

Summary of COMMUNITY results: 213 responding

We strive for 80% support:

STRENGTHS. 70%

WEAKNESSES. 80%

OPPORTUNITIES. 78%

THREATS. 93%

STRENGTHS

Results	Summary of responses that wanted to provide input into the strengths	Summary of responses on what is missing. Please note they did add to the list of strengths. Their responses raised issues for weakness or opportunity
70 % agreed with all strengths 30% did not agree with all strengths	<p>Community feedback suggests that many of the district's listed strengths may not fully reflect lived experiences.</p> <p>While some parents appreciate dedicated teachers and supportive school environments, concerns were raised about safety, classroom sizes, and supervision, as well as inconsistent social-emotional support that is often limited to students with identified needs rather than preventive or universal services.</p> <p>Many respondents noted gaps in academic rigor, differentiated instruction, enrichment opportunities, and advanced/gifted programming, particularly in elementary and middle schools. Technology use, including 1:1 devices and AI tools, was seen as overemphasized and sometimes disruptive to learning. Parents also highlighted extracurricular inequities, such as limited arts, athletics, and STEM experiences, and expressed concerns about turnover and staffing consistency affecting instruction.</p> <p>Overall, while District 25 shows strengths in intent and resources, community members see significant opportunities to improve academic excellence, individualized learning, enrichment, safety, and communication with families.</p>	<p>Community members generally felt the district's strengths list was comprehensive, though several key areas were noted as missing or in need of emphasis.</p> <p>These included equity and inclusion, particularly for low-income and special education students, as well as expanded enrichment and advanced/gifted opportunities, including orchestra, clubs, and academic acceleration.</p> <p>Parents also highlighted the importance of kindness, social-emotional development, and student well-being, emphasizing that these should be as valued as academic achievement.</p> <p>Other areas mentioned were strong communication and family engagement, safety and community-building, adequate TA support, and more inclusive after-school and recreational programs. Overall, respondents suggested that while existing strengths are appreciated, continued growth in student support, enrichment, and equitable access would further strengthen the district.</p>

Weaknesses

Results	Summary of responses that wanted to provide input into the strengths	Summary of responses on what is missing. Please note they did add to the list of strengths. Their responses raised issues for weakness or opportunity
80 % agreed with all strengths 20% did not agree with all strengths	<p>Community responses on weaknesses were varied, but several key themes emerged. Many parents felt staffing, including substitute shortages and turnover of experienced teachers, is a concern, as well as inconsistencies in behavior management, discipline, and classroom support, particularly in special education.</p> <p>Some noted equity and resource allocation could be improved, with support sometimes appearing biased or uneven. A few respondents questioned DEI initiatives, feeling the focus on diversity should not outweigh quality instruction.</p> <p>Others highlighted the need for earlier gifted identification, expanded enrichment opportunities, and consistent communication with families. While many acknowledged strengths in teacher quality and curriculum rigor, they emphasized that classroom support, student engagement, and equitable access to opportunities remain areas for growth.</p>	<p>Several additional weaknesses were identified as missing from the original list. Key themes include nutrition and health, with some parents concerned about lunch offerings promoting unhealthy eating habits.</p> <p>Others highlighted teacher support and autonomy, noting that parent over-involvement and micromanaging can undermine staff.</p> <p>Special education and advanced learning programs were repeatedly cited, including concerns about intervention timing, placement, and differentiation. Substitute shortages, classroom support, and TA availability were also flagged, along with class size, STEM resources, and enrichment opportunities. Some parents emphasized behavior, discipline, and consistency as ongoing challenges, as well as communication gaps between schools, teachers, and families.</p> <p>Other missing points included teacher compensation, classroom security, excessive screen time, and financial oversight. Overall, respondents wanted more focus on student-centered learning, equitable access to programs, and proactive support systems.</p>

Opportunities

Results	Summary of responses that wanted to provide input into the strengths	Summary of responses on what is missing. Please note they did add to the list of strengths. Their responses raised issues for weakness or opportunity
78 % agreed with all strengths 22% did not agree with all strengths	<p>Most comments on opportunities focused on AI and technology, with strong caution against introducing AI as a student-facing instructional tool.</p> <p>Parents and staff emphasized that students need hands-on learning, critical thinking, and teacher-led instruction rather than</p>	<p>Respondents identified several areas where opportunities could be expanded. These include trades and alternative education, STEM and coding enrichment, robotics, and athletics at the elementary and middle school levels. Many suggested fine arts, theater, early childhood readiness, and independent thinking/volunteering as additional areas</p>

	<p>reliance on AI. Many also questioned the inclusion of DEI as an opportunity, seeing it as unnecessary or even a liability when it detracts from academic rigor.</p> <p>Other areas flagged for attention included student enrichment, advanced learning, STEM, trades/technical skills, and social-emotional support. Respondents stressed the need for teacher quality, retention, and support, as well as improvements in transportation, communication, and differentiated instruction.</p> <p>Overall, the guidance was to prioritize core academics, behavior, and student support over trends or buzzwords.</p>	<p>for growth.</p> <p>Several comments emphasized curriculum rigor, personalized learning, and advanced/accelerated learning programs, along with support for students who are excelling or struggling.</p> <p>Other opportunities noted included classroom management solutions for disruptive students, modernized technology and transportation systems, evidence-based instructional practices, and reduced screen time.</p> <p>Finally, respondents highlighted the district's unique location and resources—proximity to museums, universities, and cultural institutions—as untapped potential for student learning experiences.</p>
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Threats

Results	Summary of responses that wanted to provide input into the strengths	Summary of responses on what is missing. Please note they did add to the list of strengths. Their responses raised issues for weakness or opportunity
<p>93 % agreed with all strengths</p> <p>7% did not agree with all strengths</p>	<p>Most respondents questioned or challenged many of the listed threats, often seeing them as internal challenges rather than true external threats.</p> <p>Political influences, tax volatility, and funding instability were mentioned, though several felt these were either overstated or manageable.</p> <p>Fear of change, legal exposure, and staff retaliation were raised as cultural or internal risks. Facilities and enrollment pressures, particularly at schools like Windsor and Thomas, were highlighted as real operational challenges, with concerns about overcrowding and insufficient classroom space.</p> <p>Respondents also noted issues around classroom content and political commentary, emphasizing the need for careful navigation of sensitive topics with students.</p>	<p>In addition to the threats already identified, several other areas emerged as concerns. Student and family challenges, including economic hardship, sociopolitical pressures, and inconsistent family engagement, can impact learning and district outcomes.</p> <p>Staffing and retention remain ongoing risks, with teacher burnout, difficulty retaining high-quality staff, and limited accountability noted. Behavioral and safety issues continue to be a concern, particularly bullying, inconsistent discipline, and the lack of consequences for disruptive students, which can affect both learning and student well-being.</p> <p>Special education and support services are another area of vulnerability, with gaps in resources, delayed interventions, and insufficient support for at-risk or neurodiverse students.</p> <p>Technology and AI integration pose potential threats, including over-reliance on devices, untested AI applications, data privacy concerns, and negative impacts on students' independent thinking and learning.</p> <p>Financial and resource constraints,</p>

		<p>such as funding instability, redistricting needs with demographic shifts, and limited access to after-school enrichment programs, also pose risks.</p> <p>Finally, external and political factors, including legal exposure, shifting policy requirements, and community perceptions of the district's initiatives, create additional challenges that require careful monitoring and strategic planning.</p> <p>.</p>
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