child.

Weaknesses from Families:

- Child has every opportunity to be successful.
- Feedback from school staff on how my child is doing.
- Responsive to the needs of my child.
- Recommend this district to other parents.
- Schedule/time/space
- Quality food

Activity Two: Perception of Others

Analysis of District September Survey Support Staff Data

What is going well: Strengths/Points of Pride

Table 1	Table 2	Table 3
<ul style="list-style-type: none"> Engaging work Sense of belonging Materials and equipment to do my work 	<ul style="list-style-type: none"> Engaging work Sense of belonging Materials and equipment to do my work 	<ul style="list-style-type: none"> Engaging work Sense of belonging Materials and equipment to do my work
Table 4	Table 5	Table 6
<ul style="list-style-type: none"> Engaging work Sense of belonging Materials and equipment to do my work 	<ul style="list-style-type: none"> Engaging work Sense of belonging Materials and equipment for job 	<ul style="list-style-type: none"> Engaging work Sense of belonging Materials and equipment to do my work

What needs attention: Weaknesses/Challenges

Table 1	Table 2	Table 3
<ul style="list-style-type: none"> Opinions count not being heard Communication around changes Professional development and onboarding Lack of recognition 	<ul style="list-style-type: none"> Opinions count not being heard Being treated fairly Communication around changes Lack of recognition Fitting into the district's future 	<ul style="list-style-type: none"> Lack of recognition Opinions count Trust of be fair Goals and accountabilities clear to everyone. Understanding of district changes
Table 4	Table 5	Table 6
<ul style="list-style-type: none"> Understanding of district changes Fairness to all employees Feeling heard 	<ul style="list-style-type: none"> Lack of recognition Pay for support staff. Fairness to all employees 	<ul style="list-style-type: none"> Communication Pay Underappreciated

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| | <ul style="list-style-type: none">• Understanding of district changes• Not sure I fit in the future | |
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Facilitator Consensus:

Strengths from Support Staff:

- Find work engaging.
- Sense of Belonging
- Materials and equipment to do the job.

Weaknesses:

- Feel opinion counts.
- Understanding rationale for district changes
- Feel recognized.
- Treated with Fairness
- Communication
- Professional development
- Better pay

Activity Three:

Summary of Student Growth and Achievement Report

What is going well? Strengths

- Steadily Increasing ELA scores
- Above state averages
- Steadily increasing Math scores above state averages
- Steadily increasing Science scores above state averages
- Outperforming Comparable Districts
- Science score above state averages
- Number of Students Participating in 5Essential Survey 98%
- Ambitious Instruction: Math instruction, Peer support, English instruction, Engagement, Rigor, Personalism
- English language learners' exit rate higher than state average.
- Attract many students with different languages other than English spoken at home.
- Achievement gaps are beginning to close

What needs attention? Opportunities for Improvement

- Kindergarten Readiness
- 3rd Grade Readiness
- High School Readiness
- ELA *Growth*
- ELA and Math % Proficient
- Student Performance during Covid 19 Years
- Achievement Gaps Among Student Ethnic Populations
- Number of 8th grade students enrolled in algebra.
- Ambitious Instruction: Classroom Disruptions, Parent Supportiveness, Course Clarity, Academic press, Critical thinking skills
- Student Voice
- Hands on learning, project-based instruction
- Teacher expectations must be clear for student learning.
- 3rd grade reading higher than state but decreased.

Activity Three: Summary of Culture and Climate Report

<p style="text-align: center;">What is going well? Strengths</p>	<p style="text-align: center;">What needs attention? Opportunities for Improvement</p>
<ul style="list-style-type: none"> ● Student enrollment trends ● Diverse student population ● Increased student attendance rate ● Staff retention ● Staff endorsements ● Staff evaluation ● Community partnerships ● Certified Staff Satisfaction: ● Instructional Leadership, Professional Development, Program Coherence, Parent Involvement ● Involved Families: Safe environment, Cleanliness & well-maintained buildings, responsive to child’s needs. ● Support Staff Satisfaction: Engaging work, belonging, Materials and equipment to do job well. 	<ul style="list-style-type: none"> ● Systemic approach to address academic, social-emotional, and behavioral needs ● Student mobility rate ● Recruitment ● Future Staff retention ● Certified Staff Satisfaction: Classroom Disruptions, Teacher Safety, Collective Responsibility, School Commitment, Quality of Student Discussion, Collaborative practices ● Involved Families: Safe environment, cleanliness & well-maintained buildings, every opportunity to be successful, feedback on how child is learning. ● Support Staff Satisfaction: Opinions count, feeling recognized, fair to all employees, understand why changes are made. ● Chronic absenteeism ● Need to increase male staff. ● Fluctuating class sizes across schools ● Pathways/partnerships with universities and other agencies

Activity Three:

Summary of Finance, Facilities, and Technology Report

What is going well? Strengths

- Balanced Budget: Revenues exceed Expenditures.
- Healthy fund balance- Highest State Financial Rating
- Operating Expense Per Pupil exceeds state average.
- Little reliance on state and federal funding
- Debt free in 2025
- Strong financial history and future outlook
- Increasing student enrollment
- School Security and School Compliance Status
- Infrastructure improvements/ Capital Improvements
- Renovated playgrounds
- Laptop and iPad replacement cycle
- Technology safety and security
- Updated student Information System

What needs attention? Opportunities for Improvement

- Full day Kindergarten space needs
- Loss of ESSER funds from Covid 19
- Aging Facilities
- Class size differences across like schools
- Overcrowding at North
- Inequity in class sizes/space
- Utilization differences: Over crowdedness
- Middle school innovation and instructional space needs
- State finances
- Safety
- Outdoor learning and play space improvement.
- Technology Cybersecurity
- Systems Integration
- Technology Future Safety and Security
- Future Big Ticket capital improvement
- Expanded facilities plan

SWOT ANALYSIS TABLE TEAM FINDINGS

Overall District Strengths

Table 1	Table 2	Table 3
<ul style="list-style-type: none"> ● Staff retention ● District website ● Security enhancements ● Technology state of the art equipment and support services ● History of strong financial stability and management ● Steadily increasing English Language Arts and Math Student proficiency ● Outperforming neighboring district in state test scores ● District leadership ● Staff education, endorsements, certification 	<ul style="list-style-type: none"> ● Security enhancements ● Staff retention ● District website ● Financial Health ● Debt free by 2025 ● Good community involvement ● Outperforming neighboring school districts with state test scores ● Diversity of student and family population ● Staff education, endorsements, certification ● Community support and involvement ● Infrastructure enhancements- facility plan accomplishments 	<ul style="list-style-type: none"> ● Teacher Retention ● English Learner exit rate/success ● Classroom rigor ● Resources ● District website ● Staff Endorsements/Certification ● Appreciation for diversity among student and family population ● Academic engagement ● History of strong financial resource management ● Strategic planning to include voice and stakeholder engagement
Table 4	Table 5	Table 6
<ul style="list-style-type: none"> ● Diversity among students and families in our community ● Student Overall Attendance ● Outperforming neighboring district in state test scores ● Strong community support ● Financial history and strong management ● Improvements in safety and security 	<ul style="list-style-type: none"> ● Debt free by 2025 ● English learner success- exiting program ● Math instruction ● Outperforms neighboring districts in state test scores. ● Student and Family diversity ● Staff education, advanced degrees, endorsements, certification 	<ul style="list-style-type: none"> ● High Teacher Retention ● Debt free by 2025 ● Balanced Budget with cash on hand ● Security Enhancements ● Diversity of student and family population ● Enhanced District website ● State of the art Technology

<ul style="list-style-type: none"> ● 32% of staff live in the community. ● Teacher retention ● Highly qualified staff ● English language arts and math proficiency on state tests increasing last three years 	<ul style="list-style-type: none"> ● Student attendance rates ● Balanced budget ● Staff retention ● Highest financial rating from state, fund balances 	<ul style="list-style-type: none"> ● Steadily increasing English Language Arts and Math Student proficiency ● Outperforming neighboring district in state test scores ● Utilization of financial resources
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Consensus Top Ten District Strengths:

- **Student enrollment with strong diversity** among students, family, and community.
- Mathematics, English language arts, and science **student achievement increasing** last three years on state assessment. **Outperforming neighboring districts with similar demographic makeups** on state assessments.
- **Highly qualified, caring staff members** with many advanced degrees, endorsements, and certification in multiple subject areas.
- **High staff retention** with 32% living in the community.
- **Strong financial health** with highest state financial rating, balanced budget
- **Debt free by 2025** paying off all building improvement expenses from prior referendum.
- **Advanced technology** with devices and support to enhance teaching and learning.
- District action to enhance **safety and security**.
- **Supportive community** who values public education.
- Our high level of communication with parents, students, and community leaders—via the **newly designed website, our multilingual eNewsletters, and consistent social media**.

SWOT ANALYSIS TABLE TEAM FINDINGS

Overall District Weaknesses

Table 1	Table 2	Table 3
<ul style="list-style-type: none"> ● Student achievement following COVID. ● Achievement gaps among student subgroup populations ● Staff Satisfaction ● Kindergarten readiness, 3rd grade reading readiness, high school readiness (algebra) ● Student chronic attendance ● Course clarity ● Steadily increasing English Language Arts and Math Student proficiency ● Staff demographics to mirror student demographics 	<ul style="list-style-type: none"> ● Achievement Gaps among student subgroup populations ● Parent-Teacher communication ● Kindergarten Readiness ● Course Clarity ● MTSS- SEL strategies and supports. ● Improving Academic Press ● Differentiation of instruction ● Diversity within leaders ● MTSS- behavioral issues and support ● Rigor and engagement 	<ul style="list-style-type: none"> ● Staff demographics to mirror student demographics. ● Student Satisfaction: Course Clarity, Peer to peer relationships, Safety and security, Classroom disruptions ● Professional Development for Support Staff ● Staff and Family Satisfaction: Trusting and Respectful relationships ● State test scores in number of students meeting and exceeding expectations. ● Critical Thinking Skills ● Effective Leader consistency across all schools ● Achievement Gaps among student subgroup populations ● Student peer to peer relationships
Table 4	Table 5	Table 6
<ul style="list-style-type: none"> ● Achievement levels still lower than pre pandemic ● Achievement gaps among student subgroup populations ● Staff demographics- gender, racial, etc. to mirror students. ● Student social and emotional needs ● Staff burnout and satisfaction 	<ul style="list-style-type: none"> ● Kindergarten Readiness ● Achievement gaps among student's subgroup populations ● Safety concerns ● Space challenges ● Parent Involvement ● Lack of extracurricular opportunities at middle school 	<ul style="list-style-type: none"> ● Student Engagement ● Rigor and Course Clarity ● Academic press/Expectations for Learning ● Readiness: Kindergarten, 3rd Grade Reading Readiness Proficiency, High School Algebra ● Equity in student disbursement and opportunities across schools

<ul style="list-style-type: none"> ● MTSS academic and behavioral support for students struggling and in need of greater challenge. ● Initiative overload ● Readiness: Kindergarten, 3rd Grade Reading Readiness Proficiency, High School Algebra ● Staff demographics- gender, racial, etc. to mirror students. ● Student interests, engagement, choice, and voice ● Newcomers 	<ul style="list-style-type: none"> ● Course clarity ● Staff demographics- gender, racial, etc. to mirror students. ● Post Covid student achievement ● Rigor and expectations for student learning 	<ul style="list-style-type: none"> ● Connecting student data and information across classrooms and schools ● English Language Arts Achievement growth ● Critical Thinking Skills ● Achievement gaps among student subgroup populations ● English Learner expectations, challenges, success
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Consensus Top Ten District Weaknesses:

- **Student performance on state tests is still lower than pre-pandemic levels** in English language arts, Mathematics, and Science.
- **Achievement gaps among student gender and ethnic populations** exist and need to be closed.
- **Multi-Tiered Systems of Support (MTSS) for academic and behavioral support** for students struggling and in need of acceleration need improvement.
- **Readiness:** Preschool, Kindergarten, 3rd Grade Reading on level, and placement in High School are below standards and expectations.
- **Staff demographics** need to mirror student demographics with implications for future recruitment and hiring.
- **Student Satisfaction:** Parent Supportiveness, Classroom Disruptions, Course Clarity, Academic Press/Expectations
- **Certified Staff Satisfaction:** Classroom Disruptions, Teacher Safety, Collective Responsibility, School Commitment, Quality of Student Discussion, Collaborative Practices
- **Involved Families Satisfaction:** Every opportunity for child to be successful, feedback on how child is learning, safe environment, and cleanliness & well-maintained buildings.
- **Support Staff Satisfaction:** Ensure opinions count, feeling recognized, fairness to all employees, and understand why changes are made
- **Enrollment shifts:** Class size, space, staffing, and resources

SWOT ANALYSIS TABLE TEAM FINDINGS

Overall District Opportunities

Table 1	Table 2	Table 3
<ul style="list-style-type: none"> ● Full day Kindergarten ● Inclusive play groups and instructional space issues for labs and project-based instruction ● Cybersecurity ● Preschool access, Early Learning access ● Family involvement, engagement and belonging. ● Student voice, interests, choice, and engagement ● Class size and inequities in space across schools 	<ul style="list-style-type: none"> ● Students interest, voice, and choice ● Full day Kindergarten ● Middle School enhancements ● ADA playgrounds and instructional space issues ● Air conditioning in all learning spaces ● Newcomer Programs ● Healthy, quality school lunches ● Accelerated, rigorous learning opportunities. ● More extra-curricular opportunities ● Space to engage in project-oriented, inquiry-based learning 	<ul style="list-style-type: none"> ● Outdoor learning and playground accessible ● Student extra support- MTSS ● Differentiated project-based instruction. ● Family Involvement ● Pre-K, preschool access ● Middle School experiences, interests, choice, voice ● Full day Kindergarten ● Kindergarten Readiness
Table 4	Table 5	Table 6
<ul style="list-style-type: none"> ● Portrait of a Graduate ● Student independence ● Collaborative Practices between and within departments and grade levels ● Student involvement in decision-making ● Equity (DEI) ● Full Day Kindergarten implementation ● Middle School Experience implementation 	<ul style="list-style-type: none"> ● Facility Plan for future. ● Peer mentoring ● System wide on MTSS ● Focus on Social, emotional learning student needs. ● Transitions from elementary to middle and middle to high school. ● More advanced classes, rigor, etc. ● Consistent protocols across all schools ● Community partnerships 	<ul style="list-style-type: none"> ● Family involvement ● Middle school experiences ● Rethinking Iroquois ● Parent University ● Transitions from elementary to middle and middle to high school. ● Collaborative practices for teachers ● Full Day Kindergarten ● MTSS: more opportunities for academic support

<ul style="list-style-type: none"> ● Newcomers Needs and Belonging 	<ul style="list-style-type: none"> ● Increased LBS1 (IEP) to better meet needs ● Staff recruitment- partner with universities for hard to fill positions 	<ul style="list-style-type: none"> ● MTSS: more opportunities for behavior support ● Preschool opportunities to meet student needs
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Consensus District Opportunities:

- **Student Ownership of Learning**: Voice, Choice, Interests, Goal Setting, Accountability
- **Equity** (DEI) Continuum
- **Transitions** from elementary to middle and middle to high school.
- **Innovative project-oriented, inquiry-based learning** instructional practices and space.
- **Full Day Kindergarten** implementation
- **Middle School Experience** implementation
- **Newcomers' needs** and belonging implementation.
- **Aging facilities** with capital projects, replacements, remodeling, inclusive playgrounds, etc.
- **Parent Engagement and Education**
- **Community Partnerships** to enhance learning and teaching.

SWOT ANALYSIS TABLE TEAM FINDINGS

Overall District Threats

Table 1

- Safety and security
- Enrollment
- Federal and state funding
- Teacher and other special area shortages and education pipeline
- Social media
- Relationships and climate among diverse community interests and needs
- World events
- Changing technology

Table 2

- World events
- Teacher/staff shortages
- Misinformation
- School violence
- Home life issues
- Cybersecurity/hacking
- Gang activities
- Enrollment/immigration challenges

Table 3

- Mental health needs
- State and federal funding
- Cybersecurity
- Social media
- Political unrest
- Newcomers

Table 4

- Resistance to change
- Parental involvement and supportiveness
- Standardized Testing
- State Funding
- World Events
- State laws and mandates
- Social media
- Safety and Security

Table 5

- Enrollment changes
- Artificial Intelligence
- College readiness
- Social media
- Book banning
- Future funding/ state finances
- Parental resources for better support
- Global instability

Table 6

- World conflict
- Supply chain issues
- Support systems for students
- Mobility
- Low-income family resources
- Loss of ESSER federal and state funds
- Social Media protection and use
- Growth

Consensus District Threats:

- Political unrest and world events
- Safety
- Student and Family Mobility
- Social and emotional student and staff needs following post COVID
- Social media access, appropriate use, and platforms accountability
- Evolving Technology challenges
- Federal and State mandates and funding resources
- Education staffing shortages and State certification barriers
- Lack of support and respect felt in the field of education due to societal unrest post pandemic
- Cyber security measures (up to and including the requirements for ISO 27001 + 27701 certification)

Below is the draft of the SWOT Analysis:

Community Consolidated School District 62 SWOT DRAFT ANALYSIS

Strengths: What is going well

- **Student enrollment with strong diversity** among students, family, and community.
- Mathematics, English language arts, and science **student achievement increasing** last three years on state assessment. **Outperforming neighboring districts with similar demographic makeups** on state assessments.
- **Highly qualified, caring staff members** with many advanced degrees, endorsements, and certification in multiple subject areas.
- **High staff retention** with 32% living in the community.
- **Strong financial health** with highest state financial rating, balanced budget
- **Debt free by 2025** paying off all building improvement expenses from prior referendum.
- **Advanced technology** with devices and support to enhance teaching and learning.
- District action to enhance **safety and security**.
- **Supportive community** who values public education.
- Our high level of communication with parents, students, and community leaders—via the **newly designed website, our multilingual eNewsletters, and consistent social media**.

Weaknesses: What needs attention

- **Student performance on state tests is still lower than pre-pandemic levels** in English language arts, Mathematics, and Science.
- **Achievement gaps among student gender and ethnic populations** exist and need to be closed.
- **Multi-Tiered Systems of Support (MTSS) for academic and behavioral support** for students struggling and in need of acceleration need improvement.
- **Readiness:** Preschool, Kindergarten, 3rd Grade Reading on level, and placement in High School are below standards and expectations.
- **Staff demographics** need to mirror student demographics with implications for future recruitment and hiring.
- **Student Satisfaction:** Parent Supportiveness, Classroom Disruptions, Course Clarity, Academic Press/Expectations
- **Certified Staff Satisfaction:** Classroom Disruptions, Teacher Safety, Collective Responsibility, School Commitment, Quality of Student Discussion, Collaborative Practices
- **Involved Families Satisfaction:** Every opportunity for child to be successful, Feedback on how child is learning, Safe environment, and Cleanliness & well-maintained buildings.
- **Support Staff Satisfaction:** Ensure opinions count, Feeling recognized, Fairness to all employees, and Understand why changes are made
- **Enrollment shifts:** Class size, space, staffing, and resources

Opportunities: Improvement Areas	Threats: Impacts from our environment
<ul style="list-style-type: none"> ● Student Ownership of Learning: Voice, Choice, Interests, Goal Setting, Accountability ● Equity (DEI) Continuum ● Transitions from elementary to middle and middle to high school. ● Innovative project-oriented, inquiry-based learning instructional practices and space. ● Full Day Kindergarten implementation ● Middle School Experience implementation ● Newcomers Needs and Belonging implementation. ● Aging facilities with capital projects, replacements, remodeling, inclusive playgrounds, etc. ● Parent Engagement and Education ● Community Partnerships to enhance learning, teaching, as well as college, career, and life readiness. 	<ul style="list-style-type: none"> ● Political unrest and world events ● Safety and Violence ● Student and Family Mobility ● Social and emotional student and staff needs following post COVID. ● Social media access, appropriate use, and platforms accountability ● Evolving Technology challenges ● Federal and State mandates and funding resources ● Education staffing shortages and state certification barriers ● Lack of support and respect felt in the field of education due to societal unrest post pandemic. ● Cyber security measures up to and including the requirements for ISO 27001 + 27701 certification.