

Community Consolidated School District 62 SWOT Comparisons

| 2016 SWOT Findings | 2023 SWOT Findings |
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| <p>STRENGTHS: What are we most proud of? What do we consider to be the results of our best work? What advantages do we have? What do others say about us in positive ways?</p> <ul style="list-style-type: none"> ● Student performance on state tests mostly above state averages ● Student performance on state tests increasing every year ● English Language Learners are scoring well on state ACCESS test ● Early Learning Center- providing early intervention ● K-8 Iroquois Community School offers a balanced calendar choice for residents ● Overall diversity in the community ● Student attendance is above state average ● Investment in technology- increased devices and infrastructure ● Highly qualified teachers/staff ● Retention rate of teachers ● Many staff have the English Language Endorsement ● Highest state financial rating for 12 years ● Debt has been reduced ● Stable student enrollment projections ● Budget surplus in revenues over expenditures for the last six years ● Board-driven facility upgrade initiative several years ago | <p>STRENGTHS: What are we most proud of? What do we consider to be the results of our best work? What advantages do we have? What do others say about us in positive ways?</p> <ul style="list-style-type: none"> ● Mathematics, English language arts, and science student achievement increasing last three years on state assessment. Outperforming neighboring district 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. ● Stable student enrollment with strong diversity among students, family, and 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 e-Newletters, and consistent social media. ● Student attendance above state average. |

WEAKNESSES: What do we consider to be our weaknesses? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well?

- Student performance on state test is lower in middle schools than in elementary schools
- Student performance on state tests in math is below state averages
- Achievement gaps exist for the following student subgroups: Black, Hispanic, English Language Learners, Low Income, and Students with Disabilities
- Inequities exist across schools (staffing, space, financial, etc.)- There is a system of schools rather than a school system
- Meeting the needs of students who are struggling
- Meeting the needs of students who need more rigor and challenge
- Meaningful assessments
- Student behavior problems are increasing
- Student engagement is a challenge
- Using technology appropriately to enhance teaching and learning
- Internet access and equipment at home
- Using data to drive decision-making
- Communication between school and home is mostly one way.
- Some buildings are at capacity.

WEAKNESSES: What do we consider to be our weaknesses? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well?

- 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: 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, Feel recognized, Fairness to all employees, and Understand why changes are made
- Enrollment shifts: Class size, space, staffing, and resources

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| <p>OPPORTUNITIES: What opportunities for improvement do we know about, but have not addressed? Where with a little work could we change a weakness into a strength? What are we not doing currently that might be the opportunity for us to improve.</p> <ul style="list-style-type: none"> ● Exploring Full-day Kindergarten ● Increasing support of student social and emotional needs ● Training, time, and support for teacher collaboration and data analysis ● Training and support for using technology to enhance teaching and learning ● Addressing middle school needs ● Collaboration with the high school to enhance college, career and life readiness ● Professional development for all staff based upon identified high priority needs and initiatives ● Using time and space effectively and efficiently ● Developing fiscal strategies to preserve necessary programs and services within future financial challenges | <p>OPPORTUNITIES: What opportunities for improvement do we know about, but have not addressed? Where with a little work could we change a weakness into a strength? What are we not doing currently that might be the opportunity for us to improve.</p> <ul style="list-style-type: none"> ● Full Day Kindergarten implementation ● 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. ● 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. |
| <p>THREATS: Who or what threatens us the most? What challenges are coming that we must respond to? What might block our progress? What do we have little control over that might impact our resources?</p> <ul style="list-style-type: none"> ● Unfunded state mandates ● Possible state pension cost shift to local taxpayers ● Reduction in state and federal funding grants ● Possible Property Tax Freeze ● City housing development decisions that impact schools | <p>THREATS: Who or what threatens us the most? What challenges are coming that we must respond to? What might block our progress? What do we have little control over that might impact our resources?</p> <ul style="list-style-type: none"> ● Federal and State mandates and funding resources ● 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 |

- Future facility upgrade and maintenance needs costs

- Evolving Technology challenges
- Education staffing shortages
- Lack of support and respect felt in the field of education due to societal unrest post pandemic.
- Cybersecurity measures up to and including the requirements for ISO 27001 + 27701 certification.