

District 62 Strategic Plan Stakeholder Survey Results

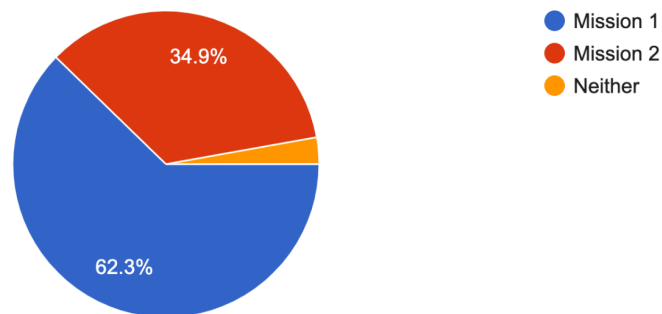
477 total responded

461 English

16 Spanish

MISSION The district mission sets forth a fundamental purpose for existing. Which mission statement do you feel best sets forth our fundame...novation, inclusion, and continuous improvement.

461 responses



Comments from those who did not agree:

- I like mission 1, but it should be nurture their talents, not nature their talents
- I love the first one but dislike "foster" it sounds temporary Maybe a combination of them both
- Would like to include: encourage curiosity and critical thinking. Provide robust academics that challenge each individual student to their highest potential.
- I don't think students should be responsible for nurturing their talents. The schools should nurture their talents. I don't think the first sentence is accessible language.

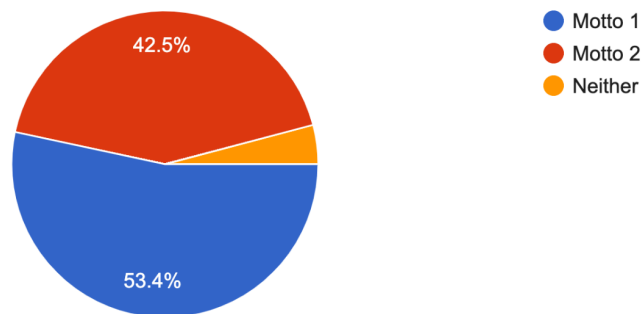
District 62 Strategic Plan Stakeholder Survey Results

- Is it possible to add to mission 2: ...and continuous improvement to become lifelong learners.
- Mission 1 is good but it doesn't include stakeholders - especially families. It should be an important part and once in the mission have matching goals and metrics.
- I like Mission 1 - I would like it even more if it mentioned something at the end about "problem-solvers" or "critical thinkers" in this ever-changing world with so much information/misinformation at their fingertips.
- Provide an engaging curriculum to allow students to grow their strengths and improve upon weaknesses by exposing them to challenging ever changing variables.
- Mission 1 is close but a little long. Could you drop "nurture their talents"? It feels slightly redundant to "explore their potential."
- Get rid of the words inclusion and inclusive.
- Aren't they about the same? Agree to both missions
- Remove word inclusion and then go with revised mission 2.
- These two are very similar but worded differently.
- Wording too vague
- Need to hear every one
- With strategies as the curriculum because it's exploratory, I think the quality of the education the kids are getting isn't as good as it was in years past.
- Both missions are identical
- I believe the mission statement should focus on gaining critical base knowledge and skills.

District 62 Strategic Plan Stakeholder Survey Results

MOTTO The district motto is a short expression of a guiding principle. Which motto statement best captures the essence of where we want to be i...spire courage. Motto 2: Dream, Believe, Achieve.

461 responses



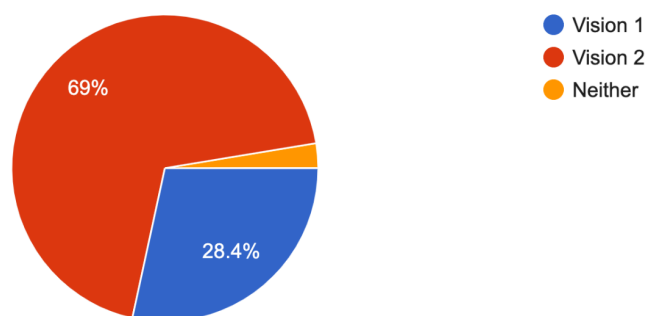
Comments from those who did not agree:

- Learn. Love. Strive. The first has too many words. The second is not related to learning.
- The purpose of a school is to teach. For students to learn. Neither motto mentions that. Why does a public school district need a motto anyway? Why are you wasting time and money on marketing?
- Fostering intellectual, physical, emotional, and social development of every student.
- inspire shouldn't be capitalized if instill isn't capitalized.
- Combine the two together.... ignite curiosity, instill compassion, inspire courage to believe and achieve.
- *(Motto 2 sounds too generic. Like a poster on an office wall.)
- This fits with Mission 1, but I think you could add "Act." Dream, Believe, Act, Achieve - it doesn't have the same ring to it but action is a crucial element. And it can apply to both staff and students.
- Learn. Excel. Be better than yesterday. Strive further.
- Standards based grading lowered the bar for the students and no consequences for actions is also hurting our children and their future.
- Ignite, Inspire, influence???(Innovate?, Invigorate?, Intrigue?)

District 62 Strategic Plan Stakeholder Survey Results

- Challenge the status quo and grow beyond your comfort level.
- Please capitalize "Instill" or lowercase "Inspire"
- Motto 1: I'm not sure how our district "inspires courage"...what does this look like as a school district? "Ignite curiosity, instill compassion" are great though. Motto 2: Too simple/vague.
- Motto 1 is full of fluff. Motto 2 belongs on a cheap canvas picture from HomeGoods.
- Inspiration- Motivation-Innovation-Evolution
- remove compassion and replace with love of lifelong learning in motto 1
- Motto 1 is better without saying out loud. Motto 2 is more memorable.
- They are both clunky and the 2nd one is the Old Navy slogan
- Same motto. The second choice is just simplified. Less is more
- Enlighten, Empower, Inspire
- I think using three to four key words is key: D62. Unite. Inspire. Ignite.

VISION Vision helps us step outside the constraints of the present and reimagine the possibilities of the future. Which vision best captures the essence...vely, and are prepared to thrive as a global citizen.
461 responses



Comments from those who did not agree:

- YES YES YES love promoting thriving as a global citizen - it should be our top priority!

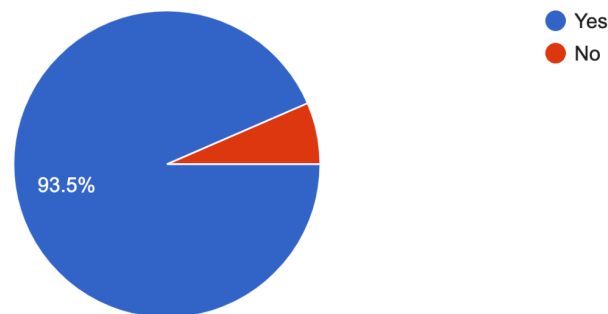
District 62 Strategic Plan Stakeholder Survey Results

- Vision 1 sounds more like a mission than a vision. If the mission is this one from above: "Foster an inclusive, innovative learning environment that inspires students to explore their potential, nurture their talents, and become compassionate lifelong learners," there seems to be no connection with either vision. I thought vision is what our graduates or schools look like if we are achieving our mission. If we can't say anything about resilience, critical thinking, problem solving or collaboration in the mission - how do we get there in the vision?
- Combination of both visions#1 - I don't like remove barriers (the district cannot solve some barriers)#2 too wordy, too many verbs, don't like "future ready" - adaptive is an option, and less "science fiction-like".
- With the lack of ELA and Social Studies curriculum and just random articles that have been picked off the internet it doesn't teach the above visions.
- Prepare resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to be self-sufficient but also thrive as a community.
- I like how Vision 1 starts but do not like how it ends. If we are dedicated to nurturing talents and skills, by virtue, some will not necessarily include college or "career". The statement opens with a "sky's the limit" tone to just end in a closed way. Vision 2 is more open-ended but far too wordy and reads more like a mission statement rather than the "let us step outside of our now".
- I like vision 1- but I think it's missing an equity/inclusion piece.
- I like Vision 1, but would delete remove barriers.
- Why is District 62 taking children who are pre-k to 8th grade and pushing them way beyond their years? There is no way to ensure success so many years in advance. Life happens. Teach them to be resilient problem solvers for today. That will help them grow into tomorrow.

District 62 Strategic Plan Stakeholder Survey Results

- Add vocational school before the word college then go with that revised vision 1. I will fight the district all the way if I read anymore globalist nonsense. In 2030, it looks like you want us to own nothing and be happy.
- Remove barriers means what? Freedom to choose in the academic setting? Critical thinking implies removing barriers. Are the visions not the same with the exception being that vision 1 will offer opportunities such as activities to reinforce the message?
- Don't like: remove barriers (deficit model; better: instill resilience); global (better: responsible) citizen (we aren't intentionally teaching them global issues, problems/solutions, etc.-- the idea of what a global citizen is, may not be clear)

LEARNER PORTRAIT The Learner Portrait describes the knowledge, skills, dispositions and mindsets that students need to thrive in life and car...reparing all students for life, careers and college?
461 responses



Comments from those who did not agree:

- I believe "responsible" and "accountable" citizen are too vague. These words are overused and too often overlooked. We need parents and students to understand what is expected of a responsible and accountable citizen.

District 62 Strategic Plan Stakeholder Survey Results

- Inclusivity seems to be mentioned in most other areas, except here. Can it be added or included with being a "Dependable & Reliable Friend"?
- Should it be "Health & Well-Being Advocate"?
- Healthy and Well Being don't seem to go together. Someone can be a health and well being advocate - unless you're saying you want them to be healthy? "Social skilled" doesn't sound right grammatically. I believe students can be "socially" skilled.
- Curious Coachable Learner
- Instead of collaborative communicator, could we say compassionate communicator? or add compassionate to that phrase? There is a lot of perspective taking that plays into communicating.
- I think that we live in a country and workforce where everything is changing. As a parent I just did my entire masters program online and work from home 90% of the time. I feel like we need to socially teach these kids. Too much technology has impacted their learning and how they interact with others. I think that what our kids really need is to benefit from developing strong digital literacy skills, critical thinking, problem-solving abilities, and effective communication both virtually and in a social aspect. Additionally, fostering a growth mindset and time management skills can contribute to success in college, especially in a tech-driven environment.
- referring to students as scholars and innovators has a fake or forced feel to it.
- Sounds like you put a bunch of buzzwords in a blender
- They don't care about grades without letters. Since we have switched to no letter grades, the quality of work and learning has dropped.
- Just too much; too wordy
- I think it should be "students need to thrive." Not "in life and career." That's redundant. Also, change "Healthy" to "Health", and take out "Social Skilled" (it is implied as part of most of the other attributes.)

District 62 Strategic Plan Stakeholder Survey Results

- I would re-think the use of the word "dispositions". An individual's disposition does not necessarily define their character, and I wouldn't want to place value on any one kind of personality over another (ex. Extrovert vs. shy). Also I love the phrase "critical scholar" and would eliminate creative for that line.
- D62 Learners will be... Creative & Critical Scholars · Collaborative Communicators · Problem Solvers and Innovators · Dependable & Reliable Friend (Way too specific. What about "Citizens that are respectful, responsible, and accountable." It also sounds like jargon, but sounds better.) · Flexible and Agile Thinkers · Advocates for (*add "their own" if you must) Health & WellBeing (this just sounds like jargon, though) · Social Skilled, Responsible and Accountable Citizen (Is "social skilled" a real term?)- DELETE.
- "Learn how to produce and create"
- Ally for Differences and Abilities: Learners actively support and advocate for individuals with diverse needs, acting as allies to promote inclusivity and equal opportunities. They demonstrate a commitment to understanding and addressing differences in abilities, fostering an environment where everyone feels valued and included.
- This lacks the main components of Social Emotional Learning (SEL): self-awareness, decision making, relationship skills, self management. It also lacks empathy, listening, reflection.
- I would just add "global" after Accountable and before Citizen
- I really struggle with this section- Dependable & Reliable Friend is great quality to have, but a student can learn and be successful without being a dependable/reliable friend. It's also pretty subjective and not really a measurable skill/attribute. Social Skilled could alienate students with anxieties/on the spectrum. . . again I can be a major introvert and still be awesome at my academics/successful. I feel like these two in particular aren't measurable and a student could be deficient in these categories but still be successful.

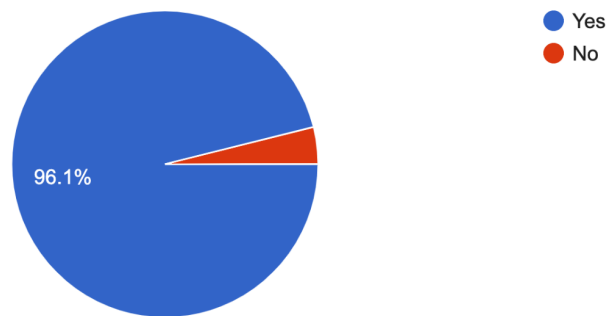
District 62 Strategic Plan Stakeholder Survey Results

- Overall I like it, but for the first one I would recommend creative and critical thinker instead of scholar.
- Work on your strengths and what you like doing
- This seems to put kids in boxes and put expectations on them that in order to be successful you need to possess each of those skills.
- You do not need to be a friend to everyone. Children and people should be dependable, reliable and respectful, but do not need to be friends
- I'd like to see something about serving community and empathy in here.
- Missing Empathy and Inclusion
- I think the characteristics are fine; but also believe Reliable and Dependent are redundant (choose one or add a different descriptor) and Flexible and Agile are also redundant (choose one or add a different descriptor)
- I agree with above points but incorporate imparting of knowledge should always be innovative from simple to complex so that student or learner is always engage in this continuous process of learning and should not lose interest then learner will apply his/her cognitive abilities into meta cognitive strategies to face this World proudly all by themselves with success.
- Very minor, but: Change Social Skilled to Socially Skilled
- Add in:become fully competent in Reading, Writing, Mathematics, and Sciences
- Primary learners should develop skills to evolve into successful adults. Some of the items listed are focused on being a "nice person". This is admirable but should not be the focus of the educational system.
- I wonder what an agile thinker is. I really like flexible thinker.

District 62 Strategic Plan Stakeholder Survey Results

- I see "dependable & reliable friend" and "social skilled, responsible, and accountable citizen." Those may be interpreted in a variety of ways, so I wonder if we are missing something about being a kind and empathetic citizen to all or an open-minded citizen that takes into account different perspectives and respects others' backgrounds and knowledge.

EDUCATOR PORTRAIT The Educator Portrait articulates the qualities that the adults working in the district will exhibit to promote each learner's journey in ensuring the Learner Portrait is achieved?
461 responses



Comments from those who did not agree:

- can we move "collaborative communicator" to the top and make it bold and underlined - from my perspective this is our weakest area....I consistently hear our educators barking orders at students and telling them to do things simply because they "said so" or because it's a "rule", we need to give kids the "why" if we expect them to find success! Teachers are education partners with our kids - they are not supposed to be dictators! We cannot continue to act like we are fostering autonomy and critical thinking while the bulk of our educators speak to our students this way.
- Should add "student advocate"

District 62 Strategic Plan Stakeholder Survey Results

- I've seen a lot of antiquated beliefs/practices among staff. Perhaps a statement regarding "resilient to change and improvement" or "flexible mindset" - something along those lines. Change is hard, and we need educators who can handle it and be open to it - I think the continuous improvement champion/lifelong learner encompasses those sentiments, but I think something more explicit regarding change/flexibility might be better.
- staff members do not trust each other or upper admin. Lack of curriculum for SS
- Seems too much - Continuous Improvement Champion? what is that
- please take out the extra period after the ampersand (&) and change the word champion to proponent. I would add the word "student" before "Advocate" in the last attribute.
- Life-long learner is covered in "Continuous Improvement Champion", right? Should say "Student-Centered" and then "Continuous Improvement Champion"
- Lifelong Learner and Continuous Improvement Champion seem the same. Perseverant Advocate sounds pushy
- Life Long Learner and Student Centered should not be together in the same sentence. They're separate things. Same thing with Empathetic and Perserverant. They are not related. Make them separate bullet points. This whole thing way too wordy and cutesy. "Continuous Improvement Champion". What is that even saying? Why are they not grammatically correct either? Here's my idea.. Educators continuously strive to demonstrate the following skills and qualities: Instruction that is inventive and student centered. Commitment to life-long learning and continuous growth Respectful communication and collaboration Problem solving Perserverence Empathy Self-Care I added self-care because I think it's important to take care of ourselves and our students. We want to convey that our employees matter, too.
- Diversity/Inclusivity/belonging is missing

District 62 Strategic Plan Stakeholder Survey Results

- Edit so that all are parallel in structure. (Adjective & Adjective Noun OR all 3-word phrases)
- Champion of Inclusive Community Integration: Educators passionately advocate for the inclusion of all students, including those with diverse abilities, within the broader community. They firmly believe that the community is enriched by the presence and active participation of individuals with varying abilities. Educators work towards fostering an inclusive environment that values the contributions of every student, ensuring that education is a shared experience within the community.
- It is too wordy and feels like the adjectives are mixed up. They don't always tie together well. How does this work in parallel to the student portrait? I think it would be helpful to more directly see how the 6th bullet point of the Educator Portrait ties to the 6th bullet point of the Student Portrait (i.e. how does being a decision-making problem solver contribute to creating health and well-being advocates?) If this is not your intended layout, then it needs to be abundantly clear.
- Okay- sorry but some of these adjectives just make me roll my eyes. If you told me I was going to be a Continuous Improvement Champion, I would not be able to take you seriously. What is the goal here? Reflective & Adaptive Educator? Student-Centered Life Long Learner does not hit all staff, and takes away from the teacher/staff member. Why not just say Life Long Learner? The term Educator also isn't inclusive. There are so many other moving pieces in a school that impact student learning. The line "articulates the qualities that the adults working in the district will exhibit" talks about staff in the building- not just classroom teachers. The more you can include other members of the staff in these statements, the better buy in you will get from those people. Empathetic & Perseverant Advocate: not my favorite either- but not sure what you were trying to go with here. How about something about being inclusive/or something about equity, or being data driven?

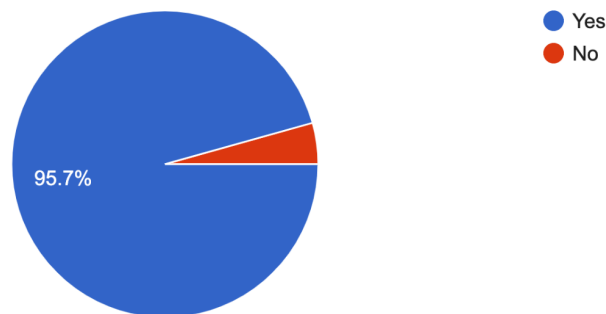
District 62 Strategic Plan Stakeholder Survey Results

- Never forget history. It will repeat if forgotten. If a child is having issues, look deeper into the issue than just calling parents. Make suggestions on how to make the Child learn and be responsible.
- Diversity need to be included
- Remove the word empathetic. Few of the teachers have ever had this characteristic. We parents will teach it.
- Creates a healthy atmosphere and promotes self motivation
- The provided list is strong. It is missing awareness and responsibility to the broader community. Successful learning requires a community focus and understanding.
- A lot of the foundation relies on the PARENT (engagement) and I wholeheartedly believe and feel that it should reflect a relationship that entails the parent/caregiver as well. As we know that our foundation is dependent on that home life and without that additional support and collaboration a student truly may not be as successful as compared to a student who has the whole wrap-around approach. Educating parents and involving them as much is a hard task to come by as there are family dynamics and of course other variables that may impede on this but, identifying this in the educator portrait, this will then trickle down to student success.

District 62 Strategic Plan Stakeholder Survey Results

SYSTEM PORTRAIT The System Portrait focuses on creating the conditions that will enable the students and adults in the district to thrive and grow. Are the Learner Portrait and the Educator Portrait achieved?

461 responses



Comments from those who did not agree:

- You are missing something about providing adequate funding and resources, both to student support and as far as teacher pay.
- I don't believe the Learner Portrait is achieved. I question the Consistent Practices, Policies, and Procedures. I think this varies a lot within our departments. Although there should be some differences, there seems to be too many. I don't think this needs to be reworded, I just think people need to be made aware so that this can be a true statement.
- I do not feel the district can claim to be consistent with so many schools and leaders.
- I would add "efficiency," because increased efficiency in systems, professional development, and communication could increase productivity and accelerate progress.
- It would be nice to have clear purpose and direction as well as consistent practices, policies and procedures. We are definitely not consistent with practices, policies, and procedures.

District 62 Strategic Plan Stakeholder Survey Results

- If it is indeed a trusting relationship, admin should allow teachers to have more time to plan on their own instead of so many Monday meetings. This would definitely help relationships between admin and staff.
- Missing is a focus on Data Analysis for the purpose of school improvement, and Promoting and providing opportunities for adult growth. Actually it's unclear - the System Portrait says it's for adults. The district commits to support employees. Is this for both staff and parents or just for employees?
- I don't like the Unity phrasing - it's different than the rest. Perhaps call it "Sense of Unity and Community" ? Community in my mind denotes belonging.
- I believe the district should support their employees by trusting them to be professionals without micromanagement. Allow all staff to have keys to unlock their own classrooms, not just lock the doors. Allow staff to make decisions when working with their classroom to best meet their student's needs. Genuine respect for the staff who chose to work in our district shown on a regular basis not just staff appreciation weeks.
- "Learn how to produce and create"
- Edit for parallel structure in the phrases.
- Commitment to Inclusive Environments: The district is resolute in fostering environments that prioritize the diverse needs of all students and adults, including those with varying abilities. Embracing a Disability Forward approach, the district ensures that policies and practices are crafted to support and uplift every member of the community. This commitment is integral to creating a district-wide culture where the unique strengths and perspectives of individuals with diverse abilities contribute to the overall growth, success, and sense of belonging for everyone.

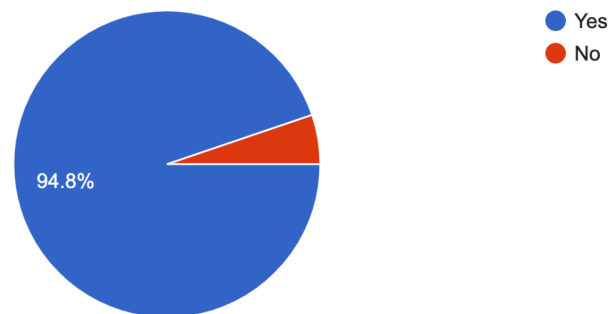
District 62 Strategic Plan Stakeholder Survey Results

- Bullets 1 and 7 are halves of each other (offering clear purpose & direction with our consistent practices, policies, and procedures). The district is ensuring high expectations for whom? Who is fostering these trustworthy relationships?
- Please follow through on bullying allegations and name calling
- Keep all of the above and add "Supportive" to Trusting & Respectful Relationships with Students, Families & Staff
- I agree with all of them but do feel that "High Expectations and Standards" should read: "High/Realistic Expectations and Standards." Even when a teacher is working very hard and holds high standards for his/her performance...there are many situations such as parent interpretations and lots of special student needs that are out of their control and may require support and so high expectations that are not realistic may lead to lots of employee burnout.
- Only referring to "High Expectations and Standards." I feel this is a relative statement and lacks some meaning. Maybe if the thought process were "Meaningful Expectations and Standards" or "Specific Expectations and Standards"
- Hiring enough para educators to support teachers & students to implement the above objectives.
- Add in: demand high standards for parents in cooperating with staff
- I think it's fine, but the second one that states Unity: Sense of Belonging & Community does not align with the style of the others. Why not just state: Sense of Belonging & Community,

District 62 Strategic Plan Stakeholder Survey Results

CORE VALUES Core Values guide behaviors and actions and identify beliefs that should not be compromised. They reflect the culture and climate o...the school district to guide behaviors and action?

461 responses



Comments from those who did not agree:

- Diversity, Equity, and Inclusion is a social expectation of some, not a core value for all. Equity of outcome has no place in an educational system that gives grades for effort.
- We definitely need to work on continuous improvement and accountability.
- Diversity, Equity & Inclusion need more info on that
- Please consider changing the phrasing of the first core value - It's inconsistent the way it is written. Perhaps simply: Empathy and Trust.
- Keep it simple and succinct. · Empathy & Trusting Relationships (DELETE). This sounds like a self-help book. · Safety & Well-Being · Diversity, Equity & Inclusion · Curiosity & Innovation · Continuous Improvement
Accountability · Respectful Collaboration & Communication (ADD)
- "Learn how to produce and create"
- Diversity, Equity & Inclusion, including Accessibility: This core value encompasses a commitment to embracing the diversity of abilities. It emphasizes not just inclusion but also accessibility, ensuring that the district actively considers and addresses the varied needs of all individuals, promoting an environment where everyone can fully participate and contribute.

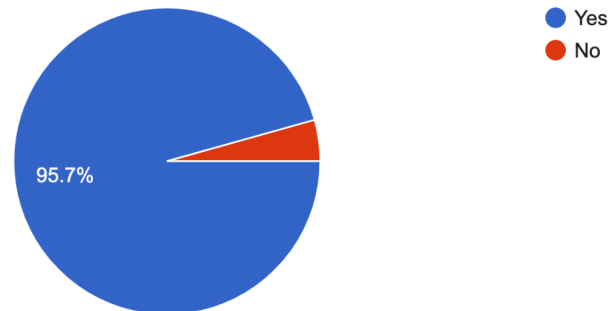
District 62 Strategic Plan Stakeholder Survey Results

- Accessibility must be written into the core values. Belonging should also be considered. I would like to see more of what safety is -- is it more than physical safety? emotional safety? mental health? What is this and how will it be executed?
- If Safety and Well-being are going to be listed, I hope the district will do more to realize that core value. Currently, it doesn't feel as if safety and well-being are a core value with student behaviors, injuries, and violence.
- DEI should be removed. If you're treating everyone with the respect they deserve, special attention to a DEI agenda is unnecessary and can lead to different problems and abuse...
- Practice what is preached. Have not seen this yet.
- I am so sick of diversity, equity and inclusion. Get rid of it.
- A lot of these questions and options are filled with woke terminology such as diversity, equity and inclusion. Please don't go too much to the left that you end up destroying an otherwise good school system.
- Remove the word empathy from relationships. I've never experienced it in D 62. We parents should teach it.
- There are rarely consequences for behaviors
- Eliminate the DEI line
- Core values should be focused on learning and student development. The majority of these goals focus on other areas of human development.
- Remove diversity, equity and inclusion.
- Is respect covered in one of these core values? If not, I believe that it is an important value

District 62 Strategic Plan Stakeholder Survey Results

GOAL ONE: Engage all students in learning that leads to academic growth, achievement, and readiness for high school, college, career, and life. ...d the aligned strategies provide the right direction?

461 responses



Comments from those who did not agree:

- In strategy 2, why is 1-5 left out? Why are they not included in expanding and enriched student learning choices?
- While I think it's great if our school district student performance is above state averages, it will just never be at the top of my priority list. In my opinion we have such a huge mental health crisis going on in this country as well as the pure ugliness we have seen between members of our own community over politics. I honestly do not think our country needs more "really smart" people, we have plenty and they are mostly jerks. We put too much emphasis on test scores.
- strategy one bothers me, because higher than pre-pandemic times. Times have changed so much I don't think we need pre-pandemic times. (and scores continue to rise each year. What about social studies and encore classes - maybe just say tested subject areas.)
- While I do think the overall goal is great, I think Strategy 1 is a big miss. I'd rather the district focus on growth for all demographic groups than compare to state averages and benchmark districts. I think you need less external comparison and more emphasis on equity across demographic groups within the district.

District 62 Strategic Plan Stakeholder Survey Results

- In addition to the above, the district should be looking at ways to provide enrichment to early elementary students.
- Strategy #1 sounds like "teach to the test." Please rephrase it - perhaps take out the words "competency-based." Strategy #2 should be the first Strategy - it reflects the phrasing of the goal better.
- Provide a competency-based educational program at all grade levels to ensure student performance in English language arts, social studies, & science is hard to see as the curriculum is random materials pulled together with upper admin says state standards are the curriculum when those are not curriculum and mandated standards that staff is supposed to teach student mastery. There is no official curriculum and resources staff can use to achieve grade level standards that are meeting or above the norm.
- This is more like Mission Statement #1. I think it should be more aligned with #2.
- Not completely sure what competency- based looks like. Goal seems fine
- Strategy 3 feels limiting in what we can have professional development on, like it can only be on these topics listed. Could we rephrase it to something like "Provide meaningful PD to staff on research-based best practices that lead to student growth and achievement?"

District 62 Strategic Plan Stakeholder Survey Results

- Goal 1: Engage all students, including those with disabilities, in learning that leads to academic growth, achievement, and readiness for high school, college, career, and life. Strategy 1: Provide a competency-based educational program at all grade levels that ensures student performance in English language arts, mathematics, and science, including tailored support for students with diverse learning needs, is above state averages, compares well with benchmark districts, and is higher than pre-pandemic times. Strategy 2: Expand and enrich student learning choices and opportunities among early learning (preschool and Kindergarten) and middle school programs and services (6-8), ensuring accessibility and accommodation for students with disabilities. Strategy 3: Provide meaningful professional learning opportunities to staff to increase student ownership, engagement, curiosity, innovation, and project-based competency-based instructional experiences, with a focus on inclusive practices for students with disabilities.
- I want to see more of the how and less of a general statement, ie "expand and enrich student learning choices and opportunities BY INCREASING PROGRAMMING OFFERINGS, DROPPING ENROLLMENT FEES, etc etc
- In strategy 3, consider changing "project-based competency-based" to "standards-based" - though D207 uses the terminology of competencies, our K-8 system has not.
- Yes, but I wish that there would be expanded opportunities for intermediate elementary 3-5 in regards to enrichment during the school day outside of their homeroom teachers.
- **Programing within buildings at the K-5 level also need to be increased. Right now the after school programs are capped at our school and students are missing out on opportunities because schools have to do a lottery for these programs.

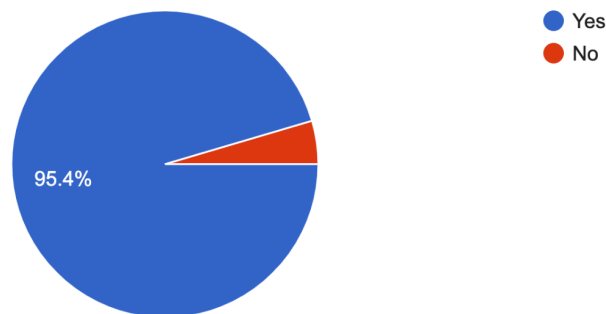
District 62 Strategic Plan Stakeholder Survey Results

- It is not about providing programs. District 62 has purchased lots of programs. The district needs smaller class sizes and assistance with the growing amount of behavior problems. Higher more aides, teachers and people to work inside the classroom.
- Add vocational school (or trade school) to the goal. Strategy 1 is fine. Strategy 2&3 are word salads saying nothing.
- Strategy 1
- Student performance should be WELL ABOVE state averages!!
- Goal 1 is focused areas that are tested. Competency should expand to all areas of the curriculum and should focus on student growth. Pre-pandemic metrics are not comparable due to the changing student population and evolving educational landscape.
- As I have mentioned previously. These goals should be involving the parent/caregiver and stress the importance of the collaboration between school and home. When this bridge has been made, the success will follow and bring about that successful academic growth and achievement into later academic school life.
- Social studies is missing from the subjects listed. It has many important standards for building lifelong learners and global citizens. I agree if it can be included.

District 62 Strategic Plan Stakeholder Survey Results

GOAL TWO: Establish a safe, inclusive, and engaging culture of learning that promotes the academic, social, and emotional growth of each stud...the aligned strategies provide the right direction?

461 responses



Comments from those who did not agree:

- How can we make it more safe? Continuing the level of safety measures seems short sighted. For example, accessibility is still an issue.
- Equity and inclusion are current social buzzwords. How are they used in an educational plan? Equity of opportunity is appropriate. Equity of outcome in a system that grades performance is not. Inclusion should be less defined by a social category and more by an individual student's feeling welcomed to learn and grow.
- *As long as MTSS doesn't go on for years with a student, which has been done multi times in the past.
- Strategy 6 is not clear. in responding to student satisfaction? Is the strategy to increase student satisfaction through expanding opportunities for students voice.... or provide more opportunities to meet student needs by increasing opportunities for student voice.....?
- I am more aligned with GOAL 1.
- Kids don't buy in to second step, lack of curriculum for some course

District 62 Strategic Plan Stakeholder Survey Results

- Consider phrasing of Goal – perhaps use "Provide" or "Continue," not "Establish." (We already do these things.) Strategies are OK – phrasing and order of presentation are inconsistent with Goal phrasing. (Consider this order: #5,#6,#4). Also, strategy #4 is awkwardly stated. Aren't we providing ALL students? Consider taking out the words "a student." And I think the word "assist" should be "help" – it reads better with the rest of the sentence.
- Student voice and choice is great but the experts in the room should also be listened to.
- Create a more competitive environment to foster growth
- Goal Two: Establish a safe, inclusive, and engaging culture of learning that promotes the academic, social, and emotional growth of every student. Strategy 4: Provide a student Multi-Tiered Systems of Support (MTSS) ensuring a continuum of programs and services for academics and social-emotional behaviors. Include targeted programs that not only focus on closing achievement gaps but also actively educate all students about the differences among people, including their abilities and disabilities. This approach aims to foster a culture of understanding, empathy, and inclusion, assisting each student, including those with disabilities, to grow and achieve. Strategy 5: Continue to ensure the learning and teaching environments are safe, secure, nurturing, equitable, and inclusive, recognizing and accommodating the diverse needs of all students. Strategy 6: Enhance opportunities for the voice, choice, interests, and leadership of every student, ensuring that responses to student satisfaction and other needs/concerns are inclusive and tailored to meet the diverse abilities and perspectives of all students.
- Same – how will this be done? What is being done to create safe, secure environments? What are you doing with the increased opportunities? How do you measure student satisfaction?

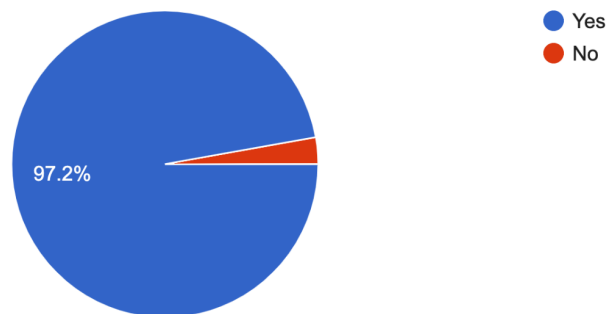
District 62 Strategic Plan Stakeholder Survey Results

- "and emotional growth for all students" is I think the more equitable way to finish that first statement. Why is nurturing in there? Is it a reference to SEL- if so, then just say that.
- Please follow through
- Get rid of equitable and inclusive.
- I feel you are missing language that engages parents.
- Again these goals are filled with woke terms such as inclusion, safe, equitable... I very much prefer to see that the society we live in and school systems respects people from different backgrounds. Just filling the mission statements with woke words doesn't mean that the treatment of minorities will all of a sudden change for the better. In fact, it may get worse.
- Students and teachers need more support and aides to assist with MTSS and behavior.
- Remove the words inclusive and equitable. Then it is Ok.
- Especially strategy 6
- Again, it increases opportunities for students' voices as well as their parents. Empowering our parents will contribute to student satisfaction and an eagerness to learn and grow.
- Student satisfaction is not a concern. Student learning is the main goal.

District 62 Strategic Plan Stakeholder Survey Results

GOAL THREE: Invest in our workforce to ensure innovation, collaboration, communication, passion, responsibility, and accountability. Strategy 7: Fost...d the aligned strategies provide the right direction?

461 responses



Comments from those who did not agree:

- Responding to certified? I don't know what that means. This systems of support buzzword means nothing. Use more clear language about what exactly you will do.
- Provide a more clear focus on flexibility for the staff.
- strategy 7 sounds like everything but the kitchen sink. Is it to two different things? Where does happier and healthier fit into the goal? And where does support for the strategic plan fit in? And if you want commitment to the plan, will an orientation to the plan be included in onboarding for new hires?
- The leadership and educators need to be aligned to the strategy to educate. If there are consistent staff shortages year over year, then the hiring process is flawed. Teachers should receive the best training and access to continued education, with a focus on education/teaching.

District 62 Strategic Plan Stakeholder Survey Results

- Strategy 7 - trying to accomplish too much! Consider: "Foster a happier, healthier, more engaged and productive workforce by responding to staff (employee?) needs, concerns and satisfaction." While I agree that we want staff to support the strategic plan, I don't think developing that culture is part of investing in our workforce. Also consider using "Support" instead of "Invest" in the Goal. I like Strategy #8 so much that I think it should be first in this section. I don't understand what Strategy #9 means - and do you want "Systems" to be plural here?
- However there is a lot of micromanaging of teachers and paras which is backwards and there is a big need to micromanage the admin making the decisions for the district that are not moving the district to achieve academic excellence
- Strategy 8 is incomplete?
- missing key detail of how current staff will continue to learn and challenge their own philosophies and practices to grow as an educator and bring fresh innovation to tenured classrooms.
- Strategy 7 is wordy and needs to be condensed.

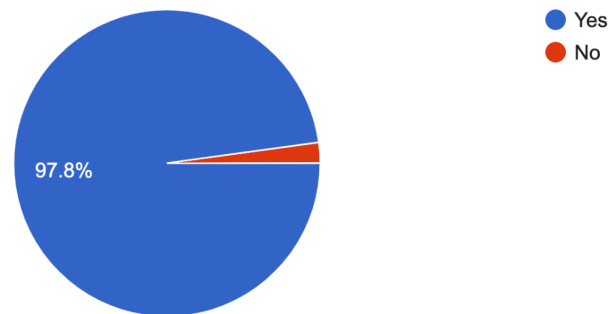
District 62 Strategic Plan Stakeholder Survey Results

- Goal Three: Invest in our diverse workforce to ensure innovation, collaboration, communication, passion, responsibility, and accountability, with a strong commitment to gender equity and an accessible approach. Strategy 7: Foster a happier, healthier, and more engaged and productive workforce by proactively addressing the satisfaction and other needs/concerns of certified and support staff. Cultivate an accessible and family-friendly culture that supports the implementation of the strategic plan. Ensure equitable opportunities for engagement and growth for all employees, including women and caregivers, acknowledging the diverse roles they play both at work and at home. Strive for district staff to reflect the cultural diversity of the community, promoting a workplace that values and respects different backgrounds. Strategy 8: In recruitment and hiring decisions, proactively address staffing shortages, state certification barriers, and staff demographics with a gender-sensitive and accessible lens. Prioritize diversity and inclusivity, making deliberate efforts to include women and caregivers, recognizing their vital roles in the community. Aim for a staff composition that reflects the cultural richness of the community, fostering an environment that respects and appreciates diverse cultures. Strategy 9: Provide a Systems of Support for staff, ensuring a continuum of accessible programs and services for differentiated instruction, team collaboration, and student ownership of their learning. Address the specific needs and accommodations required by staff members, particularly women and caregivers, fostering a supportive environment where everyone can contribute effectively both professionally and personally. Strive for an inclusive and culturally respectful atmosphere within the district, acknowledging and embracing the diversity of cultures represented in the community.
- Strategy 7 makes no sense.
- I don't like the staff demographics piece specifically added in as a strategic plan.

District 62 Strategic Plan Stakeholder Survey Results

- Pay your maintenance staff well. They are also certified employees and do deserve to be taken care of. Please pass onto 207. Have incentives for employees to stay and not leave.
- you are missing strategy around professional development.
- In Strategy 9, should it say staff ownership of their learning rather than student ownership of their learning? Otherwise, yes, it is in the right direction.
- Strategy 8 add finances; remunerating our staff competitively to attract and retain talented educators; to the Goal, add "retention"

GOAL FOUR: Cultivate partnerships with families and the community to support and expand learning opportunities for each student. Strategy 10... the aligned strategies provide the right direction?
461 responses



Comments from those who did not agree:

- These strategies are not strategies but rather additional sub-goals. No detail.
- I don't see #11 and #12 as strategies because it doesn't say what you're going to do. They sound like goals.
- We need more parent involvement within the schools and at home.
- Education starts at home. It is essential we all work together under the direction of the Teachers.

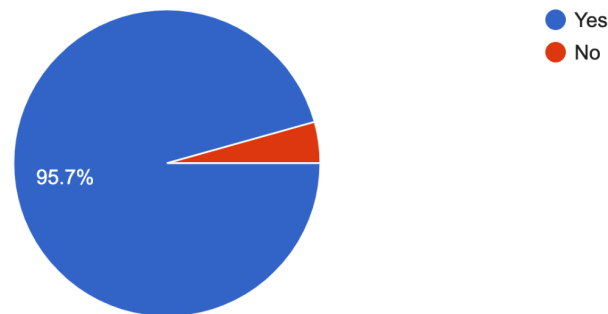
District 62 Strategic Plan Stakeholder Survey Results

- Strategy 10: provide new tools and strategies and OPPORTUNITIES? for family belonging, communication, collaboration, satisfaction, and education. The piece that's missing is the access part - the reciprocal part.
- I don't like the word belonging in Strategy #10. Involvement seems to be what we are aiming for, and what we can actually address. I would change Strategy #11's "Ensure" to "Foster." There is a typo in #12 - healthy - and I think "Encourage" would be more applicable than "Ensure. You cannot ensure something that involves another party's voluntary participation. I like the idea of "Expand" for 11 or 12 - there already are some partnerships in place...and more to be cultivated.
- Please help the D62/D207 relationship!
- Meaningful learning experiences and direct life lessons
- Goal Four: Cultivate partnerships with families and the community to support and expand inclusive learning opportunities for every student, ensuring diversity in linguistic and cultural backgrounds, as well as addressing the needs of individuals with varying abilities. Strategy 10: Provide new tools and strategies for family belonging, communication, collaboration, satisfaction, and education. Strategy 11: Ensure a healthy partnership between District 62 and District 207, fostering collaboration and recognizing the diverse needs of students and families. Strategy 12: Ensure a healthy partnership between District 62 and the community to further student and staff learning. Provide both career and workplace resources and experiences that are inclusive and accessible, promoting an environment where everyone can benefit from these opportunities.
- Same general thought -- need to see more actionable items built into these goals

District 62 Strategic Plan Stakeholder Survey Results

- Again. "all students" instead of each student sounds more inclusive. What does healthy relationship with 207 look like? How is it measured? I don't disagree that it needs to happen, but I also don't know how we determine if we have/haven't been successful with this. Same with strategy 12- how is this measured/deemed successful?
- There are a lot of broad words used here, and I know "accessible" is part of being "inclusive", but it would be nice to see "accessible" somewhere in this goal
- It is hard to measure Strategies 11 and 12.

GOAL FIVE: Make effective and efficient use of resources to maximize educational success for each student, every school, and the district. Strategy 13:...d the aligned strategies provide the right direction?
461 responses



Comments from those who did not agree:

- Again no details.

District 62 Strategic Plan Stakeholder Survey Results

- I like these statements overall but wanted to share that while using technology as a tool to further teaching and learning is awesome, I think it should be noted that I definitely feel e-learning is ineffective and is just an attempt to not need to deal with using emergency days. I was with my middle schooler for the e-learning days this winter and it was the biggest waste of time with almost zero instruction or meaningful, worthwhile work happening. He takes his learning very seriously and it is important to him to get through as much curriculum as possible in a school year so he is as prepared as possible for the following school year and honestly losing two academic days to e-learning is not fair. He is owed those days and they were truly a joke, our teachers and administrators should be embarrassed to count them as school days.
- Provide more world language learning opportunities for the students.
- *Redistricting is a must. All students should be given equal opportunities for their education. Not enough classrooms in certain schools vs available classrooms in other schools is a continuous issue which causes stress on everyone in those overflowing buildings.
- Are you sure you want to maintain a "strong history" of financial management? This is a future oriented document. ... while maintaining adequate finances for current and future needs.
- This is a big one, very happy to see this goal.
- With respect to Strategy 13, I am especially interested to see how the space and class size inconsistencies will be addressed at NORTH SCHOOL.
- Sorry - more semantics. For Strategy 14 - consider changing the word "history" to "record." Strategy 15 - What do you mean by "enhance?" Do you mean use it more? Use it more effectively? Use it differently? Perhaps "refine" is an option.
- Are you willing to redistrict for strategy 13?

District 62 Strategic Plan Stakeholder Survey Results

- We already have tons of great technology for teaching and learning (especially compared to other districts in the area). Strategy 15 feels unnecessary.
- Strategy 13: Address space and class size inconsistencies across the district while ensuring facilities are safe, clean, well-maintained, and optimal for effective teaching and learning. Prioritize ADA compliance to guarantee that all buildings are accessible for every student and staff member. Additionally, promote the creation of accessible playgrounds and school buildings to ensure inclusivity for all.
- Accessibility -- including physical, mental, or other -- must appear somewhere in this strategic plan.
- Strategy 13: Instead of using the word "Address," use the word "Improve."

District 62 Strategic Plan Stakeholder Survey Results

- see.. you used needs of "all students" here :) stay consistent and use all students throughout the whole doc. #15- how? We are already 1:1- how is this measurable, what does this mean? Again, I don't disagree, but it's fluff. **I didn't have a spot to make a comment to how I feel about the strategic plan. I think the strategic plan in many areas is not written in a way that is measurable. Being able to measure a goal not only allows the district to make adaptations with implementations, but it is/should be used to eval our Superintendent's ability to lead the district. I also fear we are underplaying the importance of equity and inclusion here, because D62 is lacking this in many areas. In my opinion there should also be a larger focus on differentiation. APA is forcing 9-12 to change/adapt course sequencing/heterogeneous groupings. . .that shift/mindset needs to start in 62 so students are shell shocked when they get to 207. Finally- not sure where this fits- but continuous/supportive PD for teachers needs to be in here more, especially with the adaptation of new initiatives/curriculum. The district adopted a phonics curriculum this year. Our teacher is using the workbook, but not implementing the pedagogy that comes with the curriculum. Now my understanding is that there has been very little support/pd for teachers, which falls on admin and the board, but you can't implement things without continuous support/pd.
- Let's use less technology. We learned without technology, doing long hand math and reading books and taking notes. The direction of using iPads to teach is awful. iPads should only be used as a resource and not a teaching tool
- Class size and more instructional aides for instruction and behavior. Revisit the roles of coaches. The district has had coaches for years and scores are not improving. Have those coaches work with students and groups.

District 62 Strategic Plan Stakeholder Survey Results

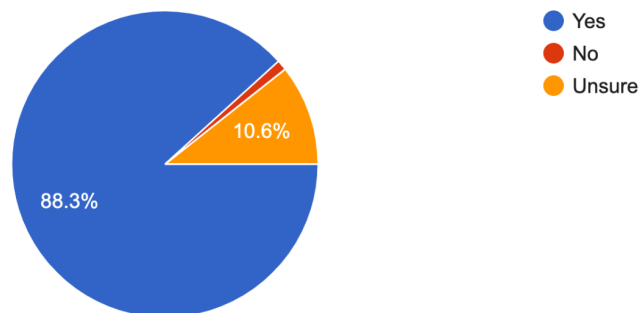
- Adding technology is advance approach for learning but if old school strategies should also be included. Sometime errors are overshadowed by autocorrect which leads the learner's effort stagnant.
- I agree with Goal 5 and Strategies 13 and 14. For Strategy 15...I feel that it should read "Continue using technology..." rather than "enhance." It is understood that updates and enhancements will be made as future changes with tech will always occur. We already use technology a lot (maybe too much for the younger grades) that students are unable to sustain stamina with activities that do not have technology. The "basics" of reading and writing need to become solidified first before using devices exclusively and I feel the word "enhance" suggests that we need to use technology even more.
- I have a problem with strategy 15. Why are you adding to technology? Students struggle with writing and reading as it is. Technology as a teaching and learning tool has not increased the students' abilities. Sadly, it has taken some skills and made them obsolete, but, in fact, these skills are very much needed to succeed in life.
- Remove the word equitably in strategy 14.
- I feel that children spend so much time on technology and that there should be a balance of technology and hands on learning.
- I agree with strategy 13. Strategy 14: Sometimes when we try to be too equitable, students lose out on fun memorable moments. Ex. We are so focused in one area that we lose sight of the students needs in the other half. Strategy 15 is great. We need more technology. But we also need to have more monitoring in school.

District 62 Strategic Plan Stakeholder Survey Results

- I would like to see more collaboration between the park district and after school programs. There could be classes offered during daycare after school. Also would like to see buildings utilized in evening hours for our district to hold ESL classes for the parents and children new to our country. The children could attend with the parents or their could be other classes offered for the kids during parents class. This could be funded thru a grant although costs are minimal. There is opportunity for volunteering or great grant for Rivers Casino.
- Financial management and fiscal responsibility are separate goals. I expect the district to do more than "manage" finances.
- Is redistricting going to be done?
- I don't think there should be an emphasis on "being first" in terms of technology (AI, etc). I think it's far more important our kids can read and learn to be good humans.

Overall, do you feel the Strategic Planning Team has developed a strategic plan you can support that will set the right direction for the district for the next several years?

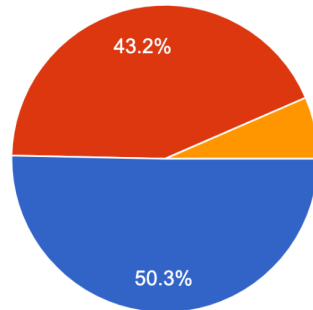
461 responses



District 62 Strategic Plan Stakeholder Survey Results

What is your role in District 62?

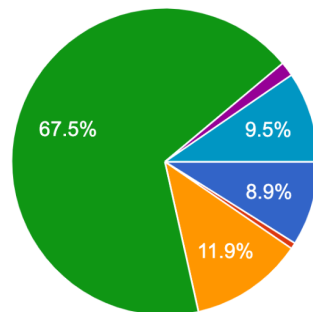
461 responses



- D62 Staff Member
- Family Member of a D62 student/students
- Community Member

What is your race/ethnicity?

461 responses

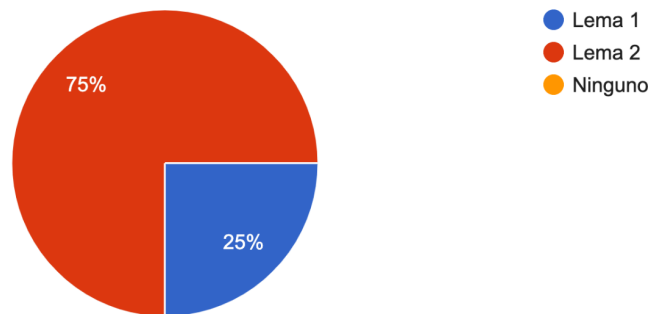


- Asian
- Black/African American
- Hispanic/Latino
- White
- Other
- Prefer not to respond

District 62 Strategic Plan Stakeholder Survey Results

SPANISH SURVEY RESULTS (16 total responded)

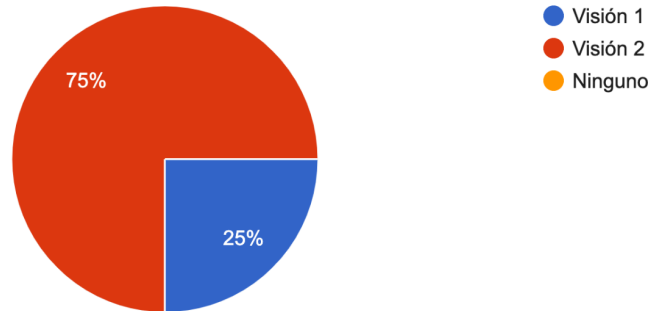
Motto The district motto is a brief expression of a guiding principle. Which motto best describes the essence of where we want to be in 2030? Motto...spire courage. Motto 2: Dream, Believe, Achieve.
16 responses



District 62 Strategic Plan Stakeholder Survey Results

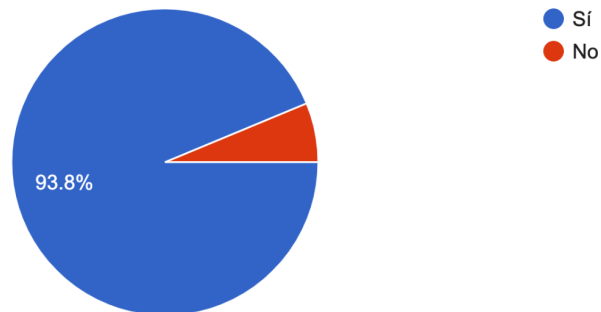
Vision Vision helps us break out of the limitations of the present and reimagine the possibilities of the future. Which vision best describes the essence of our vision? We are committed to solve, and are prepared to thrive as global citizens.

16 responses



Student Description The Student Description describes the knowledge, skills, dispositions and mindset that students need to thrive in life and careers. Do you agree that we should prepare all students for life, careers, and college?

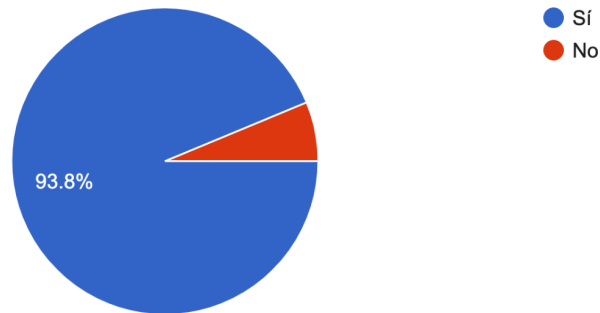
16 responses



District 62 Strategic Plan Stakeholder Survey Results

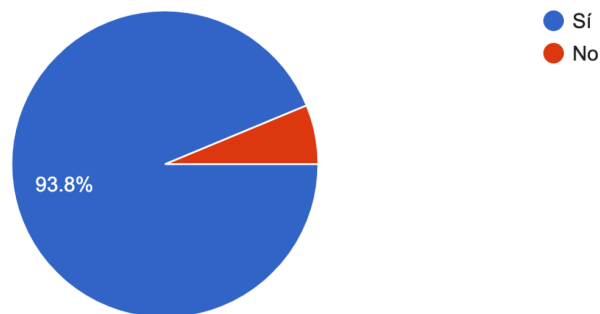
Educator Description The Educator Description well expresses the qualities that adults working in the district will exhibit to promote each student's ...tance to ensure the Student Description is achieved?

16 responses



System Description: The System Description focuses on creating the conditions that will allow the district's students and adults to thrive and grow. ... Description and Educator Description are achieved?

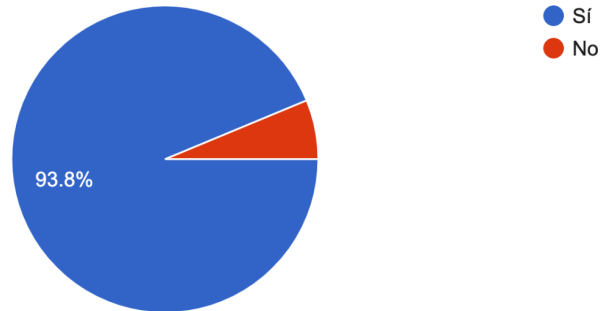
16 responses



District 62 Strategic Plan Stakeholder Survey Results

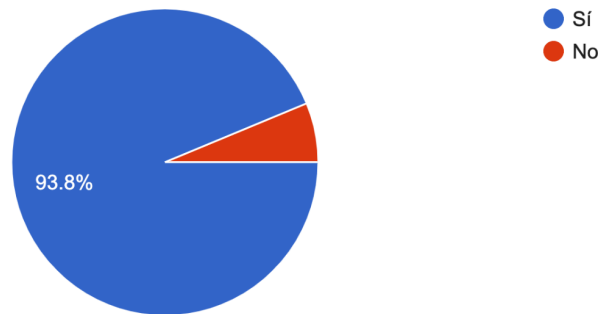
Core values Core Values guide behaviors and actions and identify beliefs that should not be compromised. They reflect the culture and climate...tive commitments to guide behaviors and actions?

16 responses



GOAL ONE: Engage all students in learning that leads to academic growth, achievement, and preparation for high school, college, career, and lif...e two aligned strategies provide the right direction?

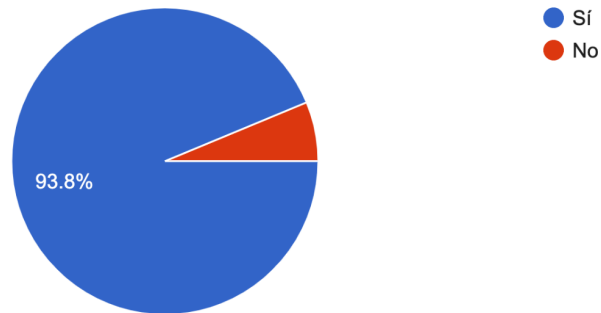
16 responses



District 62 Strategic Plan Stakeholder Survey Results

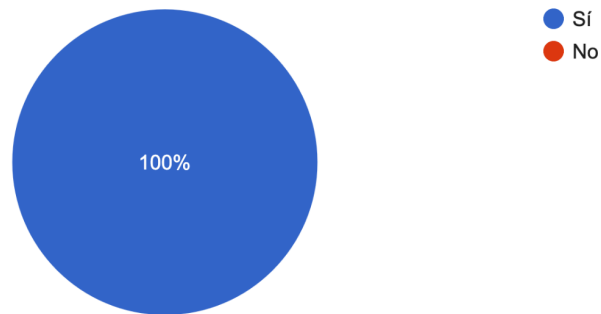
GOAL TWO: Establish a safe, inclusive, and engaging learning culture that promotes the academic, social, and emotional growth of each student. Strat... two aligned strategies provide the right direction?

16 responses



GOAL THREE: Invest in our workforce to ensure innovation, collaboration, communication, passion and responsibility. Strategy 7: Foster a happier, he...3 and aligned strategies provide the right direction?

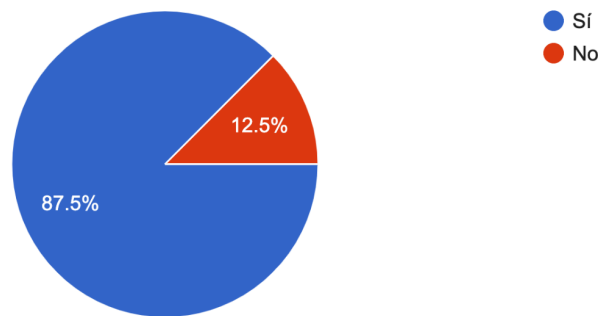
16 responses



District 62 Strategic Plan Stakeholder Survey Results

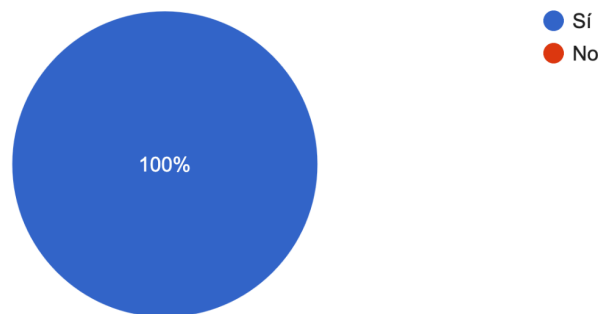
GOAL FOUR: Cultivate partnerships with families and the community to support and expand learning opportunities for every student. Strategy 1...nd the aligned strategy provide the right direction?

16 responses



GOAL FIVE: Make effective and efficient use of resources to maximize the educational success of each student, each school, and the district. Strateg... and aligned strategies provide the right direction?

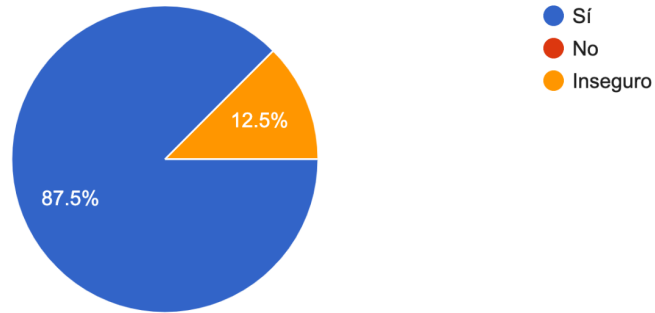
16 responses



District 62 Strategic Plan Stakeholder Survey Results

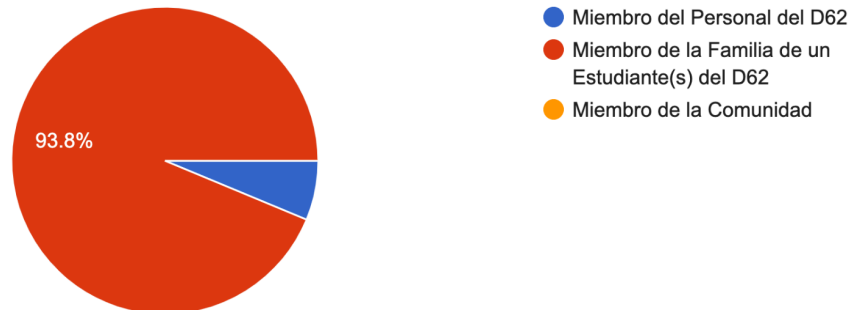
Overall, do you believe the Strategic Planning Team has developed a strategic plan that you can support that will set the right direction for the district over the next few years?

16 responses



What is your role in District 62?

16 responses



District 62 Strategic Plan Stakeholder Survey Results

What is your race/ethnic identity?

16 responses

