Lyons Township High School District 204 Data Retreat Findings

Our Perceptions: Table Team Strengths (11 Teams)

• Community Support • College Readiness • Breadth of Academic Offerings • Breadth of Co-curricular Offerings • Financial History and Stewardship • Quality of Staff • Strong External Perception	• Extra-curricular activities and clubs • Great Staff/Leaders • Reputation among other Districts • Academic Offerings • Wealth of Resources • Continuous Improvement philosophy	• Expert Staff • External Perceptions • Community Involvement • Academic Offerings • Extra-curricular Offerings • Professional learning structures for certified staff • Resources-Budget • History of Financial Stewardship • Student Support Personnel and Programs • Strong Traditions • Increasing Student Diversity
• Great Teachers and leaders • Academic Offerings • Community Pride and Support • Wealth of Resources • History of Stewardship • High Performing District • Reputation among other Districts • Increasing student diversity • Athletics, Extra-curricular Offerings, Clubs • Hands on and Experience-Based Educational Experiences	• Commitment and Professionalism of staff, faculty, and admin • Positive Staff • Supportive Community • Financial Resources • Gen Ed teachers receptive of their special education students • Value social and emotional learning • School Spirit • Academic Offerings • Extra-curricular Offerings • Rigor Offerings	• Community Support • Academic Offerings • Co-curricular Offerings • 8 period Day for electives • Excellent Faculty and Staff • Communities with different perspectives and diversity • Technology Opportunities • Financial History • Stewardship • Strong with Traditions • Access to TCD • Making a big school feel small

• Traditions • Small Class Size • Academic Offerings • Value Academic Success • Extra-Curricular Offerings • Resources • Stewardship • Increasing Diversity among Students • Teacher availability and access • High quality staff	• Special Education Offerings • Electives • Academic Offerings • Extra-Curricular Offerings • Community Pride and Support • Traditions • Reflective practices for students • Desires for excellence and continuous improvement • Graduation Rate • Tremendous Resources • High Quality Staff and Leadership	• External Perceptions and Reputation • Community Support • Technology Access and Devices • Community Diversity • Academic Rigor • SEL Balance • Academic Offerings • Co-curricular Offerings • History and tradition of alumni • Strong Traditions • Student-Teacher Communication and Respect • High Quality Staff
• Quality Staff and Leadership • Strong Reputation • Increasing Diversity among students and communities • Available resources • History of Financial Stewardship • Academic Offerings • Co-Curricular Offerings • Elective Offerings • Community Support	• Academic Offerings • Increasing Diversity in students, families, and communities • Fiscally stable/ Stewardship • Dedication of staff • Committed and amazing students and families • Alumni Support • Extra-Curricular Offerings • Electives • Reputation	

Lyons Township High School District 204 Data Retreat Findings

Our Perceptions: Table Team Opportunities (11 Teams)

• Diversity of Staff • Facility Updates/modernization/ aging/limitations for teaching and learning • Physical Development of Students; for intramural programs • Electives and access to curricular interests/ schedule/ time • Tech capacity/infrastructure • Student leadership, voice • Bureaucratic Nonsense/tradition vs needed change	• Valuing Different Perspectives • Student to Student Relationships • Alcohol, Drugs, Mental Health issues among students • Student and Staff Stress • Unity • Safe and Secure Environment • Facility upgrades/aging • Preparing Students for Post High School- Future Success • Grading • Moving beyond traditional success/ Change for Future Orientation • Student Day and Year • Access to availability of Resources	• Making achievement more visible • Transparency of Results • Split campus • Regression of students during Covid • Space for teaching and learning • Facility Upgrades • External threats: social media, political forces • Balancing traditions/excellence/innovation • Shortage of educators • Social and emotional student needs • Staff spirit and morale • Student spirit and morale • Culture and Climate of Inclusion, Equity and Opportunities • Community Awareness of Results
• Instructional Innovation • Limited Supports for Students lacking adult advocates • Grading Policies-Assignment Completion • Clear Purpose/Vision/Goals • Disconnect Between Campuses/Lack of Communication and Collaboration	• Student Behavior • Climate is divided and lacks collegiality • Lack of clarity in expectations and standards academically and behaviorally • Staffing Shortages • Grading System	• Greater access to social work services • More responsive to parents • Lack of inclusion for students • Special Education Students • English Language Students • Economically Disadvantaged Students • Facility Improvement

• Equitable representation and achievement for all things/opportunities • Inclusionary culture and climate • Staff and Leader Diversity • Program/Course/Policy evaluation and revision process • Social and Emotional Learning supports for students and staff	• Drawbacks due to size/ personalization • Reliance on reactive measures rather than proactive processes and systems • Aging Facilities/ upgrades/ modernization/ space • Outside influences and protests	• Space and Time; The student day and year • Innovation • Need to focus and streamline change • Provide training, support, and other resources for change • Preparation for Post-Secondary Options
• Communication • Outdated Facilities • Equity • Equality • Lack of staff and leader diversity • Respect among student groups; peer to peer relationships • Sense of belonging for some students • Achievement Gaps • Clear and articulated Student Supports- MTSS- Interventions • Mental health • Grading • Traditions vs innovation and change	• Tension and division in community and school • Grading practices • Executive Decision Making • High and clear academic standards • Community Relations- transparency of results, celebrations, achievements • Sense of lack of discipline- Behavioral expectations and consequences consistent • Clear and articulated Student Supports – MTSS- Interventions • Belonging by some students and families • Technology shortcomings- expectations, training, coaching • Facility Upgrades	• Spirit and morale • Two campuses- unity, articulation, communication • Achievement Gaps • Improved Academic Results • Equity • Staff and Leader Diversity • Student Stress and Pressure • Aging facilities/ upgrades/ spacing/ modernization • Grading • Level of Safety • Welcoming; Belonging • Social and Emotional Needs of all students • Student engagement; voice, choice • Future Orientation- Post Secondary Preparation
• Facility Upgrades/modernization/ enhancing to learning and teaching • Exposure to rigor and achievement	• Equity • Grading • Lack of school spirit/culture • Belonging among some students and families	

• Achievement Gaps • Interventions MTSS success • Grading • Discipline and Accountability • Goals, Measures, Data System • Communication Internally • Division in culture we vs us • Voices heard, morale, satisfaction • Technology expectations and consistency • Transportation • Academic Success for the Future- Preparation for college, career, life • Structural Rigidity- one size fits all mentality	• Adaptable and responsive to student voice, choice, interests, needs • Outdated facilities • Equitable outcomes in student achievement • Staff and leader diversity • Transition from the pandemic/Covid • Achievement Gaps • Interventions- MTSS not successful • Change from tradition environment to a dynamic one	

Lyons Township High School District 204 Data Retreat Findings

Perceptions of Others: Table Team Strengths Environmental Scan Survey
High areas listed under Strengths; Low are listed under Opportunities

Stakeholder Group	Strengths	Opportunities
Student	**Mission and Vision** 86% Know the characteristics of what a successful LTHS graduate are **Instruction** 85% feel teachers use technology in class to support their instruction 83% of students feel they are given enough opportunities to practice in class before a summative experience 90% of students feel teachers have high expectations for them **Culture and Climate** 82% feel LTHS is welcoming and inviting 90% feel extra-curricular activities interest them 85% feel they are encouraged to participate in clubs and activities 80% report participation has been positive 80% report proud to be an LTHS student	**Mission and Vision** 59% believe there are barriers/obstacles to equitable access to classes, programs, and resources **Diversity and Inclusion, Cultural Awareness, Belonging** 49% Students of varying cultural, ethnic and racial background are in my academic classes 57% students fairly treat people from different cultures, ethnicities, and races or with varying abilities 30% feel they learn about people from different cultures with different backgrounds or varying abilities 48% Feel comfortable sharing their thoughts regarding difficult topics 61% Feel as if they belong at LTHS **Instruction** 70% feel teachers are enthusiastic about teaching 54% know they are in relation to what they are supposed to learn 43% know they their next step in learning is

	Support 92% feel counselor is available to them 85% feel there is at least one trusted adult who they can talk to 80% feel there are a variety of resources to help them socially and emotionally 92% feel their teacher makes his/her availability if I need help **Operations** 81% find the school safe, clean and providing a healthy place for learning 82% feel technology is current 81% feel appearance is representative of all students **Satisfaction** 87% satisfied with the education provided 78% satisfied with the school	47% Feel teachers vary the way they teach their class 45% Feel teachers vary the instruction to meet the needs of everyone in the class 38% Feel teachers vary the way they assess 52%vFeel teachers give specific suggestions for improvement 64%Feel teachers challenge them 53% of teachers feel they relate their content to the lives or lived experiences of their students 67% of staff look forward to going to their classes 71% feel they are prepared for success after high school 70% feel they are comfortable asking questions in class 56% feel comfortable teaching English Learners 58% feel they have a student-centered classroom 60% take advantage of professional learning opportunities 70% know the college an career expectations in their field 55% feel they receive effective feedback that guides the improvement of their craft **Grading** Results indicate a need for revision of these practices **Culture and Climate** 31% of staff feel bullying is a problem at the school 36% feel racism is a problem **Support** 23% agree they take advantage of social and emotional supports 60% agree they take advantage of academic supports **Operations**

		63% feel physical space is student centered. 70% feel facilities are current **Communications** 24% feel not communicate with enough **Satisfaction** Top three or four areas for improvement Career preparation College preparation Grading Student social and emotional well-being
Staff:	**Mission and Vision** 82% Know the characteristics of what a successful LTHS graduate are 90% believe in and support this mission and vision **Diversity and Inclusion, Cultural Awareness, Belonging** 85% feel safe at school 85% create a space where all students can bring their full identify **Culture and Climate** 85% feel proud to be an LTHS staff member	**Mission and Vision** 73% believe there are barriers/obstacles to equitable access to classes, programs, and resources 78% know how I am expected to contribute to this mission and vision 76%I have a clear understanding of what the equity statement means **Diversity and Inclusion, Cultural Awareness, Belonging** 32% feel they learn about people from different cultures with different backgrounds or varying abilities 56% Feel comfortable sharing their thoughts regarding difficult topics 61% Feel as if they belong at LTHS **Instruction** 52% feel students are enthusiastic about learning **Grading** Results indicate a need for revision of these practices **Culture and Climate**

		55% feel the district and school has a lot of spirit. 47% of staff feel bullying is a problem at the school 47% feel racism is a problem **Support** 40% feel students take advantage of the social and emotionally resources available 42% feel there is sufficient social emotional and behavioral interventions in place 44% report they teach SEL standards in their classroom 46% report students take advantage of the academic resources available **Operations** 33% feel facilities are current 40% feel their space is student centered 63% feel they are satisfied with the fiscal responsibility of LTHS 66% feel instructional resources are up to date **Communications** 67% feel they can find info they need on the website 31% use Twitter or Instagram to find info **Satisfaction** Top three or four areas for improvement Facilities upgrade Grading School Climate Student Discipline 76% satisfied with the student's education they are providing 69% satisfied with the school

Parents	**Mission and Vision** 84% Know the characteristics of what a successful LTHS graduate are **Instruction** 14% express confusion over their assignments **Support** 83% report school is responsive to their concerns 83% feel there is a variety of resources to help their student succeed socially and emotionally 89% feel there is a variety of resources to help their student succeed academically	**Mission and Vision** 37% believe there are barriers/obstacles to equitable access to classes, programs, and resources 64% have a clear understanding of what the equity statement means **Diversity and Inclusion** 59% are comfortable with their students being in an academic class with students of varying ability levels **Instruction** 24% feel teachers communicate what is being learned 40% feel students are excited to go to school **Support** 76% report they receive info regarding post high school preparation **Satisfaction** Top three or four areas for improvement College prep Facilities Upgrade Quality Education Student social and emotional well-being
Community	**Mission and Vision** **Community Beliefs** 88% feel district offers different types of programs to meet the needs of all students	**Mission and Vision** 77% Know the characteristics of what a successful LTHS graduate are **Satisfaction** Top three or four areas for improvement College prep Facilities Upgrade Quality Education Student social and emotional well-being

Student Learning	
Points of Pride	**Opportunities for Improvement**

• LTHS educates approx. 4000 diverse students
• LTHS offers three levels of course, which include Prep, Accel, and Honors.
  ○ Approximately, 36% of LT's students are enrolled in prep level English, 35% are enrolled in Accel level English, and 29% are enrolled in Honors level English
  ○ Approximately, 34% of LT's students are enrolled in prep level Math, 40% are enrolled in Accel Math, and 26% are enrolled in Honors Math
• LT's SAT average had been and remains above that of the state and total group.
• The percentage of students meeting and exceeding benchmarks in EWRB, Math, and Both sections of the SAT remains above the state and total group.
• The percentage of As earned by all population groups increase when comparing 1st semester of 2021-2022 to the prior five year average.
• The number of students taking AP tests and the number of tests taken has nearly doubled in the last ten years**.**
• 46% of LT's graduates take and pass at least one AP class by the time they graduate.
• 73.8% of LT's student body currently participate in one activity or sports team. Students participating in clubs or sports have a higher average GPA than students that are not participating in the opportunities.
• For the last five years, LT's 4 year graduation rate has been approximately 94%.
• Approximately 89% of LT students report enrolling in a 2 or 4 year college.
	• There is an achievement gap when comparing the average SAT score earned by white students to that of Hispanic and Black students. This gap also exists when comparing ELs to non-ELs, student with IEPS to those without IEPS, and students of low socio-economic backgrounds to those not receiving FRL.
	• There is an achievement gap when comparing the weighted and unweighted GPA of white students to that of Hispanic and Black students.
	• The enrollment in AP classes by race/ethnicity does not reflect the school's total enrollment. Black and Hispanic students are underrepresented in AP courses.
	• Graduation rate is lower for EL students, students with IEPs, students from low socioeconomic backgrounds, Black Students, and Hispanic Students than the graduation rate for the total population.

Culture and Climate	
Points of Pride	**Opportunities for Improvement**
• **Climate survey periodically administered- Cognia Climate Survey 2016, 2019, 2021** • **Parent perception of technology** • **Student support team- asst principal, psych, counselor, social worker, nurse look at data routinely to establish support (each week at each grade level)** • **Support Rooms** • **Decision Ed dashboard** • **539 staff** • **Dual Credit 27 teachers, 23 courses/74 sections** • **8 teachers with ESL/EL endorsement** • **1 National Board Certified** • **91% master's degree** • **Ave 15 year's experience** • **96.8% retention** • **235 tenured. 47 nontenured** • **Teacher eval professional rating: 48 excellent, 114 prof. 1 needs improvement 136 off cycle**	• **Student Prep for future** • **Student support for each other** • **Decline on almost all parent responses on most recent Cognia Survey (2021) (note only 4% response rate for parent group)** • **47% of students dually identified as an EL and a student in Special Education** • **Staff Demographics and Gender**

Finance, Facilities, Technology	
Points of Pride	**Opportunities for Improvement**
• Highest financial profile score 4/4 • Strong financial health- history of being good stewards • Fund balance to revenue ratio • Expenditures to revenue ratio • Days cash on hand • Percent of short-term borrowing • Percent of long-term borrowing • AAA Bond Rating highest rating possible- can borrow money at lower interest rates • Clean audit opinions on an annual basis • Budgets balanced • Annual surpluses unless BOE decides to spend reserve for specific projects • Revenues- three sources 91%local (most), 6%state, 3% federal (least) • ESSER Grant; Capital Projects Grant • CPI Consumer Price Index. Jump to 5% for 2022. Average since 1994 is 2.28% • Salaries and Benefits 72%, Purchases services 14% • Expected surplus $156,335 • Operating expense 18,302 • Years of building projects/renovations • One to one device to student ratio Chromebooks • Specialized PC labs supporting advanced applications • District-sponsored internet access for families in need • Certified staff assigned portables Windows PCs, • Paraeducators assigned Chromebooks • Office staff assigned desktop PCs	• Facility projects/renovations $8,966.000 • Opportunity to sell bonds in 2023/2024 for major building renovation projects • Act on Facilities Study • Scratched the surface of what needs to be done • Reinvent space, classrooms • Continued Launch of 1 to 1 program • Additional tech staff to support increased inventory of devices and increased complexity of activities of LT's users • Opportunity to update phone systems / voice communications at both campuses

• Classrooms outfitted with desktop PCs, (240), Wi-Fi / wireless networking, document cam/webcam, LCD projector, and powered speaker for audio playback • 4-year replacement cycle for PCs and Chromebooks • Helpdesk supporting users and maintaining devices • Updated Fiber Optic Network Backbone • Major Systems: ○ Student Information Systems, Canvas Learning Management System, Skyward HR/Finance System, Google workspace, Frontline Employee Management System, SchoolDude Facilities and Work Order System	

Lyons Township High School District 204 Data Retreat Findings

SWOT Strengths (11 Teams)

• Community Support • Academic Offerings • Extra-Curricular Offerings • Financial Health and Stewardship • Highly Qualified Faculty, Staff and Leadership • Increased Social Media Presence	• Community Support • Financially Stability • Student Well-Being • Qualified Faculty, Staff and Leaders • Continuous Improvement Spirit • Internet access and Improvements • Parental Support • Academic Offerings	• Staff-Student Relationships • Supportive Community • Highly Qualified Staff • Academic Offerings • Extra-Curricular Offerings • College Preparation • Financial Health and Stewardship • Professional Development Model for Staff

		• **Academic Achievement Results**
• **Highly Educated and Qualified Staff** • **Community Pride and Support** • **Academic Offerings** • **Extra-Curricular Offerings** • **Financial Health and Stability** • **Top Financial Rating in State; Top Bond Rating** • **History of Academic Success** • **Increased participation in AP courses**	• **Financial Health and Stewardship** • **Community Support** • **Committed Staff** • **Extra-Curricular Offerings** • **Academic Offerings** • **Elective Course Offerings** • **Social and Emotional Resources** • **Large number of Dual Credit and AP course offerings**	• **Financial Stability** • **8 Period School Day** • **Increasing Diversity of Community** • **Academic Offerings** • **Extra-Curricular Offerings** • **Community Support and Engagement** • **Elective Course Offerings, AP Course Offerings, Dual Credit Course Offerings** • **Staff Retention**
• **Financial Strengths and Stability** • **High Quality Staff and Leadership** • **High Academic Achievement** • **Opportunities for Rigor: Dual Credit, AP, Elective Courses** • **Strong Special Education Services and Programs** • **Community Support** • **Strong Reputation among others** • **Academic Offerings** • **Extra-Curricular Offerings**	• **Strong Leadership** • **High Quality Experienced Staff** • **Committed to use Technology to enhance instruction** • **Students committed to excellence** • **Traditional School Pride** • **Extra-Curricular Offerings** • **Strong Financial Health** • **Student-Teacher Relationships**	• **Exceptional Highly Skilled Teaching Staff** • **Supportive Community** • **Strong Financial History and Stability** • **Well-funded Extra-Curricular Offerings** • **Academic Offerings** • **Strong History of Tradition** • **Reputation**
• **Financial Health** • **Community Support** • **Teacher Retention** • **Academic Offerings** • **Co-curricular Offerings** • **Teacher-Student Relationships** • **Reputation**	• **Academic Offerings** • **Rigor Opportunities** • **Community Support** • **Reputation** • **Dedicated High-quality Staff and Leadership** • **Financial Health** • **Financial Stewardship**	

	• Labs and Specialty Enhancements to Facilities • Increase in AP course enrollment • Staff Retention	
Facilitator DRAFT OF SWOT STRENGTHS: Community Pride and Support; High Quality Faculty, Staff and Leadership; Financial Health & Stewardship; Numerous Academic, Co-Curricular Offerings, and Elective Offerings; Recognized by Others for Tradition of Excellence; Student Achievement Results well above State Averages; Staff Retention; Increase in the number and participation in Dual-Credit, Advance Placement courses.		

Lyons Township High School District 204 Data Retreat Findings

SWOT Weaknesses (11 Teams)

• Achievement Gaps- Subgroup student achievement success • Demographic Alignment between staff and students • Modernization of Facilities • Social and Emotional Programing • Extra-curricular engagement of students • Increase Spanish speaking Staff	• Grading • Culture and Unity aligned to a clear mission and vision • Achievement Achievement/ Achievement Gaps • Facilities • Mental Health Resources • Prep for College, Career, Futures • Student Alcohol and Drugs • Attention to needs of: Blacks and Hispanics • Attention to English Language Learners	• Achievement Gaps • Split Campus Issues • Grading Practices • Understanding of Mission and Vision by Stakeholders • Interventions- MTSS System • Rigor for all • Equity • Technology expectations and use • Mental Health for Students and Staff

		• Innovation, engagement, and participation in Professional Learning Opportunities • Communication with certain populations
• Academic Rigor for All • SEL strategies and supports • Differentiated instruction, Inclusiveness • Grading • Technology implementation consistency • Racism and Discrimination Conversations and Understandings • Academic Interventions • Behavior Interventions • Achievement Gaps • EL Instruction • Equity among all groups in assessment systems • AP enrollment for minority students	• Declining College Readiness • Students undermatching for college/university • Staff Demographics and Diversity • Increased Focus on Career Readiness • Parent networking • Staff Belonging and Voice • Achievement Gaps • Student Behavior Expectations • Grading Practices • Understaffed	• Culture and Climate Spirit • Mental Health Services for Staff and Students • Equity issues: Achievement, Placements, Curricular Expectations • Clear and transparent communication • Grading Practices • Interventions- MTSS- Academics and Behaviors • Schedule, Day, Year, Time • Facilities: modernization and upgrades • Staff Demographics/ Diversity
• Modern, upgraded facilities • Equity • Consistent Universal Behavior Expectations and Consequences • Closing Achievement Gaps • Competitive Salaries and Benefits • Staff Recruitment • Student Sense of Belonging • Intervention- MTSS System of Support for both Academics and Behaviors	• Grading Effectiveness • Facilities are not Modernized • Not a Culturally Responsive Curriculum • Lack of Student Engagement • Communication Internally and Externally • Achievement Gaps • Student awareness of what LT can offer	• Safety • Grading Practices • Achievement Gaps • Mental Health Needs • Culture- morale, spirit, unity • Facility Modernization, upgrades
• Modernization of Facilities	• Equity and Achievement Gaps	

• Achievement Gaps • Grading Practices • Culture and Climate- morale, spirit, satisfaction, unity, collaboration, articulation • Interventions- Address equity issues both academically and behaviorally	• Equity and Behavior Gaps • Staff voice, engagement and empowerment- School culture and spirit • Technology expectations and support • Increased engagement in extra-curricular activities • Intervention Systems to ID, track, and support student success • Professional Development for helping underserved students	
Facilitator DRAFT OF SWOT WEAKNESSES: Equity in Achievement Gaps (Black Students, Hispanic Students, students from low SES, English Learners, Student with IEPs, and 504 Students); Equity in Non-academic Expectation Gaps ((Black Students, Hispanic Students, students from low SES, English Learners, Student with IEPs, and 504 Students)); Intervention Systems not successful; Lack of Staff Diversity; Facilities need upgrading to enhance teaching and learning; Grading Practices and Policies; Student Engagement, Attendance, Motivation, Discipline, & Ownership; Staff Engagement, Unity, Collegiality, Collaboration, Communication, and Satisfaction; and Social Emotional, Mental Health needs of Students and Staff		

Lyons Township High School District 204 Data Retreat Findings

SWOT Opportunities (11 Teams)

• Community service requirement • Community engagement- outreach • More access to rigor for all students • Support Staff Salary and Benefits • Physical well-being of staff and students	• 504 Students • Staff morale, spirit, and unity efforts • Innovation • Stronger internal and external communication • Attendance	• Investments in Facilities • Student Behaviors and restorative practices • Belonging • Articulation better between elementary districts and the high school

• **Increase connection to community (especially non-parent)**	• **Reaching out to specific, underrepresented groups'**	• **Strengthen student relationships** • **Health, safety and mitigation strategies**
• **Innovation/ Professional Development** • **Supports for Students Lacking Adult Advocated** • **Pay Scale for Para, Admin support, Security, etc.** • **Unity and connection between campuses and with elementary districts** • **Mental Health for Students and Staff** • **Inclusion of FRL, EL, IEP, 504 Translon Students** • **Clear Analysis and Evaluation of systems/ programs**	• **Use more of our financial resources** • **Increased inclusivity of students with disabilities** • **Green planning** • **Course Sequencing, student day and year, 4-year plan/electives-pathway options** • **Website** • **Diversity, Equity, Belonging** • **Clarity in learning targets and outcomes for long-term** • **Family Involvement** • **Modernize communication and collaboration** • **Modernize facilities**	• **Co-teaching opportunities to differentiate instruction** • **Academic Interventions and supports- address inequities** • **Interventions for drug abuse and abusive behaviors** • **Gathering and Large Space Learning Opportunities on each campus** • **Transportation** • **Boundaries** • **Creating Emotionally inclusive spaces; work on sense of belonging among all students and families**
• **Transition from COVID** • **Social Media** • **Political Education Agenda** • **Teaching pool/ shortages** • **Safety and Security**	• **Student-teacher relationships** • **Reimagine a school day and year** • **Advisory to Connect with Students** • **Allocate Available Resources to address strategies in this plan** • **Promote Mental Health** • **Transparency, Data, Access to Information** • **Unify District/ Campuses**	• **Students supporting students** • **Enhancing the use of technology in teaching and learning** • **Readiness for College, Career and Life** • **Staffing and support for social emotional learning and mental health of students and staff** • **New Vision- change, innovation**
• **Board engagement with stakeholders** • **Staff Burnout** • **Mental Health support services**	• **Staff advocate system for belonging, support** • **Leadership opportunities for staff- innovation, change, new programs and services**	

• Developing systems that meet the needs of all learners • Student Engagement • College, Career, and Life Readiness • Innovation- change • Facility enhancement to improve learning and teaching • Engaging conversations and collaborations with all communities and feeder districts	• Mentoring program for students of color • Feeder District/middle schools engagement, communication and collaboration	
Facilitator DRAFT OF SWOT OPPORTUNITIES: Communication & Collaboration between campuses and with feeder elementary districts; Pathway Opportunities for Student Readiness for College, Career and Life; Innovation and instructional practices to reinvent and build on traditional high school practices to better meet all student needs for the future; Reinvent the student day and year aligned to the new mission and vision; Technology expectations for students and staff integrated into coursework; Enhance forms of communication externally with families and the community.		

	Lyons Township High School District 204 Data Retreat Findings

SWOT Threats (11 Teams)

• Staff shortages • State and federal funding • Social media • Societal media: political, influence, pressures	• Parental beliefs • Social media • Racism and political differences • Economy • Student circumstances outside the classroom	• Political discord, erosion of Public Education • Negativity • Mental Wellness of staff and students • Existential threats- climate, shooters, etc. • Social Media • Teacher Shortages
• Teacher and Staff Shortages	• National and state politics	• Politics in school

• Political climate • Social Media impacts • Staff Burnout • Pandemic Impacts • Rate of Change is Slow • Student Burnout • Community Racism	• Transition from Covid • Civil and social unrest • Climate change • Illinois school funding • Inflation and nationwide financial issues • Loss of order and control • Burnout • Non-local stakeholders influence/ disruption	• Teacher Burnout • Discrepancies in Student Achievement • Social Media • Student Behavior • Racism • Bussing Issues • School Board Elections • Teacher and other Staff Shortages
• Covid • Social Media • Political Education Agenda • Teaching Pool/ Shortages • Safety and Security	• Social Media • Political Climate Divisiveness • Limited resource of Time • Fear of Chane • Lack of comfort in talking about difficult topics	• Reliance on property taxes • Staff shortages • Pressure to take too rigorous course load • Slow to change, innovate, adapt • Two campus system
• Politics • Social Media • Teacher Shortages • Safety • Student accountability academically • Student accountability behaviorally	• Social media • Inflation • Economy • National push to charter schools/vouchers- privatizing Public Education • Student home life preventing academic success • Student self-esteem, confidence, belonging	
Facilitator DRAFT OF SWOT THREATS: Staff shortages; Social Media Challenges; Racism and Political Differences; Future of Public Education; Civic and Social Unrest; School Funding- state and federal; Pandemic Impacts; Slow to change; and Safety and Security.		

Lyons Township High School District 204 Data Retreat Findings

SWOT ANALYSIS DRAFT

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?	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?
• Community Pride and Support • High Quality Faculty, Staff and Leadership • Financial Health and Stewardship • Highest State Financial Rating, Highest Bond Rating • Student Achievement Results well above State Averages • Numerous Academic, Co-Curricular Offerings, and Elective Offerings • Recognized by Others for Tradition of Excellence • 82% Students Admitted to University/ Junior Colleges upon Graduation • Staff Retention • Increase in Dual-Credit, Advance Placement courses and in the number and participation in Dual-Credit, Advance Placement courses.	• Equity in Achievement Gaps (Black Students, Hispanic Students, students from low SES, English Learners, Student with IEPs, and 504 Students) • Equity in Non-academic Expectation Gaps ((Black Students, Hispanic Students, students from low SES, English Learners, Student with IEPs, and 504 Students)) • Intervention Systems not successful • Lack of Staff Diversity • Facilities need upgrading to enhance teaching and learning • Grading Practices and Policies • Student Engagement, Attendance, Motivation, Discipline, & Ownership • Staff Engagement, Unity, Collegiality, Collaboration, Communication, and Satisfaction • Social Emotional, Mental Health needs of Students and Staff
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.	**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?**
• Communication & Collaboration & Connection between two campuses and with all feeder elementary districts • Pathway Opportunities for Student Readiness for College, Career and Life • Innovation and instructional practices to reinvent and build on traditional high school practices to better meet all student needs for the future • Reinvent the student day and year aligned to the new mission and vision • Technology expectations for students and staff integrated into coursework • Enhance forms of communication externally with families & the community	• Staff shortages • Social Media Challenges • Racism and Political Differences • Future of Public Education • Civic and Social Unrest • School Funding- state and federal • Pandemic Impacts • Slow to change • Safety and Security