Lyons THSD #204 Data Retreat
Participant Handout

The Data Retreat starts with existing elements, building on what is currently in place. Throughout the retreat, the plan team paints a data picture of the current reality of the district. It answers the question: "Where are we now?"

The analysis of strengths, weaknesses, opportunities and threats (SWOT) leads to review and possible revision of the mission, vision, core values and goals.

The product of the retreat is the SWOT analysis, which is shared with all the stakeholder groups represented on the strategic plan team for feedback between the Data Retreat and Vision Retreat.

Common Vocabulary

Competitive Advantage	A statement that explains what areas your district does best. It describes what you do that is unique. It is what sets you apart from others.
Customers	The direct beneficiaries or end-users of the districts' services or products.
Environmental Scan	External and internal analyses of the districts' competitive position, policies and regulations, governance, markets, capacity and capability, customers and stakeholders.
Performance Measure	Provide objective evidence aligned to indicators and measures of progress toward a strategic goal and are an analytical basis for decision-making.
Perspective	A view of organizational strategic performance through a particular "lens." Typical perspectives include financial stewardship, customer service, capacity for learning and growth, internal processes, etc.
Process Measure	Performance drivers measure what is happening in the system or process that produces a specific output (efficiency, quality, timelines, waste).
Stakeholders	Individuals or groups with an interest in the district including: students, families, employees, community leaders, partners, etc.
SWOT Analysis	An acronym for Strengths, Weaknesses, Opportunities and Threats. They include inhibitors and drivers of organizational success.
Target	The desired level of performance for the reporting period in question.

Group Norms/Agreements



- Listening (with intent),
- Openness (Take risks. Embrace perspectives and information from others.)
- Empathy (Seek to understand. Keep personal stories and disclosures confidential)
- Patience (Be kind to yourself; give yourself the gift of time to learn, grow, and connect with colleagues)
- What is learned here leaves here!

CONSORTIUM FOR EDUCATIONAL CHANGE

Equity Lens in Action: Apply These 3 Questions in the Decision-Making Process

1. What is the action/policy/decision in question?
2. Who is centered in the discussion? Who is missing?
3. How do we maximize opportunities and eliminate barriers?



Activity #1: Our Perceptions	
Points of Pride/Strengths	**Challenges/Opportunities for Improvement**

*Student learning, culture and climate, resources

Activity #2: Environmental Scan--Stakeholder Perceptions	
Points of Pride/Strengths	**Challenges/Opportunities for Improvement**
Students Teachers Families	Students Teachers Families

*Student learning, culture and climate, resources

Student Learning Data Report
What did you learn about student learning that informs how the district is performing? Compared to others? Compared to the past?

Culture and Climate Data Report
What did you learn about the district's culture and climate that informs how the district is performing? Compared to others? Compared to the past?

Resources Data Report
What did you learn about the district's resources that informs how the district is performing? Compared to others? Compared to the past?

Analysis of the Data Reports		
Reports	**Strengths Points of Pride**	**Challenges Opportunities for Improvement**
Student Learning		
Culture and Climate		
Resources		

SWOT ANALYSIS EXAMPLE

STRENGTHS: What are we most proud of? What do we consider to be our results of our best work? What advantages do we have? What do others say about us in positive ways?

- Dedicated, caring, and invested staff and administration
- High quality academic program
- Strong financial management; balanced budgets
- Bond rating, and state financial profile rating
- Community and family involvement
- Perceptions of the district
- Technology devices, access, and infrastructure
- Whole child philosophy
- Value and appreciation for diversity
- Safe schools with nurturing learning environments
- Fine Arts and Physical Education programs

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 above state average, but below community expectations
- Achievement gaps
- Differentiated instruction with impactful interventions and enrichments and supports to meet academic and social and emotional needs of all students
- Consistencies in practices school-to-school, classroom-to-classroom
- Homework and grading practices with a positive impact on student learning
- Competitive salaries and benefits to attract and retain high quality staff
- Variability in class sizes, admin to student and admin to staff ratios
- Aging facilities with deferred maintenance
- Meaningful technology integration with teaching and learning
- Limited and inconsistent opportunities for student voice, choice, collaboration, and empowerment
- Managing & responding to student stress & anxiety

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.

- Collaborate with high school district to develop a pathway to new college, career & life readiness expectations
- Reimagine definition of student success
- System for data collection, use, analysis & management
- Additional social and emotional supports and implementation
- Early learning & full-day kindergarten options to ensure improved readiness for school
- Instructional tools and strategies to provide clarity and consistency expectations for family engagement
- New opportunities to energize & support initiatives and change management through professional learning
- Exploring options to make better use of time & space
- Offer global language in younger grades
- Higher quality bilingual programs and services

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?

- State and federal funding
- Resistance to change; fixed mindset
- New state assessment
- Balance of ability to pay taxes with critical support to maintain a high quality educational program
- Economic disparity and equity throughout the district
- Health, wellness, stress, anxieties for students and their families
- Social media
- Safety and security

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 are the positives that others say about us?

WEAKNESSES

What are we not doing well? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well? What needs our immediate attention?



OPPORTUNITIES

What opportunities for improvement do we know about, but have not addressed? What have we started doing, but have not fully implemented? What we can move from weakness to strength with a little work?

THREATS

Who or what threatens us most? What challenges are coming that we must respond to? What might block our progress? What do we have little control over that might block our progress?

STRENGTHS

WEAKNESSES



OPPORTUNITIES

THREATS