

Lyons Township High School District 204

2027-32 Strategic Plan Refresh Team Data Retreat
8:00 am – 12 noon. September 24





LYONS TOWNSHIP
HIGH SCHOOL
DISTRICT 204

Data Retreat

LEARN • ANALYZE • COMPARE • INFORM • IMPROVE

**BOLDER
BRIGHTER
TOGETHER**



Essential Question:

Where are we now?



**Developing a Shared
Understanding of
District Performance**



**Examining the Indicators
of Success for Current
Strategic Plan Goals**



**Final Product:
SWOT Analysis**



Strengths



Weaknesses



Opportunities



Threats

Soldwedel Consulting, LLC

*Helping organizations
turn vision into reality.*



Activity One: Introduction Overview

5 min

Welcome and Introductions

- Who is in the room?
- What are we here to do?
- Why is this an important event?



Lyons Township High School District 204 Refresh Strategic Plan Team Roster

Students	Certified and Noncertified Staff	Leadership	Families/Community
Lyric Brown Colman O' Sullivan Isla Riboul Marty Svelnis Matej Naunov Karina Delgado Truc Bui Samantha Rothman Dottie Rolek Hannah McDaniel Joe D' Antonio Celese Brittmon Nina Cedillo Colin Cassidy Clara Giese Sauter Candelaria Tatum Fyrdych Paula Calderon-Padilla Erik Hanson Marie Morrissey Brandon Irvine Andrew Narvaez Kim Tran Mario Reyes	Marty Crimmins Vikki Finn Kathryn Pieper Allison Doyle Cody Dailey Brittany Sidoti David Figueroa Lara Cuomo Shannon Eddy Jeff Bonk Lisa Plichta Jeremy Vrtis Nekeia Wilson Andrew Johannes Zuley Gonzalez Lisa Hammon Michelle Harbin Esai Velez Bridget Machalinski Chriss Bass Emma Dominelli Julie Jacobo	Leslie Owens Patrice Payne Jennifer Rowe Alicia Duell Jen Tyrrell Melissa Moore Jeanine Prucha Erin Groth Greg Gardner Sarah Smith Kurt Johns Drew Eder Kristine Ziemann Ed Piotrowski John Grundke Gerry James Dan Buys Karen Raino Peter Foradas Bryan Radavich Brian Stachacz	Gioia Giannotti Frye Chris Kozelka Campbell Elias Lopez Shawn Kennedy Kari Dillon Jill Beda Daniels Tim Albores Sean Gilhooley Liz Otto Haskins Ellie Ambuehl Jennifer Hovanec Jeanine Arundel Carrie Mulderink Vicki Van Alphen Shawna McGee Alex Mason Jay Fulgencio Caitlin Sandaydiego Sharon Byrne Erin McPartlin Snadra Irwin Deborah Min Tamara Powers Candice Barrett Sarah Coffey Anthony McDaniel Taylor Groesbeck Cerna Castro Rand Monica Bhandarkar

Lyons Township High School District 204

Meeting	Purpose/Essential Question	Date	Time
Orientation	Who we are and what we are charged to do?	August 26	6:00-8:00pm Virtual
Data Retreat	Where are we now? What is working well and what is not?	September 24	12:00-4:00 Face-to-Face
Vision Retreat	Where do we want to be? How will we be different 5-10 years from now?	October 21	12:00-4:00 Face-to-Face
Setting Direction Retreat	How will we get from where we are to where we want to be 5-10 years from now?	December 9	6:00-8:30 Face-to-Face
Recommendation	What will we recommend to the Board of Education to set future direction?	January 11	3:30-5:30pm Virtual

ACTIVITY ONE:
Part B **10**
minutes

What are our outcomes for this retreat?

What will be our process?

Why is the Data Retreat the first in a series of three BIG meetings?



LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204

Learners Today. Leaders Tomorrow.



WE ARE LT



— TOGETHER, WE REFLECT, REIMAGINE, —
AND REFOCUS TO RENEW OUR PATH TO SUCCESS.

OUR REFRESH PROCESS & JOURNEY



1 ORIENTATION

Introduce the refresh process and establish a shared understanding of our work ahead.

2 HOURS | VIRTUAL



2 DATA RETREAT

Develop a shared understanding of our current reality and complete a draft SWOT analysis.

4 HOURS | FACE-TO-FACE



3 VISION RETREAT

Define our Preferred Future Statement and articulate our long-term aspirations.

4 HOURS | FACE-TO-FACE



4 SETTING DIRECTION RETREAT

Translate our vision into a draft strategic plan with goals, indicators, and strategies.

4 HOURS | FACE-TO-FACE



5 RECOMMENDATION

Review feedback, refine the plan, and prepare the final recommendation for Board approval.

2 HOURS | VIRTUAL

THE FOUR STRATEGIC PLANNING QUESTIONS

1

Where are we now?

What does the evidence tell us about our current reality—our strengths, challenges, opportunities, and needs?

2

Where do we want to go?

What is our preferred future, and what do we want students, staff, families, and our community to experience?

3

How will we get there?

What priorities, strategies, actions, resources, and responsibilities will move us from our current reality to our preferred future?

4

How will we know we are making a difference?

What evidence, indicators, measures, and targets will demonstrate progress and impact, and how will we use what we learn to continuously improve?

REFRESHING OUR STRATEGIC PLAN ISN'T ABOUT STARTING OVER.



IT'S ABOUT RENEWING OUR DIRECTION.



DATA RETREAT

*Developing a shared understanding
of district performance to shape our future.*



SEPTEMBER 24
8:00 AM – 12:00 NOON

ESSENTIAL QUESTION:
“Where are we now?”

OUTCOME		ACTIVITY	
1	 Activity One: Who are we and what are we here to do?		Introduction and Charge. Outcomes for the retreat.
2	 Activity Two: Review of Evidence and Perception Data		Our Perceptions. Your Perceptions. 5Essential Student and Teacher Survey Results Panorama Survey Results
3	 Activity Three: Paint a data picture that describes the current state of the district as to what is going well and what are the challenges ahead.		Report 1: Goals 1 and 2 – Student Growth & Achievement Report 2: Goals 3 and 4 – High Quality Staff & Family and Community Partners Report 3: Goal 5 – Finance, Facilities, & Technology





DATA RETREAT

*Understanding our current reality
to shape our future.*



 **SEPTEMBER 24**
 **8:00 AM – 12:00 NOON**

ESSENTIAL QUESTION:
“Where are we now?”

OUTCOME

ACTIVITY

4



Activity Four:
Conduct a SWOT Analysis.
Identify our Strengths, our Weaknesses,
our Opportunities, and our Threats
combinations.



Reflect on the draft SWOT Analysis
and from the reports make any
changes—additions, deletions,
and combinations.

5



Activity Five:
Understand Next Steps.
Preview Vision Retreat.
Reflect on the Day. Appreciations.



Discuss the role of team members
in sharing the learning from the Data Retreat
with constituent groups.
Preview the Vision Retreat
Reflect on the Day
Express Appreciations and Celebrations



**WHERE DO WE WANT
TO BE?**

**HOW DO WE GET FROM
WHERE WE ARE TO
WHERE WE WANT TO BE?**

WHERE ARE WE NOW?

**It is good to have
an end to journey
toward;**

**but it is the
journey that
matters in the end.**

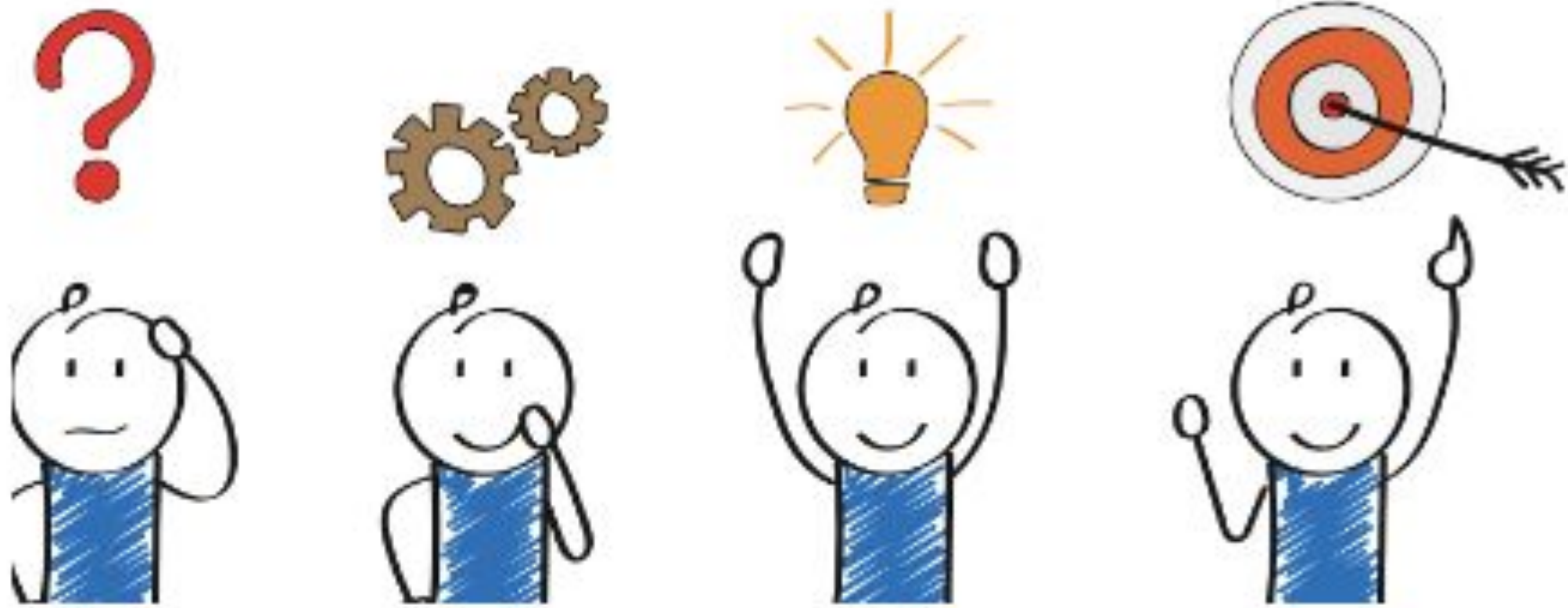
Ursula K. LeGuin 1999

Where are you
NOW?

HOW do we
get there?

WHERE will
we be in the
future?





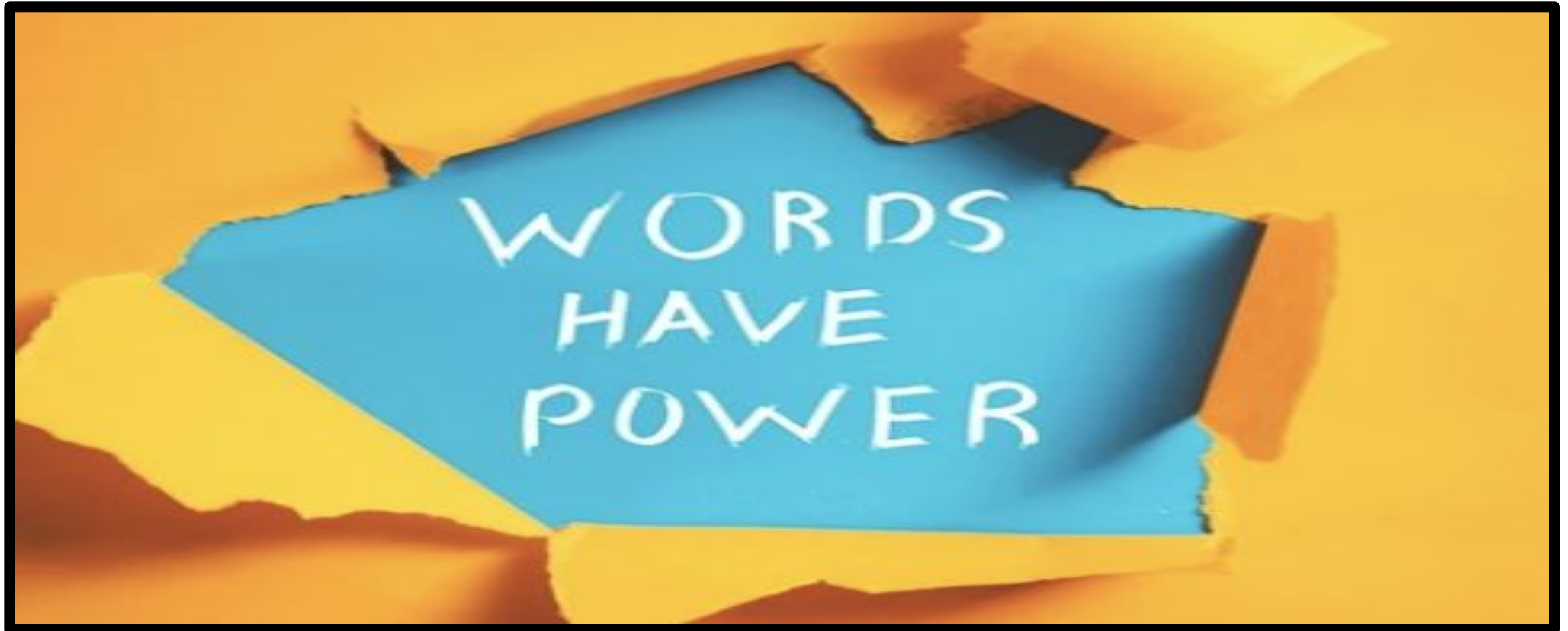
Continuous Improvement Rocks!

"Data by itself is useless.
Data is only useful if
you apply it."

Todd Park

InspirationBoost.com

What **WORDS** come to mind when you think about the district's current use of **DATA**?



PEOPLE
PERSPECTIVES
POSSIBILITIES

FROM
ME TO WE
TO US



Data **Leads to** New Discoveries

D I F F E R E N T P E R S P E C T I V E S . A S T R O N G E R T O M O R R O W .

**Data is not more about
adding to your plate.**

**Data is about making sure
you have the right things
on your plate.**



PEOPLE
PERSPECTIVES
POSSIBILITIES

FROM
ME TO WE
TO US



DIFFERENT PERSPECTIVES. A STRONGER TOMORROW.

DATA

QUANTITATIVE & QUALITATIVE

NUMBERS TELL PART OF THE STORY. PEOPLE TELL THE REST.

LOOK
DEEPER.

FIND
INSIGHTS.

MAKE A
DIFFERENCE.



DATA

LEADS TO



INSIGHT

LEADS TO



RESULTS

BETTER DATA. BRIGHTER DECISIONS. STRONGER LEARNERS.

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PEOPLE
PERSPECTIVES
POSSIBILITIES

FROM
ME TO WE
TO US



THE CONSENSUS MODEL

DIFFERENT PERSPECTIVES. A STRONGER TOMORROW.

Turning Individual Ideas Into Collective Action

The Consensus Model helps us move from individual thinking to shared understanding and a collective commitment — so we make better decisions together.





ME

MY PERSPECTIVE

THINK • REFLECT • PREPARE

CONSENSUS MODEL

FROM ME
TO WE
TO US



PURPOSE

**Reflect independently,
clarify your thinking, and
prepare to contribute
your perspective.**

*Think independently
before being influenced
by others.*



WHAT TO CONSIDER

- 1 What do I believe?**
What is my initial thinking?
- 2 What matters most to me?**
What do I value or prioritize?
- 3 What does the evidence tell me?**
What data or information supports
or challenges my thinking?
- 4 What experiences shape
my perspective?**
Why might I see this differently
from someone else?
- 5 What am I willing to reconsider?**
Where can I remain open to new
information and perspectives?



KEY MINDSET

- ✓ **Be thoughtful**
- ✓ **Use evidence**
- ✓ **Consider multiple
perspectives**
- ✓ **Ask questions**
- ✓ **Be open to new ideas**

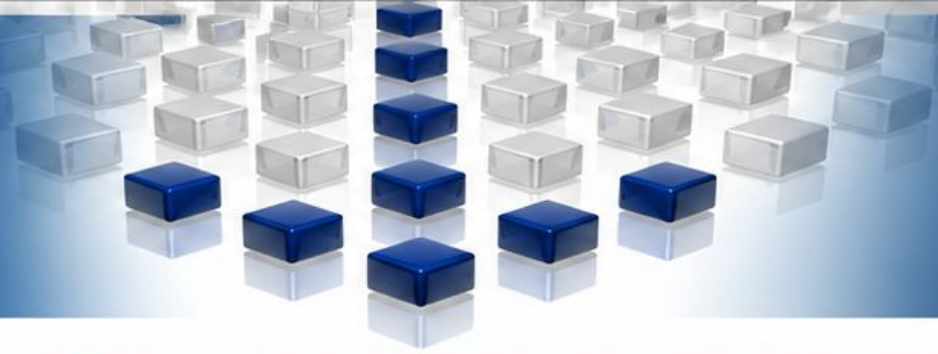
*"A stronger me
begins with a clearer me."*

BETTER THINKING. BRIGHTER TOMORROWS.

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THINK • REFLECT • SHARE

Building on Strengths. Creating a Stronger Tomorrow.



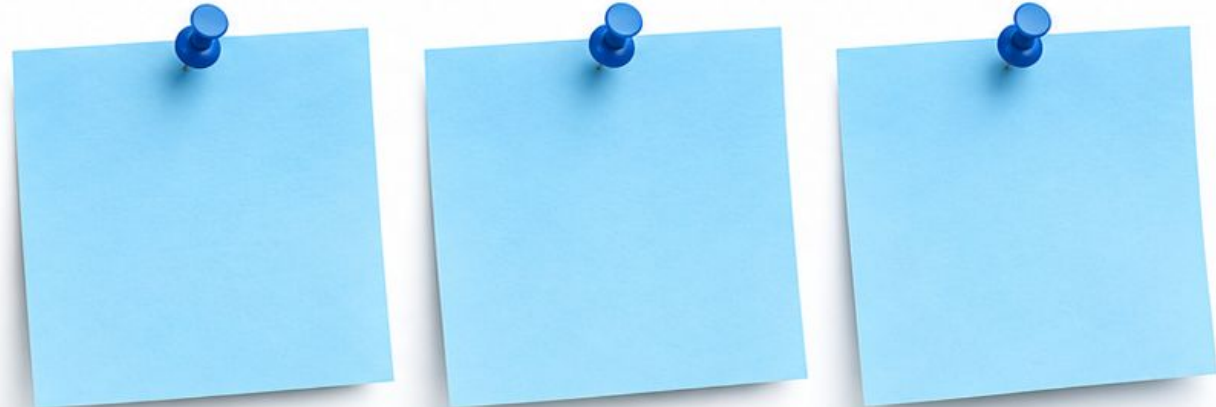
WHAT IS WORKING?

One idea on each post-it note.



WHAT NEEDS ATTENTION?

One idea on each post-it note.



BE READY TO SHARE!

Your ideas matter.



WE

OUR SHARED THINKING

LISTEN • LEARN • FIND COMMON GROUND

CONSENSUS MODEL

FROM ME
TO WE
TO US



PURPOSE

Bring individual perspectives together, learn from one another, identify common ground, and begin shaping a shared direction.

Listen, learn, compare perspectives, and discover common ground.



WHAT TO CONSIDER

- 1 What are we hearing?**
What ideas, concerns, and aspirations are emerging?
- 2 Where do we agree?**
What common ground is already evident?
- 3 Where do we disagree — and why?**
What can different perspectives teach us?
- 4 What does the evidence tell us?**
Where does the data support or challenge our collective thinking?
- 5 What matters most?**
Which ideas will have the greatest impact on students and the district?



KEY MINDSET

- ✓ **Listen to understand (not just respond)**
- ✓ **Be open and respectful**
- ✓ **Value different perspectives**
- ✓ **Use evidence to inform our thinking**
- ✓ **Find common ground**

“Better ideas emerge when we listen together.”

BETTER THINKING. BRIGHTER TOMORROWS.

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THINK • REFLECT • SHARE

Building on Strengths. Creating a Stronger Tomorrow.



PUT ALL POST IT NOTES ON THE POSTER IN THE CENTER OF THE TABLE.

STACK DUPLICATES. LEAVE NO MORE THAN 10 STRENGTHS AND NO MORE THAN 10 OPPORTUNITIES. BE READY TO SHARE.



STRENGTHS

WHAT IS WORKING WELL?



OPPORTUNITIES

WHAT NEEDS ATTENTION?





US

OUR COLLECTIVE COMMITMENT

DECIDE • COMMIT • ADVOCATE • MAKE IT HAPPEN

CONSENSUS MODEL

FROM ME
TO WE
TO US



PURPOSE

Reach a shared direction that participants can support, communicate, and help make successful.

Move from discussion to a decision the whole group can support.



WHAT TO CONSIDER

- 1 What can we commit to together?**
What direction has enough shared support to move forward?
- 2 Is this best for students?**
Does the decision keep students at the center and support their success?
- 3 Does it reflect our shared values?**
Is the decision consistent with our mission, vision, and core values?
- 4 Have all voices been considered?**
Even if not every idea is included, were different perspectives genuinely heard?
- 5 Can we explain and support it together?**
Can we speak with one voice and advocate for this decision inside and outside the room?



KEY MINDSET

- ✓ **Students first**
- ✓ **Think beyond individual interests**
- ✓ **Be willing to compromise**
- ✓ **Take collective ownership**
- ✓ **Support and advocate for the decision**

"A shared commitment today creates a brighter tomorrow for all students."

BETTER THINKING. BRIGHTER TOMORROWS.

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THINK • REFLECT • SHARE

Building on Strengths. Creating a Stronger Tomorrow.



THE FACILITATOR WILL CREATE A CONSENSUS CHART

The consensus chart will include no more than 10 strengths and 10 opportunities that were listed on the majority of all 12 team charts.

1 YOU SHARED



Each team discussed and recorded up to 10 strengths and 10 opportunities on your team chart.

2 FACILITATOR CREATES CONSENSUS

Top 10 Strengths	Top 10 Opportunities
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____

3 BE READY TO SHARE



We will share the consensus chart with the group to highlight our key strengths and opportunities for our next steps.

PEOPLE
PERSPECTIVES
POSSIBILITIES

CONSENSUS

FROM
ME TO WE
TO US



DIFFERENT PERSPECTIVES. A STRONGER TOMORROW.



ME

MY PERSPECTIVE

What do I think?

VOICE



WE

OUR SHARED THINKING

What are we learning
from one another?

UNDERSTANDING



US

OUR COLLECTIVE COMMITMENT

What can we commit to
and support together?

OWNERSHIP



CONSENSUS IS NOT:

"This is exactly what I would have chosen."



CONSENSUS IS:

*"I have been heard. I understand the decision.
I can support it, and I will help make it successful."*

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The Power of Consensus

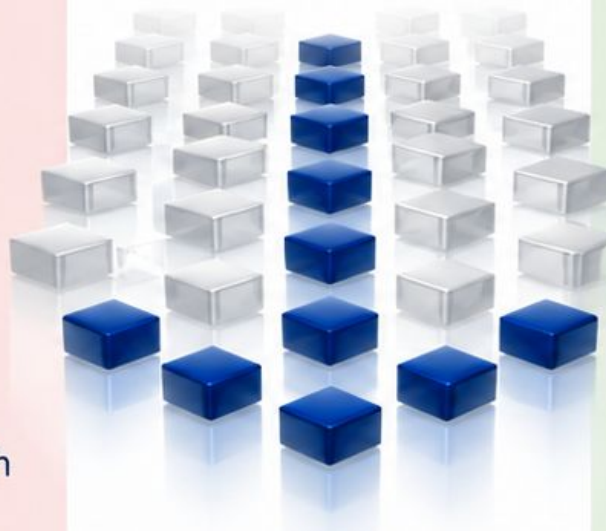
Different perspectives. A shared future.



What Consensus Is Not

-  **Not the same as unanimous agreement**
Everyone doesn't have to fully agree—just be able to support the decision.
-  **Not avoiding disagreement**
Healthy debate is part of the process.
-  **Not the fastest way to decide**
It can take time, as it involves listening, dialogue, and finding common ground.
-  **Not giving everyone a veto**
No single person can block the decision.
-  **Not about pleasing everyone**
It's about finding a solution that is good enough for all to move forward.

FROM DIFFERENT PERSPECTIVES TO A SHARED FUTURE



What Consensus Is

-  **A collaborative process**
People engage in open, respectful dialogue.
-  **A shared commitment**
Everyone can live with the decision and is willing to support it.
-  **A balance of different needs**
Seeks solutions that address the core concerns of all.
-  **A practical and inclusive approach**
Values input from all, especially those most affected.
-  **A foundation for stronger implementation**
Leads to greater commitment and more sustainable results.

LISTEN

DISCUSS

FIND SOLUTIONS

MOVE FORWARD

We Are LT.

PEOPLE
PERSPECTIVES
POSSIBILITIES

WHAT MAKES CONSENSUS WORK?

FROM
ME TO WE
TO US



DIFFERENT PERSPECTIVES. A STRONGER TOMORROW.

1



SHARED PURPOSE

We understand
what we are
trying to
accomplish.

2



EVERY VOICE MATTERS

Everyone has
a meaningful
opportunity
to contribute.

3



LISTEN TO UNDERSTAND

We seek to
understand
before trying
to persuade.

4



RESPECT DIFFERENCES

Disagreement
is information,
not opposition.

5



FIND COMMON GROUND

We identify
where our
thinking
overlaps.

6



BE WILLING TO ADJUST

Everyone must
be prepared to
move from their
original
position.

7



THINK ABOUT THE WHOLE

We move from
what I prefer
to what is
best for us.

8



COMMIT TO THE DECISION

Once consensus
is reached,
we support
the collective
direction.

LISTEN • LEARN • RESPECT • FIND COMMON GROUND • COMMIT • MOVE FORWARD TOGETHER

PEOPLE
PERSPECTIVES
POSSIBILITIES

FROM
ME TO WE
TO US



DIFFERENT PERSPECTIVES. A STRONGER TOMORROW.

“See it **big**
and keep it
simple.”

~Wilfred Peterson



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PEOPLE
PERSPECTIVES
POSSIBILITIES

FROM
ME TO WE
TO US



Painting a **Shared Picture** of District Performance

DIFFERENT PERSPECTIVES. A STRONGER TOMORROW.



Where are we **now?**

**DATA INSIGHTS
IDEAS
ACTION**

A SHARED UNDERSTANDING
FOR A STRONGER TOMORROW.

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A group of people are gathered around a wooden table, engaged in a collaborative activity. They are looking at and writing on various papers. A calculator is visible on the table. The scene is dimly lit, with the text overlaid on the image.

ACTIVITY
TWO: Part A
10 minutes

Review **OUR PERCEPTIONS**
of *what is going well in the
district and what our
challenges are for the
future.*



PERCEPTIONS

The Power of Perception Data



Perception data refers to information that captures *how people feel, believe, or interpret something*, rather than what is objectively true.

It reflects *opinions, attitudes, trust, satisfaction, fears, expectations, or emotional responses.*



— PEOPLE'S PERSPECTIVES MATTER —



**When you change perception,
you change behavior—*and ultimately results.***



WE
ARE
LT.

Activity Directions: **OUR PERCEPTIONS**



Most Proud

What is working well?

Eight yellow sticky notes arranged in two rows of four, intended for participants to write their responses.



Greatest Challenges

What needs attention?

Eight yellow sticky notes arranged in two rows of four, intended for participants to write their responses.



**One idea on each post-it note.
Be ready to share.**

Your Perspective Matters!

PEOPLE
PERSPECTIVES
POSSIBILITIES

FROM
ME TO WE
TO US



DIFFERENT PERSPECTIVES. A STRONGER TOMORROW.

Table Team's **Perceptions**

Most Proud About

What are our strengths? What's working well?

Greatest Challenges Ahead

What are our challenges? Where can we improve?

1



Individually identify
2-3 **Points of Pride** and
2-3 **Challenges**.

2



Put each on
a separate
Post It Note.

3



Start with
Points of Pride/Strengths.

4



One person
put sticky note
on chart.

5



Others put
sticky notes
on top if they
are the same,
mean the same.

6



Continue
until all
sticky notes
are complete.

7



Move to
Challenges/Opportunities
for
Improvement.

8



One person
put sticky note
on chart.

9



Others put
sticky notes
on top if they
are the same,
mean the same.



WE
ARE
LT.

People. Perspectives. Progress.

PERCEPTION IS REALITY



WHAT WE
THINK



WHAT WE
FEEL



WHAT WE
BELIEVE



HOW WE
RESPOND

How we feel and think matters!

Is it reality or just our perception?

If perceptions are not accurate, we must change them.



WE
ARE
LT.

People. Perspectives. Progress.

Table Team Facilitator



Facilitator Roles



Guides activity
to move from
ME to WE.



Clarifies
directions.



Engages everyone.
Ensure good flow
and use of time.



Utilizes table
poster.



Records consensus
following activity.



Sends table team
consensus to Perry.

Activity One: Our Perceptions

Table _____



What is going well?
Strengths/Points of Pride



What needs attention?
Weaknesses/Challenges

A group of people are gathered around a wooden table, engaged in a collaborative activity. They are looking at and writing on various sheets of paper. A calculator is visible on the table. The scene is dimly lit, with the text overlaid on the image.

ACTIVITY
TWO: Part B
20 minutes

*Review **OTHERS' PERCEPTIONS**
of **what is going well in the
district and what our
challenges are for the future.***



5Essentials Student and Teacher and Insightx



Perception Data

are important for continuous improvement planning because

they reveal what students, staff, and parents are thinking about the learning and working environment.



STUDENTS

LISTEN



STAFF

LEARN



PARENTS

UNDERSTAND



A STRONGER
TOMORROW

IMPROVE





WE
ARE
LT.

People. Perspectives. Progress.

5Essentials 2025-2026 Survey Results

Students and Teachers participate each year reporting their feelings about the 5Essentials.



EFFECTIVE
LEADERS



COLLABORATIVE
TEACHERS



INVOLVED
FAMILIES



SUPPORTIVE
ENVIRONMENT



AMBITIOUS
INSTRUCTION

LISTEN

LEARN

UNDERSTAND

IMPROVE



*Your Voice
Shapes Our
Future!*

STRONG SCHOOLS. BRIGHTER TOMORROWS.



Lyons Twp High Sch

2026 5Essentials Report

Effective Leaders:

Principals who work with teachers to create a clear vision and strategic plan for the school.

Collaborative Teachers:

Teachers who collaborate to improve their practice and support each other's professional growth.

Involved Families:

Schools that build strong relationships with families and communities to support student learning.

Supportive Environment:

Schools that are safe, orderly, and where teachers have high expectations for students.

Ambitious Instruction:

Classes that are academically challenging and encourage students to apply their knowledge.

5 ESSENTIALS

Research Shows

Schools strong on at least three of the five essentials were **10x more likely** to show substantial gains in student learning over time than schools weak on three or more of the five essentials. A persistent weakness in even **just one of the essential factors** reduced the likelihood of improvement **to less than 10%**.

Further, 5Essentials Measures (see the next page to learn more about the Measures) are positively related to a variety of outcomes, including:



Attendance



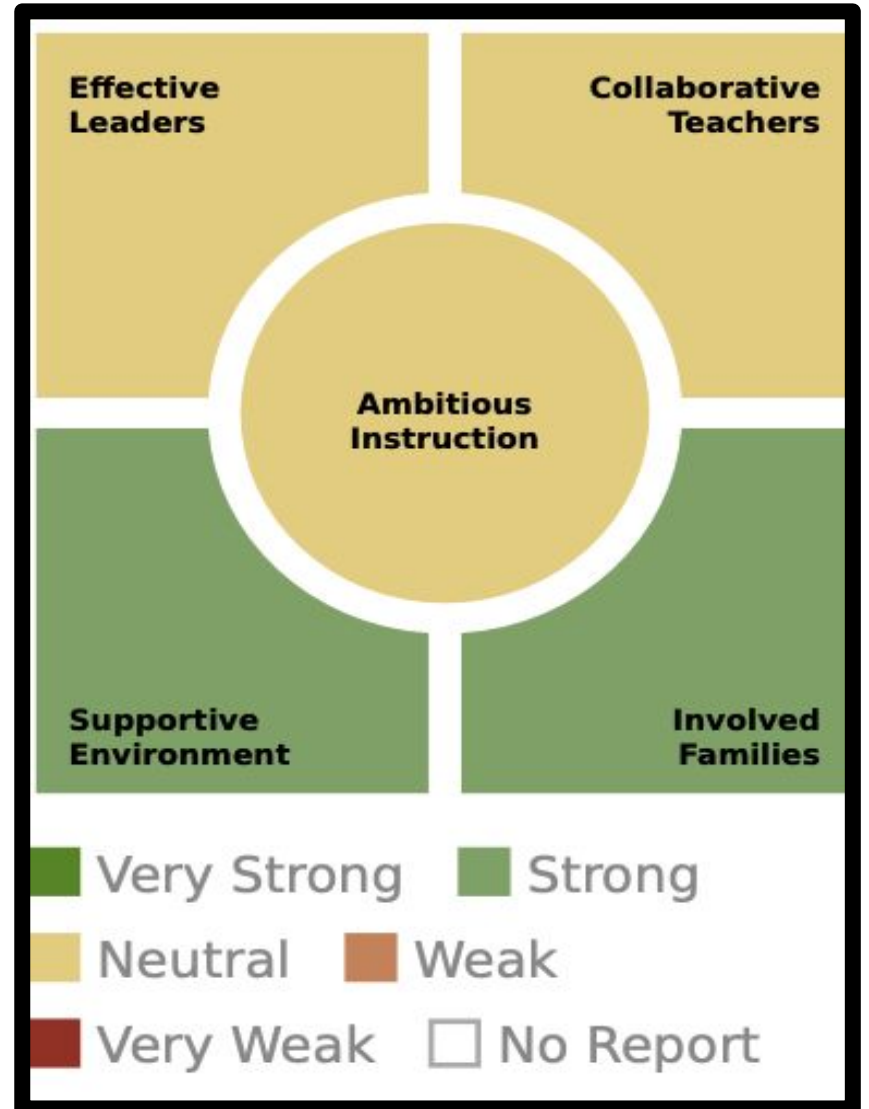
Test Score
Gains

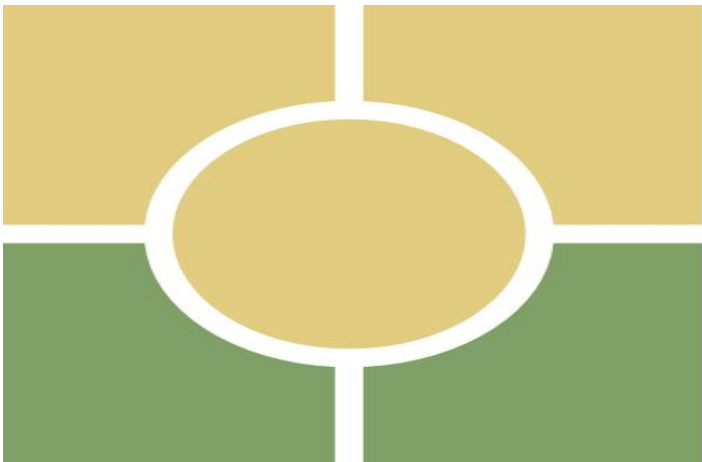


Freshman
OnTrack



Graduation
Rates

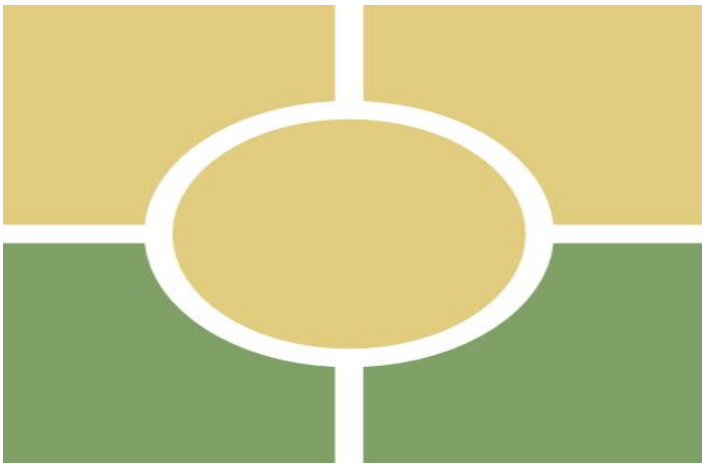




Lyons Twp High Sch

2026 5Essentials Report

Essentials	Performance Across Years			
	2024	2025	2026	
Supportive Environment	60	64	66	Strong
Involved Families	59	63	62	Strong
Ambitious Instruction	54	58	58	Neutral
Collaborative Teachers	43	48	48	Neutral
Effective Leaders	35	41	40	Neutral

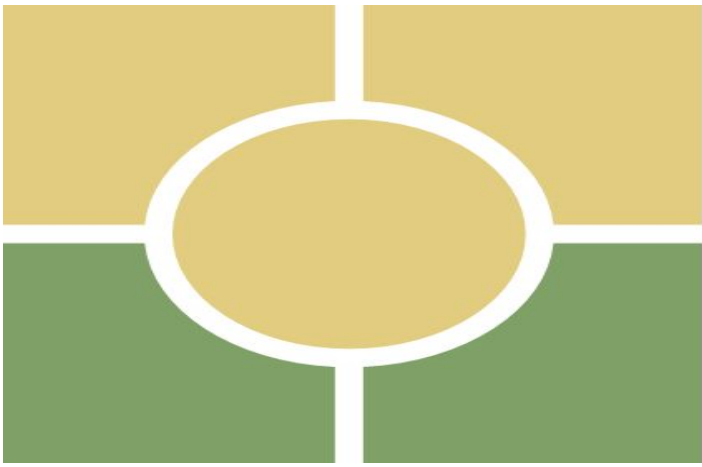


Lyons Twp High Sch

2026 5Essentials Report

Strengths

Supportive Environment	60	64	66	Strong
Involved Families	59	63	62	Strong



Lyons Twp High Sch

2026 5Essentials Report

Opportunities

Ambitious Instruction	54	58	58	Neutral
Collaborative Teachers	43	48	48	Neutral
Effective Leaders	35	41	40	Neutral

Effective Leaders

Principals and teachers work together to implement a shared vision for sustained improvement. Leaders practice shared leadership, set ambitious goals for quality instruction, maintain trusting and respectful relationships, and support professional advancement for faculty and staff.

Collaborative Teachers

All teachers collaborate to promote professional growth; are active partners in school improvement. Teachers are committed to the school and focused on professional development.

Ambitious Instruction

Classes are challenging and engaging. The instruction is clear, well-structured, aligned across grade levels, and encourages students to build and apply knowledge. When combined with a Supportive Environment, Ambitious Instruction has the most direct effect on student learning.

Supportive Environment

The school is safe, demanding, and supportive. Students feel safe in and around the school and they find teachers trust-worthy and responsive to their academic needs. Students value hard work and teachers push all students toward high academic performance.

Involved Families

The entire school staff builds strong relationships with parents/guardians and are seen as partners in helping students learn. Parent/guardian input and participation is valued in advancing the school's mission.

ESSENTIAL MEASURES

The Core of the 5Essentials

Essential Measures are the measures that make up the five research-based Essentials. They are the **core measures** used to describe the strength of a school's organizational conditions.

THE FIVE ESSENTIALS



Effective Leaders

Leadership that supports improvement.



Collaborative Teachers

A culture of collaboration and trust.



Involved Families

Families engaged in their students' learning.



Supportive Environment

A safe, respectful, and supportive climate.



Ambitious Instruction

High expectations and challenging learning.

These measures help us understand what strong schools look like.

VS

SUPPLEMENTAL MEASURES

A Broader Look at the School Experience

Supplemental Measures provide **additional information** about important aspects of the school experience but are **not used to calculate** the five Essentials. They give a deeper understanding of school climate, culture, instruction, relationships, equity, well-being, and more.

EXAMPLES OF SUPPLEMENTAL MEASURES

- Student-Teacher Trust
- Student Safety
- School Climate
- Well-Being
- Race/Ethnicity/Culture Discussions
- Sense of Belonging
- Equity
- Social-Emotional Learning
- Student Engagement
- And more...

More insight.
Brighter possibilities.

Same Students. A More Complete Picture.

LISTEN. LEARN. IMPROVE.
STRONGER SCHOOLS. BRIGHTER FUTURES.



EFFECTIVE LEADERS

Leadership that supports improvement.

*Strong Leadership.
Stronger Schools.
Brighter Futures.*

Measure	Performance Across Years			Respondent
	2024	2025	2026	
Instructional Leadership	36	43	44	Teacher
Teacher-Principal Trust	44	45	40	Teacher
Teacher Influence	35	39	38	Teacher
Program Coherence	26	35	36	Teacher

People Lead Progress.

Supportive leadership builds strong schools and creates greater opportunities for every student.



COLLABORATIVE TEACHERS

A culture of collaboration and trust.

Stronger
Together for
Student Success.

Measure	Performance Across Years			Respondent
	2024	2025	2026	
Collaborative Practices	57	65	63	Teacher
Teacher-Teacher Trust	42	44	47	Teacher
School Commitment	42	48	46	Teacher
Collective Responsibility	37	41	44	Teacher
Quality Professional Development	35	42	42	Teacher



COLLABORATION
BUILDS STRONGER SCHOOLS.

People Make the Difference.

GREAT TEACHERS.
BRIGHTER FUTURES.



AMBITIOUS INSTRUCTION

High expectations. Rigorous learning. Real opportunities.

*Challenging
Minds.
Brighter
Futures.*

Measure	Performance Across Years			Respondent
	2024	2025	2026	
Academic Press	62	68	68	Student
English Instruction	64	66	65	Student
Math Instruction	48	50	51	Student
Quality of Student Discussion	43	47	48	Teacher



HIGH EXPECTATIONS

Every student can
achieve and grow.



ENGAGING LEARNING

Relevant, rigorous, and
student-centered.



MEANINGFUL DISCUSSION

Ideas, collaboration,
and deeper thinking.



STRONGER OUTCOMES

More opportunities
for every learner.

All 5Essentials Measures

How is Lyons Twp High Sch performing on all 5Essentials measures in 2026?

Page	Measure	Change	Performance		Essential	Respondent
9	Student-Teacher Trust	+ 4	70 Strong		Supportive Environment	Student
10	School-Wide Future Orientation	+ 4	69 Strong		Supportive Environment	Student
11	Academic Press	+ 0	68 Strong		Ambitious Instruction	Student
13	Safety	+ 4	67 Strong		Supportive Environment	Student
14	Teacher-Parent Trust	+ 1	66 Strong		Involved Families	Teacher
15	English Instruction	- 1	65 Strong		Ambitious Instruction	Student
16	Collaborative Practices	- 2	63 Strong		Collaborative Teachers	Teacher
17	Parent Involvement in School	- 2	61 Strong		Involved Families	Teacher
18	Expectations for Postsecondary Education	- 1	59 Neutral		Supportive Environment	Teacher
19	Parent Influence on Decision Making in Schools	- 1	59 Neutral		Involved Families	Teacher
20	Math Instruction	+ 1	51 Neutral		Ambitious Instruction	Student
21	Quality of Student Discussion	+ 1	48 Neutral		Ambitious Instruction	Teacher
22	Teacher-Teacher Trust	+ 3	47 Neutral		Collaborative Teachers	Teacher
23	School Commitment	- 2	46 Neutral		Collaborative Teachers	Teacher
24	Collective Responsibility	+ 3	44 Neutral		Collaborative Teachers	Teacher
25	Instructional Leadership	+ 1	44 Neutral		Effective Leaders	Teacher
27	Quality Professional Development	+ 0	42 Neutral		Collaborative Teachers	Teacher
28	Teacher-Principal Trust	- 5	40 Neutral		Effective Leaders	Teacher
30	Teacher Influence	- 1	38 Weak		Effective Leaders	Teacher
31	Program Coherence	+ 1	36 Weak		Effective Leaders	Teacher

Strengths

Page	Measure	Change	Performance	Essential	Respondent
9	Student-Teacher Trust	+ 4	70 Strong	 Supportive Environment	Student
10	School-Wide Future Orientation	+ 4	69 Strong	 Supportive Environment	Student
11	Academic Press	+ 0	68 Strong	 Ambitious Instruction	Student
13	Safety	+ 4	67 Strong	 Supportive Environment	Student
14	Teacher-Parent Trust	+ 1	66 Strong	 Involved Families	Teacher
15	English Instruction	- 1	65 Strong	 Ambitious Instruction	Student
16	Collaborative Practices	- 2	63 Strong	 Collaborative Teachers	Teacher
17	Parent Involvement in School	- 2	61 Strong	 Involved Families	Teacher

Opportunities

21	Quality of Student Discussion	+ 1	48 Neutral		Ambitious Instruction	Teacher
22	Teacher-Teacher Trust	+ 3	47 Neutral		Collaborative Teachers	Teacher
23	School Commitment	- 2	46 Neutral		Collaborative Teachers	Teacher
24	Collective Responsibility	+ 3	44 Neutral		Collaborative Teachers	Teacher
25	Instructional Leadership	+ 1	44 Neutral		Effective Leaders	Teacher
27	Quality Professional Development	+ 0	42 Neutral		Collaborative Teachers	Teacher
28	Teacher-Principal Trust	- 5	40 Neutral		Effective Leaders	Teacher
30	Teacher Influence	- 1	38 Weak		Effective Leaders	Teacher
31	Program Coherence	+ 1	36 Weak		Effective Leaders	Teacher

All Supplemental Measures

How is Lyons Twp High Sch performing on all supplemental measures in 2026?

Page	Measure	Change	Performance	Essential	Respondent
33	Rigorous Study Habits	+ 0	77 Strong	☐ Supplemental Measures	Student
34	Student Peer Relationships	+ 6	77 Strong	☐ Supplemental Measures	Student
35	Parent Supportiveness	+ 4	72 Strong	☐ Supplemental Measures	Student
36	Human & Social Resources in the Community	+ 4	69 Strong	☐ Supplemental Measures	Student
37	Importance of High School for the Future	+ 4	68 Strong	☐ Supplemental Measures	Student
38	Classroom Rigor	- 6	65 Strong	☐ Supplemental Measures	Student
39	Inquiry-Based Science Instruction	+ 0	65 Strong	☐ Supplemental Measures	Student
40	Course Clarity	- 1	64 Strong	☐ Supplemental Measures	Student
41	Academic Engagement	+ 2	61 Strong	☐ Supplemental Measures	Student
42	Academic Personalism	+ 0	60 Strong	☐ Supplemental Measures	Student
43	Socialization of New Teachers	+ 1	60 Strong	☐ Supplemental Measures	Teacher
44	Classroom Disruptions	+ 0	56 Neutral	☐ Supplemental Measures	Teacher
45	Teacher Safety	+ 0	52 Neutral	☐ Supplemental Measures	Teacher
47	Reflective Dialogue	+ 3	51 Neutral	☐ Supplemental Measures	Teacher
48	Student Responsibility	+ 3	51 Neutral	☐ Supplemental Measures	Teacher
49	Innovation	- 1	48 Neutral	☐ Supplemental Measures	Teacher

Strengths

Page	Measure	Change	Performance	Essential	Respondent
33	Rigorous Study Habits	+ 0	77 Strong	☐ Supplemental Measures	Student
34	Student Peer Relationships	+ 6	77 Strong	☐ Supplemental Measures	Student
35	Parent Supportiveness	+ 4	72 Strong	☐ Supplemental Measures	Student
36	Human & Social Resources in the Community	+ 4	69 Strong	☐ Supplemental Measures	Student
37	Importance of High School for the Future	+ 4	68 Strong	☐ Supplemental Measures	Student
38	Classroom Rigor	- 6	65 Strong	☐ Supplemental Measures	Student
39	Inquiry-Based Science Instruction	+ 0	65 Strong	☐ Supplemental Measures	Student
40	Course Clarity	- 1	64 Strong	☐ Supplemental Measures	Student
41	Academic Engagement	+ 2	61 Strong	☐ Supplemental Measures	Student
42	Academic Personalism	+ 0	60 Strong	☐ Supplemental Measures	Student
43	Socialization of New Teachers	+ 1	60 Strong	☐ Supplemental Measures	Teacher

Opportunities

44	Classroom Disruptions	+ 0	56 Neutral	☐ Supplemental Measures	Teacher
45	Teacher Safety	+ 0	52 Neutral	☐ Supplemental Measures	Teacher
47	Reflective Dialogue	+ 3	51 Neutral	☐ Supplemental Measures	Teacher
48	Student Responsibility	+ 3	51 Neutral	☐ Supplemental Measures	Teacher
49	Innovation	- 1	48 Neutral	☐ Supplemental Measures	Teacher

Drilling Down for Response

Teacher-Principal Trust

Teachers and parents are partners in improving student learning.

Essential

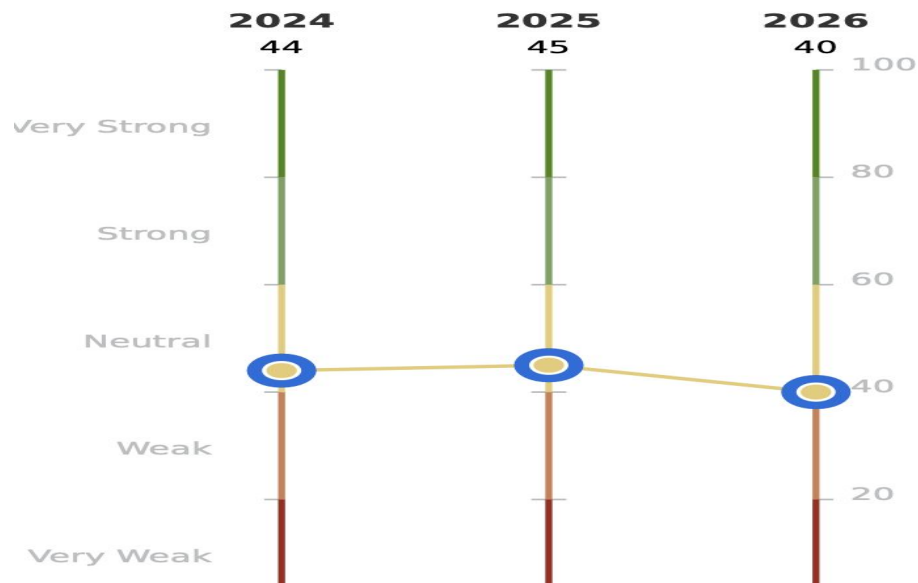


Effective Leaders

Respondent

Teacher

Performance



Teachers report the following:

Teachers feel respected by the principal



The principal has confidence in the expertise of the teachers.



I trust the principal at his or her word.



It's OK in this school to discuss feelings, worries, and frustrations with the principal.





WE
ARE
LT.

People. Perspectives. Progress.

5Essentials 2026 Summary Results



Strengths

What is working well?

- ✓ Supportive Environment
- ✓ Involved Families
- ✓ Student-Teacher Trust
- ✓ School Wide Future Orientation
- ✓ Academic Press
- ✓ Safety
- ✓ Teacher-Parent Trust
- ✓ English Instruction
- ✓ Parent Involvement in School
- ✓ Rigorous Study Habits
- ✓ Student Peer Relationships
- ✓ Parent Supportiveness
- ✓ Importance of High School for the Future
- ✓ Classroom Rigor
- ✓ Inquiry-based Science Instruction
- ✓ Course Clarity
- ✓ Academic Personalism



Opportunities

Where can we grow?

- ✓ Ambitious Instruction
- ✓ Collaborative Teachers
- ✓ Effective Leaders
- ✓ Quality of Student Discussion
- ✓ Teacher-Teacher Trust
- ✓ School Commitment
- ✓ Collective Responsibility
- ✓ Instructional Leadership
- ✓ Quality Professional Development
- ✓ Teacher-Principal Trust
- ✓ Teacher Influence
- ✓ Program Coherence
- ✓ Classroom Disruptions
- ✓ Teacher Safety
- ✓ Reflective Dialogue
- ✓ Student Responsibility
- ✓ Innovation

Panorama 2025-2026 Survey Results

**STUDENTS. STAFF. TEACHERS.
REAL PERSPECTIVES. A BRIGHTER TOMORROW.**



STUDENT
Culture & Climate
Survey



STAFF
Culture & Climate
Survey



TEACHER
Social and Emotional
Survey

LISTEN

UNDERSTAND

ACT

IMPROVE



STRONG SCHOOLS. BRIGHTER TOMORROWS.

Panaroma Student Culture and Climate survey (2576 responses)

Student Survey (2576 responses spring 2026) **STRENGTHS:** Diversity & Cultural Awareness • High Expectations • Positive School Climate • Safety • Belonging • Student–Teacher Relationships

- **Diversity, Equity & Cultural Awareness** — Students experience opportunities to learn about race, ethnicity, and culture and generally view the school as diverse, integrated, and fair.
- **High Academic Expectations** — Students believe teachers expect strong effort, persistence, understanding, and performance.
- **Positive School Climate** — Students report positive perceptions of the school's overall social and learning environment.
- **Physical & Psychological Safety** — Students generally feel physically and emotionally safe at school.
- **Belonging & Connection** — Students feel valued and see themselves as members of the school community.
- **Strong Student–Teacher Relationships** — Students report meaningful social connections with teachers both within and beyond the classroom.

Panaroma Student Culture and Climate survey (2576 responses)

Student Survey — OPPORTUNITIES: Student Engagement in Learning

- **Student Engagement in Learning** — Increase how attentive, interested, involved, and invested students are in their classroom learning.

If students generally feel safe, valued, connected, and held to high expectations, what would make learning more engaging, meaningful, and relevant?

Panaroma Staff Culture and Climate survey (112 responses)

Staff Survey — STRENGTH: Professional Well-Being

- **Staff Well-Being** — Faculty and staff report positive perceptions of their overall professional well-being.



Panaroma Staff Culture and Climate survey (112 responses)

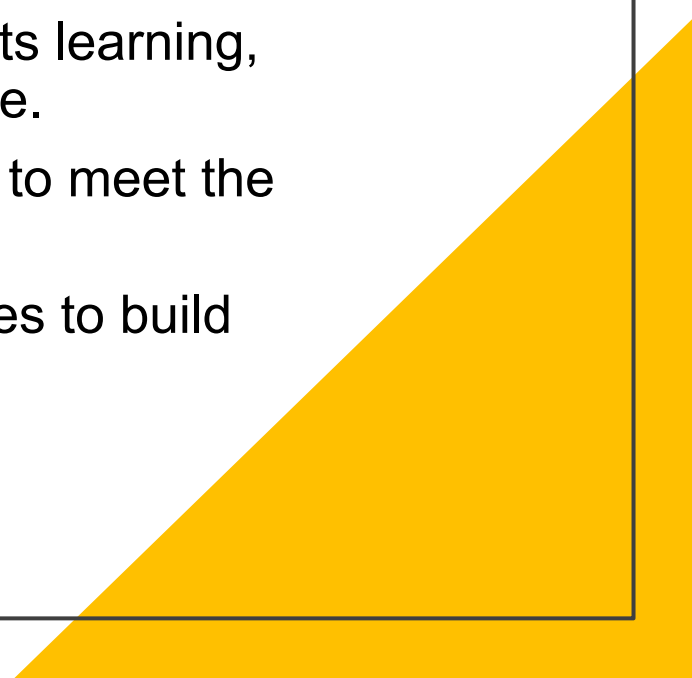
Staff Survey — OPPORTUNITIES: Staff Belonging & Value • Feedback & Coaching • Professional Growth • Equity-Focused Learning

- **Staff Belonging & Value** — Strengthen the extent to which faculty and staff feel valued, connected, and an important part of the school community.
- **Feedback & Coaching** — Improve the amount, quality, and usefulness of feedback staff receive to support their work and growth.
- **Professional Growth & Learning** — Expand meaningful, relevant, and high-quality professional learning opportunities.
- **Equity-Focused Professional Learning** — Strengthen professional learning that builds staff capacity to support equity, inclusion, and the needs of all students.

Staff generally feel positive about their professional well-being, while opportunities exist to strengthen belonging, feedback, and continuous professional growth.

Panaroma Teacher Social and Emotional Survey (278 responses)

STRENGTHS: Cultural Awareness & Responsiveness • Readiness to Support All Learners • Social-Emotional Learning Capacity

- **Cultural Awareness & Responsiveness** — The school supports learning, discussion, and understanding around race, ethnicity, and culture.
 - **Readiness to Support All Learners** — Teachers feel prepared to meet the diverse needs of students.
 - **Social-Emotional Learning Capacity** — Staff have opportunities to build their knowledge and skills related to social-emotional learning.
- 
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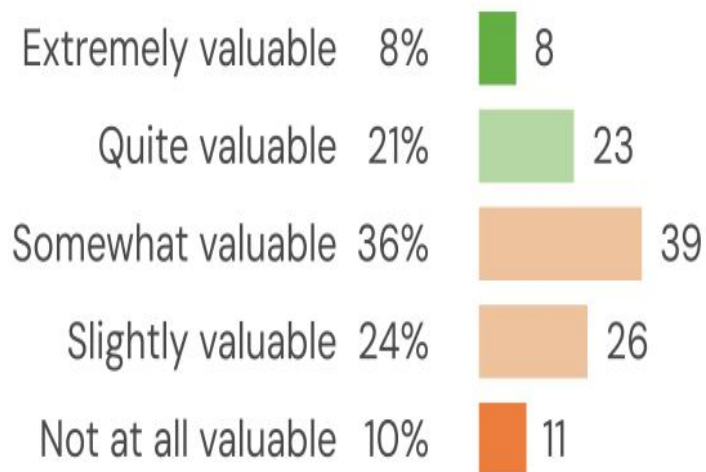
Panaroma Teacher Social and Emotional Survey (278 responses)

OPPORTUNITIES: Staff Belonging & Value • Feedback & Coaching • Professional Growth • Equity-Focused Learning • School Climate • Professional Well-Being

- **Staff Belonging & Value** — Strengthen the extent to which staff feel valued, connected, and part of the school community.
 - **Feedback & Coaching** — Improve the quality and usefulness of feedback provided to staff.
 - **Professional Growth & Learning** — Expand relevant, meaningful professional learning opportunities.
 - **Equity-Focused Professional Learning** — Strengthen learning opportunities that build staff capacity around equity and inclusion.
 - **School Climate** — Strengthen the overall social and learning environment for faculty, staff, and students.
 - **Professional Well-Being** — Increase supports that promote staff well-being and a positive professional experience.
- 

Drilling Down for Response

Q.1: At your school, how valuable are the available professional development opportunities?



▼ 8 from last survey

Favorable: **29%**

Q.2: How helpful are your colleagues' ideas for improving your work?



▼ 3 from last survey

Favorable: **48%**



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Summary of Panorama Survey Results

STUDENTS • STAFF • TEACHERS | LISTEN • UNDERSTAND • ACT • IMPROVE

REAL PERSPECTIVES. A STRONGER TOMORROW.



STRENGTHS

(1 of 2)

- How often students learn about, discuss, and confront issues of race, ethnicity, and culture in school.
- How diverse, integrated, and fair school is for students from different races, ethnicities, or cultures.
- How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.
- Perceptions of student physical and psychological safety at school.
- How much students feel that they are valued members of the school community.
- How strong the social connection is between teachers and students within and beyond the classroom.



STRENGTHS

(2 of 2)

- How attentive and invested students are in class.
- How well a school supports students in learning about, discussing, and confronting issues of race, ethnicity, and culture.
- Faculty perceptions of their readiness to fully support all learners and learning opportunities available to faculty related to social-emotional learning.
- How much faculty and staff feel that they are valued members of the school community.
- Perceptions of the amount and quality of feedback faculty and staff receive.
- Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.



OPPORTUNITIES

(1 of 2)

- How much faculty and staff feel that they are valued members of the school community.
- Perceptions of the amount and quality of feedback faculty and staff receive.
- Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.
- Perceptions of the quantity and quality of equity-focused professional learning opportunities available to faculty and staff.
- Perceptions of the overall social and learning climate of the school.
- Faculty and staff perceptions of their own professional well-being.



OPPORTUNITIES

(2 of 2)

- How much faculty and staff feel that they are valued members of the school community.
- Perceptions of the amount and quality of feedback faculty and staff receive.
- Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.
- Perceptions of the quantity and quality of equity-focused professional learning opportunities available to faculty and staff.
- Perceptions of the overall social and learning climate of the school.
- Faculty and staff perceptions of their own professional well-being.

GROW • LEAD • THRIVE

A Brighter Tomorrow.



WE
ARE
LT.

People. Perspectives. Progress.

Table Team Facilitator



Facilitator Roles



**Guides activity
to move from
ME to WE.**



**Clarifies
directions.**



**Engages everyone.
Ensure good flow
and use of time.**



**Utilizes table
poster.**



**Records consensus
following activity.**



**Sends table team
consensus to Perry.**

Activity Two: Perceptions of Others

What we learn from data and feedback from others about our district.

Table _____



Strengths

- Graduation Rate
- Mobility Rate
- Commendable Summative State Designation
- Average Spending Per Pupil
- Staff Retention
- 9th Grade on Track
- Post-Secondary Enrollment
- Student-Teacher Ratio
- Certification In Field
- Teacher Evaluation Proficient or Excellent
- College and Career Ready Indicators
- Supportive Environment
- Involved Families
- Student-Teacher Trust
- School Wide Future Orientation
- Academic Press
- Safety
- Teacher-Parent Trust
- English Instruction
- Parent Involvement in School
- Rigorous Study Habits
- Student Peer Relationships
- Parent Supportiveness
- Importance of High School for the Future
- Classroom Rigor
- Inquiry-based Science Instruction
- Course Clarity
- Academic Personalism



Opportunities

- Student Attendance & Chronic Absenteeism
- ELA Proficiency
- Math Proficiency
- Post Secondary Remediation
- Achievement Gaps – Low Income
- Student Learning Equity Continuum Gap
- 2 National Board Certified Teachers
- Ambitious Instruction
- Collaborative Teachers
- Effective Leaders
- Quality of Student Discussion
- Teacher-Teacher Trust
- School Commitment
- Collective Responsibility
- Instructional Leadership
- Quality Professional Development
- Teacher-Principal Trust
- Teacher Influence
- Program Coherence
- Classroom Disruptions
- Teacher Safety
- Reflective Dialogue
- Student Responsibility
- Innovation

Activity Three:

155 minutes

THREE 45-minute
sessions

10 minute intro

15 minute break

- *Paint a data picture that describes the current **District Performance** as to what is going well and what are the challenges ahead.*
- Introduction of Report Presenters:
 - ✓ **Goals 1 & 2: Academics: Student Growth & Achievement**
 - ✓ **Goals 3 & 4: Working & Partnering Environment**
 - ✓ **Goal 5: Resources: Finance, Facilities, & Technology**

A group of people are gathered around a wooden table in a meeting. One person in a red shirt is standing and gesturing with their hands. Another person in a red and black plaid shirt is pointing at a document on the table. A person in a green shirt is sitting at the table, looking at the documents. The table is covered with various papers, including charts and graphs, and a calculator. The background is slightly blurred, showing a window and some office equipment.

Featured Attraction

3 Data Presentations

Where are we now?



From I THINK to I KNOW

Evidence tells us what we can measure.

Perceptions tell us what people experience.

Together, they tell the story of district performance..



LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204 STRATEGIC PLAN



We Are LT.
See It • Learn It • Live It



GOAL 1 | FUTURE-READY STUDENT SUCCESS



Provide a comprehensive, innovative education for every student to ensure all students grow and achieve.



OUR SUCCESS INDICATORS

1



ACADEMIC GROWTH & ACHIEVEMENT

Students demonstrate measurable growth and achievement in core academic areas.

2



COLLEGE & CAREER READINESS

Students graduate with the knowledge, skills, and experiences needed for college, career, and life.

3



GRADUATE PORTRAIT COMPETENCIES

Students develop the competencies outlined in our Graduate Portrait to thrive in an ever-changing world.

4



RIGOROUS & RELEVANT LEARNING

Students engage in rigorous, relevant learning through AP, dual credit, career pathways, and work-based learning.

5



POSTSECONDARY SUCCESS & PREPAREDNESS

Graduates report high levels of preparedness and success in their postsecondary experiences.



OUR IMPACT

Every student is inspired to learn, feels they belong, and is empowered to reach their full potential.



INSPIRED
TO LEARN



BELONG



EMPOWERED



REACH FULL
POTENTIAL

TRANSFORM TOMORROW

DOING THE RIGHT THINGS BEFORE DOING THINGS RIGHT.

SIMPLE AND SIGNIFICANT.

D204.ORG



LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204 STRATEGIC PLAN



We Are LT.
See It • Learn It • Live It



GOAL 2 | EXTRAORDINARY LEARNING EXPERIENCES



Provide a safe, positive, inclusive,
and engaging learning
environment.



OUR SUCCESS INDICATORS

1



STUDENT ENGAGEMENT

High levels of student engagement, motivation, and active participation in learning.

2



BELONGING & WELL-BEING

Students feel safe, supported, and connected to school, with strong social-emotional well-being.

3



STUDENT VOICE, CHOICE & OWNERSHIP

Students have meaningful voice, choices in their learning, and ownership of their goals and growth.

4



ATTENDANCE & PARTICIPATION

High attendance and participation rates with a focus on reducing chronic absenteeism.

5



INNOVATIVE LEARNING EXPERIENCES

Students experience engaging, relevant, and innovative learning opportunities that prepare them for the future.



OUR IMPACT

*Every student is inspired to learn, feels they belong,
and is empowered to reach their full potential.*



INSPIRED
TO LEARN



BELONG



EMPOWERED



REACH FULL
POTENTIAL

TRANSFORM TOMORROW

DOING THE RIGHT THINGS BEFORE DOING THINGS RIGHT.

SIMPLE AND SIGNIFICANT.

D204.ORG



GOAL
3

HIGH QUALITY DIVERSE STAFF

*Invest in staff and culture to ensure
innovation, collaboration, and accountability.*



**ATTRACT
& RETAIN**

Attract and retain
exceptional talent
who reflect and
connect with our
community.



**COLLABORATE
& INNOVATE**

Empower teams to
collaborate, share
ideas, and drive
innovation.



**GROW
PROFESSIONALLY**

Provide meaningful
professional growth
that strengthens
practice and impact.



**LEAD
BOLDLY**

Develop leaders at
all levels to lead
with confidence,
courage, and care.



**CONTINUOUSLY
IMPROVE**

Use evidence,
feedback, and
reflection to learn,
adapt, and improve
every day.

OUR SUCCESS WILL BE MEASURED BY FIVE KEY INDICATORS

1



STAFF RECRUITMENT & RETENTION

Ability to attract and retain
exceptional staff across all positions.

2



STAFF ENGAGEMENT & CULTURE

Staff reporting high levels of belonging,
trust, collaboration, support, and
professional satisfaction.

3



WORKFORCE DIVERSITY

Progress toward a workforce that
reflects and responds to the diversity
of our student community.

4



PROFESSIONAL GROWTH & INNOVATION

Staff participation in high-quality
professional learning that results in
changes in practice.

5



LEADERSHIP & CONTINUOUS IMPROVEMENT

Staff opportunities to lead, collaborate,
use evidence, innovate, and continuously
improve results.

WE ARE D204.

Great People.
Strong Culture.
Extraordinary Impact.



CARE



RESPECT



COMMITMENT



TEAMWORK



EXCELLENCE

EVERY STUDENT.
EVERY PATH.
EVERY FUTURE.



GOAL
4

FAMILY AND COMMUNITY PARTNERSHIPS

*Partner with families and the community to support
and expand learning opportunities for all students.*



STRONGER TOGETHER. BETTER TOGETHER. D204 TOGETHER.

OUR SUCCESS WILL BE MEASURED BY FIVE KEY INDICATORS

1

FAMILY TRUST & SATISFACTION

Families reporting high levels of trust, confidence, belonging, and satisfaction with the district.



TRUSTED. VALUED. CONNECTED.

2

FAMILY ENGAGEMENT

Increased and equitable participation of families in school activities, learning, planning, and decision-making.

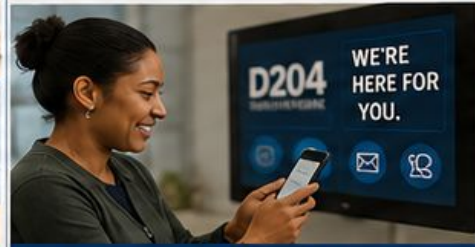


ENGAGED. INVOLVED. EMPOWERED.

3

COMMUNICATION & ACCESSIBILITY

Families reporting timely, understandable, accessible, and responsive two-way communication.



CLEAR. TIMELY. TWO-WAY.

4

COMMUNITY PARTNERSHIPS

Growth and effectiveness of partnerships with businesses, colleges, nonprofits, civic organizations, and community agencies.



STRONG PARTNERS. GREATER IMPACT.

5

EXPANDED STUDENT OPPORTUNITIES

Increased student access to internships, mentorships, work-based learning, service learning, and community experiences.



**MORE OPPORTUNITIES.
BRIGHTER FUTURES.**

We are D204.

TOGETHER, WE BUILD BELONGING,
EXPAND OPPORTUNITIES, AND
ENRICH EVERY STUDENT EXPERIENCE.



**GOAL
5**

STRATEGIC RESOURCES & INNOVATION

Transform how resources, technology, facilities, and investments are aligned to maximize student impact, innovation, and long-term sustainability.

**SMART INVESTMENTS.
STRONGER SCHOOLS.
GREATER IMPACT.
SUSTAINABLE FUTURES.**

OUR SUCCESS WILL BE MEASURED BY FIVE KEY INDICATORS



1

STRATEGIC RESOURCE ALIGNMENT

Percentage of resources and major investments directly aligned with strategic priorities and student outcomes.



2

FINANCIAL SUSTAINABILITY

Long-term financial health, responsible reserves, balanced operations, and sustainable financial planning.



3

FUTURE-READY FACILITIES

Progress toward safe, flexible, modern learning environments that support the district's vision for teaching and learning.



4

TECHNOLOGY & INNOVATION

Effective, equitable, and responsible use of technology, including emerging technologies and AI, to improve learning and organizational effectiveness.



5

RETURN ON INVESTMENT & IMPACT

Evidence that major programs, initiatives, staffing decisions, and investments are producing their intended student and organizational results.



**ALIGN RESOURCES.
ADVANCE PRIORITIES.
IMPACT STUDENTS.**



**RESPONSIBLE TODAY.
STRONG TOMORROW.
SUSTAINABLE FOREVER.**



**SAFE. MODERN. FLEXIBLE.
BUILT FOR TODAY.
READY FOR TOMORROW.**



**EMPOWER LEARNING.
DRIVE INNOVATION.
LEAD THE FUTURE.**



**INVEST WITH PURPOSE.
MEASURE WHAT MATTERS.
MAXIMIZE IMPACT.**

We are D204.

Strategic resources.
Innovative solutions.
Extraordinary outcomes.



Data Reports:

A Clearer Picture for Every Student



REAL DATA.
REAL INSIGHTS.
BRIGHTER
OPPORTUNITIES.

For each of the 5 district current strategic plan long-range goals, you will learn about district performance:



Where are we now?



Are we growing and improving?



How do we compare with others?

WE DISAGGREGATE DATA TO SEE THE FULL PICTURE.

Looking at results by student groups helps us understand who is thriving, who is not yet experiencing the same success, and where we can do better.

1

Race/Ethnicity



- Asian
- Black/African American
- Hispanic/Latino
- White
- Two or More Races
- Other (as reported)

2

Students with Disabilities



- IEP
- Non-IEP
- When useful, disability category or level/type of support

3

English Learners / Multilingual Learners



- Current English Learners
- Former English Learners
- Non-English Learners
- Home language (when useful)

4

Economic Status



- Low-income students
- Non-low-income students

5

Gender



- Male
- Female
- Additional categories (where collected and appropriate)

6

Student Program/Service Groups



- Gifted/advanced learners
- Students receiving intervention/MTSS supports
- Career and technical education participants
- AP/dual-credit participants

7

Grade Level



Look at results by each grade level to identify patterns and needs.

8

School/Campus



Compare performance across schools/campuses to identify strengths and opportunities.

9

Mobility and Enrollment



- Highly mobile students
- New-to-district students
- Long-term district students

10

Other High-Interest Student Populations



- Students experiencing homelessness
- Students in foster care
- Migrant students



Task: Listen carefully and identify where we are doing well and where we need improvement.



LYONS TOWNSHIP
HIGH SCHOOL DISTRICT 204

TRADITION.
OPPORTUNITY.
BRIGHTER TOMORROWS.



LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204

DATA RETREAT • SEPTEMBER 24, 2026
8:00AM – 12NOON

ESSENTIAL QUESTION:

“WHERE
ARE WE
NOW?”

DATA PRESENTATION ROTATIONS

THREE ROTATIONS • THREE LOCATIONS • 12 TABLES • FIVE GOALS

8:45 - 9:30 AM	9:30 - 10:15 AM	10:30 - 11:15 AM
TABLE 1, 2, 3, 4 - CLASSROOM A	TABLE 9, 10, 11, 12 - CLASSROOM A	TABLE 5, 6, 7, 8 - CLASSROOM A
TABLE 5, 6, 7, 8 - CLASSROOM B	TABLE 1, 2, 3, 4 - CLASSROOM B	TABLE 9, 10, 11, 12 - CLASSROOM B
TABLE 9, 10, 11, 12 - MAIN FLOOR	TABLE 5, 6, 7, 8 - MAIN FLOOR	TABLE 1, 2, 3, 4 - MAIN FLOOR



WE
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LT.

People. Perspectives. Progress.

STATE REPORT CARD DATA

DATA INFORMS OUR WORK. INSIGHTS DRIVE A BRIGHTER TOMORROW.



STRENGTHS

WHAT IS WORKING WELL?

- ✓ Graduation Rate
- ✓ Mobility Rate
- ✓ Commendable Summative State Designation
- ✓ Average Spending Per Pupil
- ✓ Staff Retention
- ✓ 9th Grade On Track
- ✓ Post Secondary Enrollment
- ✓ Student-Teacher Ratio
- ✓ Certification Infield
- ✓ Teacher Evaluation Proficient or Excellent
- ✓ College and Career Ready Indicators



OPPORTUNITIES

WHERE CAN WE GROW?

- Student Attendance / Chronic Absenteeism
- ELA Proficiency
- Math Proficiency
- Post Secondary Remediation
- Achievement Gaps – Low Income
- 2 National Board Certified Teachers
- Student Learning Equity Continuum Gap

LEARN • GROW • BELONG • ACHIEVE

A Brighter Tomorrow.

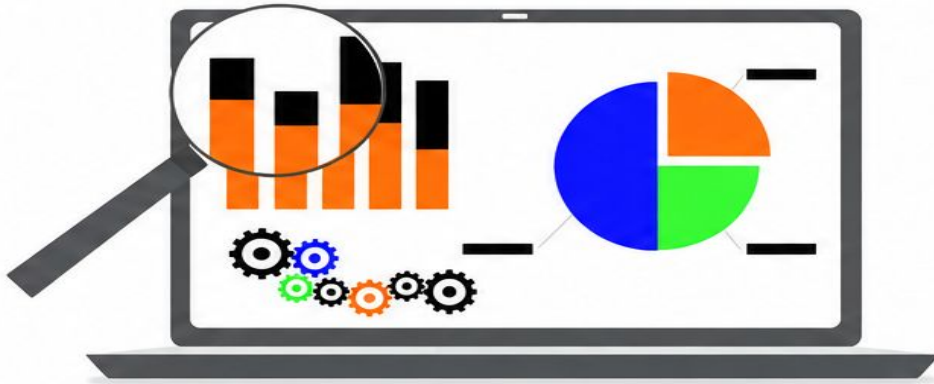


LYONS TOWNSHIP HIGH SCHOOL SCHOOL DISTRICT 204

DATA RETREAT • SEPTEMBER 24, 2026
8:00AM – 12NOON

ESSENTIAL QUESTION:

**“WHERE
ARE WE
NOW?”**



Activity Directions

1

Each presentation is to be approximately 30 minutes with an additional 10-15 minutes for questions.

2

Take notes on the participant handout or PowerPoint handout.

3

Thanks to the Presenters.

EXCELLENCE. INNOVATION. EMPOWERMENT.

Together, a Brighter Future.



LYONS TOWNSHIP HIGH SCHOOL SCHOOL DISTRICT 204

DATA RETREAT • SEPTEMBER 24, 2026
8:00AM – 12NOON

ESSENTIAL QUESTION:

**“WHERE
ARE WE
NOW?”**

ACTIVITY THREE DATA REPORT: STUDENT ACHIEVEMENT RESULTS and LEARNING ENVIRONMENT

What did you learn about the student achievement and growth data that informs how the district is performing? Performing compared to others? Performing compared to the past?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

1

What is going well? What did the data tell you district performance is headed in the RIGHT direction and needs to be celebrated?

2

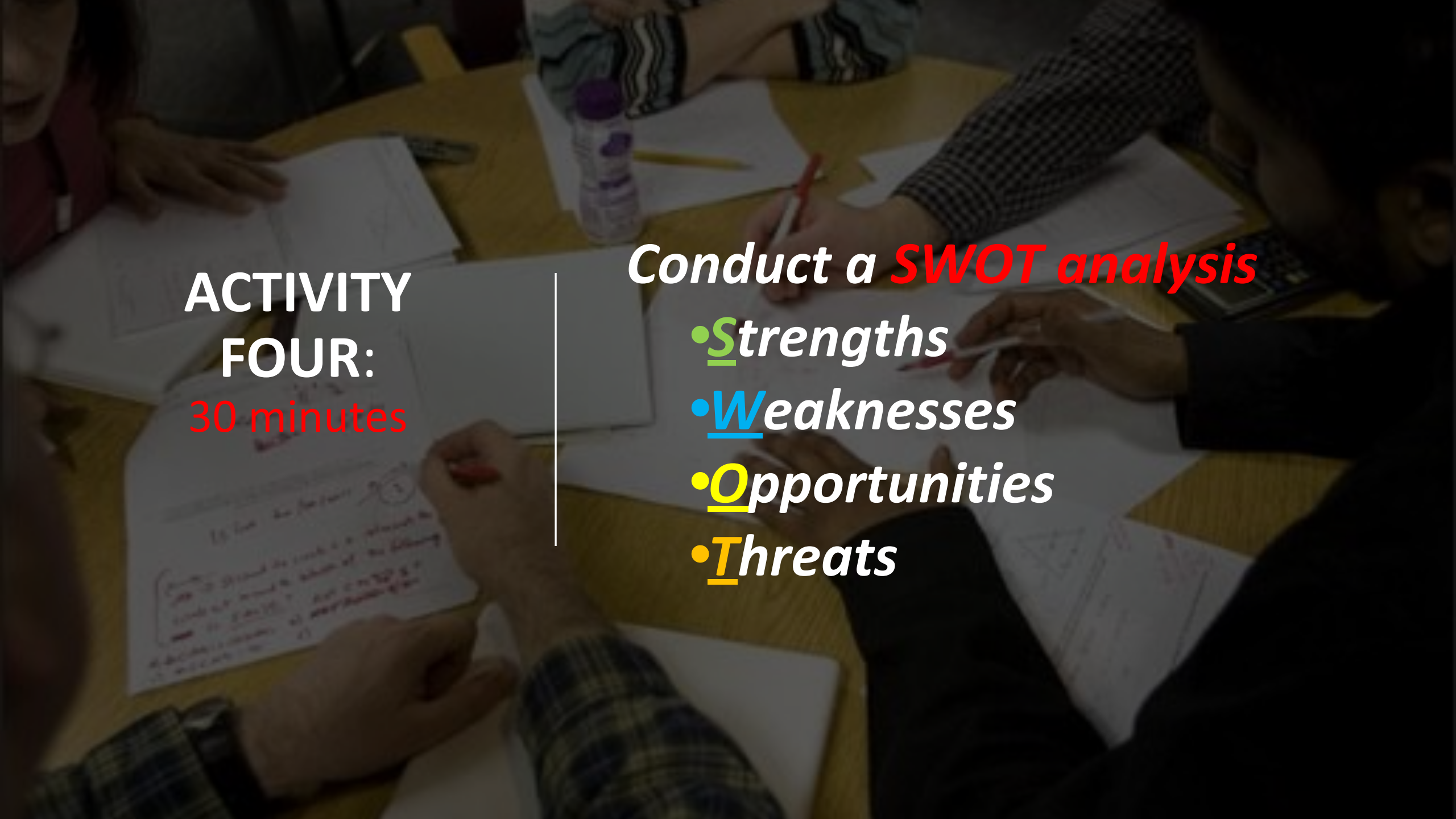
What is NOT going well? What did the data tell you district performance in NOT headed in the RIGHT direct and needs attention?

3

Try and limit your findings to what you feel were the top ten findings.

EXCELLENCE. INNOVATION. EMPOWERMENT.

Together, a Brighter Future.



ACTIVITY FOUR:

30 minutes

Conduct a **SWOT analysis**

- Strengths
- Weaknesses
- Opportunities
- Threats

SWOT ANALYSIS

- Strengths
- Weaknesses
- Opportunities
- Threats



- What do we consider to be our strengths?
- What advantages do we have?
- What do others say our strengths are?

- 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?

STRENGTHS

WEAKNESSES

OPPORTUNITIES

THREATS

- 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?

- Who or what threatens us the most?
- What challenges are coming that we must respond to?
- What might block our progress?

WHAT IS A SWOT ANALYSIS AND WHY IT GUIDES STRATEGIC PLANNING



WHAT IS A SWOT ANALYSIS?

SWOT stands for **Strengths**, **Weaknesses**, **Opportunities**, and **Threats**.

It is a simple but powerful framework that helps organizations examine their current reality and the world around them so they can make informed decisions about the future.



STRENGTHS:

Internal factors that give us an advantage.



WEAKNESSES:

Internal factors that limit our performance.



OPPORTUNITIES:

External factors that could help us achieve our mission.



THREATS:

External factors that could challenge our success.



WHY IT MATTERS



CREATES CLARITY

Helps us see our internal strengths and weaknesses honestly.



BUILDS AWARENESS

Explores external opportunities and threats in our environment.



INFORMS PRIORITIES

Guides where to focus our energy, resources, and attention.



DRIVES BETTER DECISIONS

Provides a foundation for strategies that are realistic, relevant, and results-oriented.



STRENGTHENS ACCOUNTABILITY

Creates a shared understanding that leads to stronger actions and outcomes.

HOW SWOT GUIDES STRATEGIC PLANNING



DISCOVER

Collect and analyze data from students, staff, families, and the community to complete the SWOT.



UNDERSTAND

Identify key themes in each area and discuss what the evidence is telling us.



DECIDE

Use insights to set priorities, define goals, and choose strategies that make the biggest impact.



ACT

Build action plans, assign responsibilities, and align resources to move forward.



MONITOR & ADJUST

Track progress, review results, and adjust strategies based on evidence.



SWOT IS MORE THAN A TOOL—IT IS A STARTING POINT FOR STRATEGIC LEADERSHIP.

Understand our reality. Align our actions. Advance our mission.





SEE IT
LEARN IT
LIVE IT

*Transform
Tomorrow*

STRENGTHS



Sustained academic achievement, including expanded student access to Advanced Placement and Dual Credit coursework.



Implementation of **inclusive and equitable instructional practices**, including addition of co-teaching models for Multilingual Learner (ML) and Special Education (SPED) programming.



Expansion of **student support systems** to address academic and social-emotional needs.



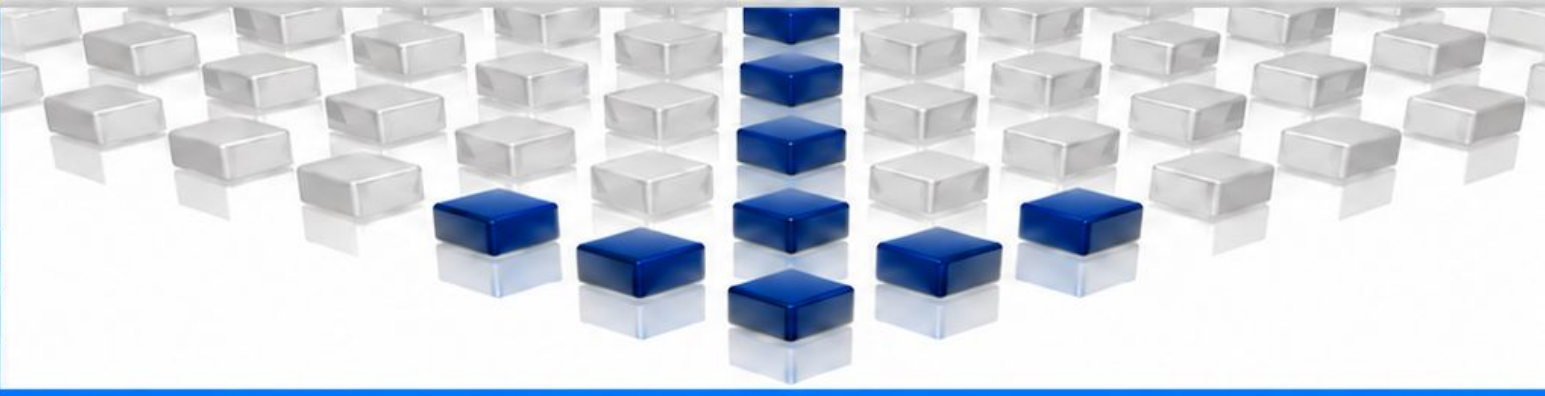
Cultivation of a **restorative culture of belonging** built on intentional relationships and inclusive culture and climate practices, supported by enhanced communication and voice among students, staff, and community.



Investment in facilities improvements that support teaching and learning.



Sustained financial strength and sound long-term fiscal management.



SEE IT
LEARN IT
LIVE IT

*Transform
Tomorrow*

WEAKNESSES



Structures and systemic inequities that contribute to ongoing opportunity, access, and achievement gaps.



Limited program coherence, requiring enhanced cross-initiative alignment across curriculum and student experiences.



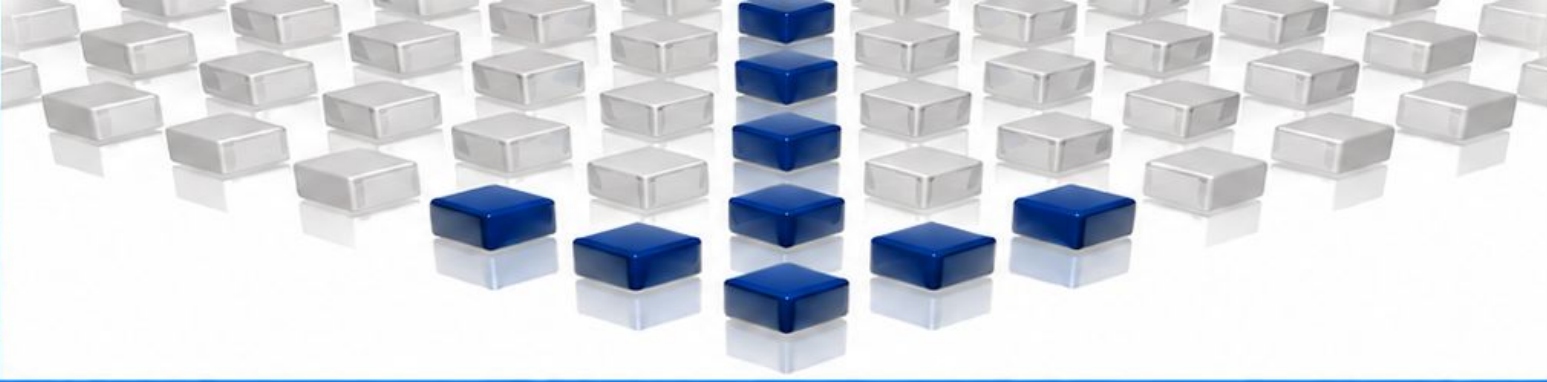
Reliance on traditional curriculum and instructional methods that limit innovation in teaching and learning.



Aging facilities and space limitations that restrict program delivery and student experience.



Limited funding sources to support continued large-scale building renovations.



SEE IT
LEARN IT
LIVE IT

*Transform
Tomorrow*

OPPORTUNITIES



Cultivation of a
**culture of innovation,
creativity, and
continuous
improvement**
districtwide.



Strengthened
**staff engagement
and connectedness.**



Continued **expansion
of Groundwork for
*a Brighter Future***,
including modernization
of learning spaces for
21st century learning.



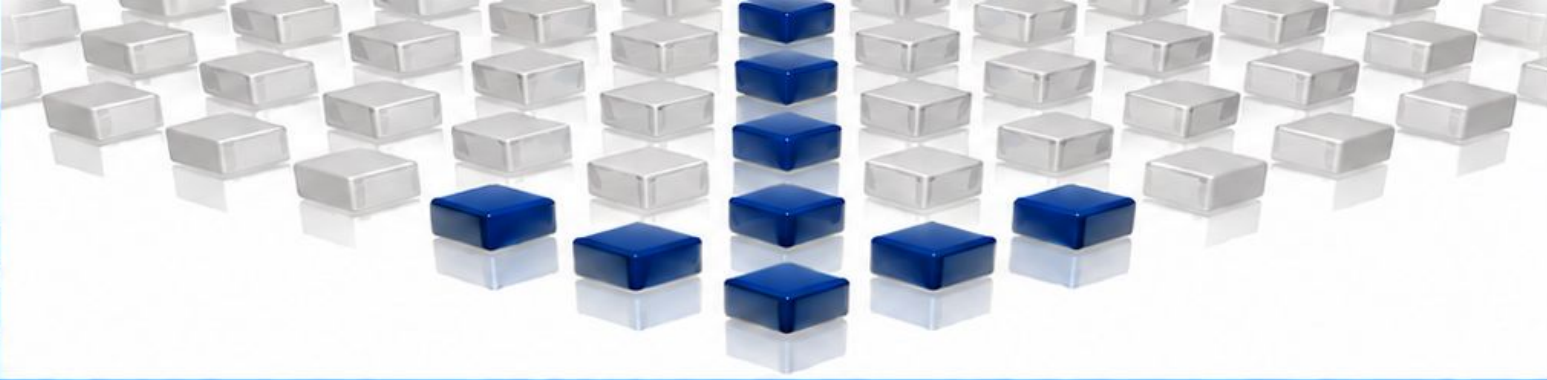
**Reimagination of the
high school experience**
around relevance,
personalization, flexibility,
and preparation for college,
career, and future readiness,
including expanded
student voice, choice, and
ownership by giving students
greater agency in what,
how, when, and where
they learn.



Strengthened
collective responsibility
through greater shared
ownership for student
success across
departments, schools,
families, and the
community.



Continued **investment
in high-quality
professional learning**
for staff as a cornerstone
of continuous
improvement and
organizational growth.



SEE IT
LEARN IT
LIVE IT

*Transform
Tomorrow*

THREATS



Uncertainty in state and federal funding,

where policy or budget changes could constrain programs, staffing, innovation, and long-term planning.



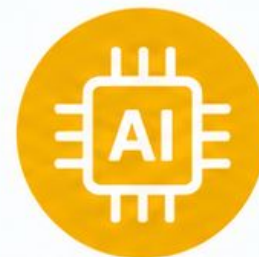
Legislative decisions,

including unfunded mandates, that increase operational and financial demands on the district.



Changing enrollment trends

that could affect staffing, facilities, programming, and financial sustainability.



Rapid growth of artificial intelligence,

poised to disrupt teaching, learning, assessment, academic integrity, and workforce expectations, while also introducing escalating cybersecurity threats targeting K-12 districts.



**Declining public
confidence in
public education,**
as shifting perceptions and public unrest weaken trust and community support.



**Increasing demands
on educators,**
contributing to burnout that may negatively affect morale, retention, culture, and organizational capacity.

Activity Directions:

- **Examine what you learned today:**

- Your perceptions of Strengths and Opportunities for improvement
- Others' perceptions of Strengths and Opportunities for improvement
- Data and information from the Three Reports that are strengths, weaknesses, opportunities or threats
- Impact findings that present opportunities or threats



Activity Directions:

- *Brainstorm with your table strengths, weaknesses, opportunities and threats.*
- **Refine the DRAFT SWOT list prepared by Goal Champions.**





WE
ARE
LT.

People. Perspectives. Progress.

Table Team Facilitator



Facilitator Roles



**Guides activity
to move from
ME to WE.**



**Clarifies
directions.**



**Engages everyone.
Ensure good flow
and use of time.**



**Utilizes table
poster.**



**Records consensus
following activity.**



**Sends table team
consensus to Perry.**

Activity Three: SWOT Analysis

Our key strengths, weaknesses, opportunities and threats.

Table _____



STRENGTHS

- Sustained academic achievement, including expanded student access to Advanced Placement and Dual Credit coursework.
- Implementation of inclusive and equitable instructional practices, including addition of co-teaching models for Multilingual Learner (ML) and Special Education (SPED) programming.
- Expansion of student support systems to address academic and social-emotional needs.
- Cultivation of a restorative culture of belonging built on intentional relationships and inclusive culture and climate practices, supported by enhanced communication and voice among students, staff, and community.
- Investment in facilities improvements that support teaching and learning.
- Sustained financial strength and sound long-term fiscal management.



WEAKNESSES

- Structures and systemic inequities that contribute to ongoing opportunity, access, and achievement gaps.
- Limited program coherence, requiring enhanced cross-initiative alignment across curriculum and student experiences.
- Reliance on traditional curriculum and instructional methods that limit innovation in teaching and learning.
- Aging facilities and space limitations that restrict program delivery and student experience.
- Limited funding sources to support continued large-scale building renovations.



OPPORTUNITIES

- Cultivation of a culture of innovation, creativity, and continuous improvement districtwide.
- Strengthened staff engagement and connectedness.
- Continued expansion of Groundwork for a Brighter Future, including modernization of learning spaces for 21st century learning.
- Reimagining of the high school experience around relevance, personalization, flexibility, and preparation for college, career, and future readiness, including expanded student voice, choice, and ownership by giving students greater agency in what, how, when, and where they learn.
- Strengthened collective responsibility through greater shared ownership for student success across departments, schools, families, and the community.
- Continued investment in high-quality professional learning for staff as a cornerstone of continuous improvement and organizational growth.



THREATS

- Uncertainty in state and federal funding, where policy or budget changes could constrain programs, staffing, innovation, and long-term planning.
- Legislative decisions, including unfunded mandates, that increase operational and financial demands on the district.
- Changing enrollment trends that could affect staffing, facilities, programming, and financial sustainability.
- Rapid growth of artificial intelligence, poised to disrupt teaching, learning, assessment, academic integrity, and workforce expectations, while also introducing escalating cybersecurity threats targeting K-12 districts.
- Declining public confidence in public education, as shifting perceptions and public unrest weaken trust and community support.
- Increasing demands on educators, contributing to burnout that may negatively affect morale, retention, culture, and organizational capacity.

ACTIVITY
FIVE:

5 minutes

Next Steps
Preview of Vision Retreat
Appreciations and
Celebrations



NEXT STEPS

FROM DATA TO A BOLDER TOMORROW

WE ARE **LT.**

LEARN
GROW
BELONG
MAKE A DIFFERENCE



Data Retreat
Findings



All Data
Retreat resources
will be posted
on the website.



SWOT Analysis
will be shared.



Analyze and
report Vision
Survey Findings.



Goal Champions
will draft the
Preferred Future
Statement.



READY
OURSELVES
FOR THE
VISION RETREAT.

EXCELLENCE. INNOVATION. EMPOWERMENT.

GROW • LEAD • THRIVE



Community Engagement Opportunities

WE ARE LT.

LEARN
GROW
BELONG
MAKE A DIFFERENCE



Vision Surveys



Opportunity to
produce feedback
on the SWOT
ANALYSIS



*Your Voice
Matters!*

"If schools are not imagining a different future, they will amplify their efforts to do what they have always done."

-Grant Lichtman, #EdJourney: A Roadmap to the Future of Education





VISION RETREAT

INSPIRE • ENGAGE • COLLABORATE • SHAPE OUR FUTURE



Key Question:

Where do we want to be?



HOPES, DREAMS, AND ASPIRATIONS FOR THE FUTURE

Share ideas and perspectives about what we want for our students and district.



VISION SURVEY FINDINGS

Explore what students, families, and staff are telling us.



DRAFTING A BOLD VISION

Imagine new possibilities and set an inspiring direction for LT.



REFINING THE PREFERRED FUTURE STATEMENT

Shape and strengthen our Mission, Motto, Vision, Core Values, and Graduate Portrait.



Final Product:

Mission, Motto, Vision, Core Values, and the Graduate Portrait



GO
BOLDLY
— IN THE —
DIRECTION
— OF YOUR —
DREAMS

LIVE THE LIFE
YOU IMAGINE



DREAM BIG
Imagine the possibilities.



TAKE THE LEAP
Courage today creates tomorrow.



STAY THE COURSE
Keep moving forward.



MAKE IT REAL
Your future is in your hands.

BELIEVE.

PLAN.

ACT.

ACHIEVE.

You've got this!

A close-up photograph of four hands from different people, all giving a thumbs-up gesture. The hands are arranged in a row, with the thumbs pointing upwards. The skin tones vary, suggesting a diverse group. The background is blurred, showing parts of clothing and other people in the distance.

**THANKS to the
Strategic Plan Team**