

Community Consolidated School District 62 Final SWOT Analysis

STRENGTHS

- Diversity among students, family, and community populations.
- 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 certified staff members with many advanced degrees, endorsements, and certification in multiple subject areas. Caring, dedicated strong staff.
- 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.
- Extensive technology with 1:1 devices and support to enhance teaching and learning.
- District actions to enhance and ensure safety and security.
- Early Learning Center
- Newly designed website, our multilingual e-Newletters, and consistent social media communication.

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, ethnic and special education populations exist and need to be closed.
- Multi-Tiered Systems of Support (MTSS) providing a continuum of services for academics and social emotional behaviors is not meeting all student needs. Student behaviors, PBIS, expectations, and consistency in implementation
- Readiness: Numbers of students entering 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 is low in the following areas: Parent Supportiveness, Classroom Disruptions, School Spirit, School lunch program, Course Clarity, Academic Press/Expectations, Extended high school orientation, and School Lunch program
- Certified Staff Satisfaction is low in the following areas: Classroom Disruptions, Teacher Safety, Collective Responsibility, School Commitment, Quality of Student Discussion, Collaborative Practices and Communication.
- Support Staff Satisfaction is low in the following areas: Ensure opinions count, Feel recognized, Collaborative Practices and Communication, Fairness to all employees, and Understand why changes are made
- Families Satisfaction is low in the following areas: Every opportunity for child to be successful, Feedback on how child is learning, Communication, Safe environment, and Cleanliness & well-maintained buildings.
- Enrollment shifts: Class size, space, staffing, and resources

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, cross-curricular, 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, Education, and improved Communication
- Community Partnerships to enhance learning, teaching, as well as college, career, and life readiness. Partnership between District 207 and D62.

THREATS

- Political unrest and world events
- Safety and Violence
- Cultural awareness and differences
- Student and Family Mobility leading to time in school and unexpected enrollment fluctuation.
- Social and emotional student and staff needs following post COVID.
- Social media access, appropriate use, and platforms accountability and 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.