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	• Strong Leadership • High Quality Experienced Staff	• Exceptional Highly Skilled Teaching Staff

• **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**	• **Committed to use Technology to enhance instruction** • **Students committed to excellence** • **Traditional School Pride** • **Extra-Curricular Offerings** • **Strong Financial Health** • **Student-Teacher Relationships**	• **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	• 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	• 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

• Achievement Gaps • EL Instruction • Equity among all groups in assessment systems • AP enrollment for minority students	• Understaffed	• 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 • Achievement Gaps • Grading Practices • Culture and Climate- morale, spirit, satisfaction, unity, collaboration, articulation • Interventions- Address equity issues both academically and behaviorally	• Equity and Achievement Gaps • 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;		

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 • Increase connection to community (especially non-parent)	• 504 Students • Staff morale, spirit, and unity efforts • Innovation • Stronger internal and external communication • Attendance • Reaching out to specific, underrepresented groups'	• Investments in Facilities • Student Behaviors and restorative practices • Belonging • Articulation better between elementary districts and the high school • 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	• 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	• 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

• **Inclusion of FRL, EL, IEP, 504 Translon Students** • **Clear Analysis and Evaluation of systems/ programs**	• **Family Involvement** • **Modernize communication and collaboration** • **Modernize facilities**	• **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** • **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**	• **Staff advocate system for belonging, support** • **Leadership opportunities for staff- innovation, change, new programs and services** • **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 • Political climate • Social Media impacts • Staff Burnout • Pandemic Impacts • Rate of Change is Slow • Student Burnout • Community Racism	• National and state politics • 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	• Politics in school • 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	• Reliance on property taxes • Staff shortages • Pressure to take too rigorous course load • Slow to change, innovate, adapt

	• **Lack of comfort in talking about difficult topics**	• **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.**		

See next page for draft SWOT

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