



Data Retreat Participant Handout

Data Retreat Purpose Where are we now?

The Data Retreat starts with existing elements, building on what is currently in place. Throughout the retreat, the strategic plan team understands a data picture of the current reality of the association. It answers the question: “Where are we now?”

The product of the retreat is the SWOT analysis that is then shared with all the stakeholder groups represented on the strategic plan team for feedback between the Data Retreat and the Vision Retreat.

Common Vocabulary

Competitive Advantage	A statement that explains what areas the association does best. It describes what you do that is unique. It is what sets you apart from others.
Customers	The direct beneficiaries or end-users of the associations’ services or products.
Environmental Scan	External and internal analyses of the associations’ competitive position, policies and regulations, governance, markets, capacity and capability, customers and stakeholders.
Performance Measure	Provide objective evidence aligned to indicators and measures of progress toward a strategic goal and are an analytical basis for decision-making.
Perspective	A view of organizational strategic performance through a particular “lens.” Typical perspectives include financial stewardship, district’s service, capacity for learning and growth, internal processes, etc.

Process Measure	Performance drivers measure what is happening in the system or process that produces a specific output (efficiency, quality, timelines, waste).
Stakeholders	Individuals or groups with an interest in the association, including: students, families, employees, member districts, community leaders, partners, etc.
SWOT Analysis	An acronym for Strengths, Weaknesses, Opportunities and Threats. They include inhibitors and drivers of association success.
Target	The desired level of performance for the reporting period in question.

ACTIVITY ONE: PERCEPTIONS Review	
What are we MOST PROUD about?	What are our GREATEST CHALLENGES for the Future?

ACTIVITY TWO: Learning about PERCEPTIONS of Others through:

- 5ESSENTIALS STUDENT AND TEACHER SURVEY
- Panorama Climate Surveys

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		

20 Essential Indicators- 8 Strengths						
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

20 Essential Indicators- 9 Opportunities						
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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

15 Supplemental Measures – 11 Strengths

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

15 Supplemental Measures – 5 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

Spring 2026 Panorama Student and Staff Climate and Culture Survey:

**2576 Student responses and
112 responses Staff Responses**

Student Results	
Strengths	Opportunities
- 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 the overall social and learning climate of the school. - 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	How attentive and invested students are in class.

Staff Results	
Strengths	Opportunities
• Faculty and staff perceptions of their own professional well-being.	• 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.

Spring 2026 Panorama Teacher Social and Emotional Learning Survey

278 responses

Strengths	Opportunities
• 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. • 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.

Illinois State Report Card Data

STATE REPORT CARD DATA

STRENGTHS	OPPORTUNITIES
GRADUATION RATE	STUDENT ATTENDANCE/ CHRONIC ABSENTEEISM
MOBILITY RATE	ELA PROFICIENCY
COMMENDABLE SUMMATIVE STATE DESIGNATION	MATH PROFICIENCY
AVERAGE SPENDING PER PUPIL	POST SECONDARY REMEDIATION
STAFF RETENTION	ACHIEVEMENT GAPS LOW INCOME
9 th GRADE ON TRACK	2 NATIONAL BOARD CERTIFIED TEACHERS
POST SECONDARY ENROLLMENT	STUDENT LEARNING EQUITY CONTINUUM GAP
STUDENT-TEACHER RATIO	
CERTIFICATION INFIELD	
TEACHER EVALUATION PROFICIENT OR EXCELLENT	
COLLEGE AND CAREER READY INDICATORS	

The **Illinois District and School Report Card** is the state's official annual public report on the performance and characteristics of every public school and school district in Illinois. It is produced by the Illinois State Board of Education (ISBE). ISBE describes it as providing a broad picture of student and school performance so families and communities can understand how their schools are doing. For the **Data Retreat work you are doing**, the Illinois Report Card as one of your most important sources of **objective "Where are we now?" data**.

What is included?

The Report Card contains information in several major areas, including:

- **Students & Demographics** — enrollment, race/ethnicity, low-income students, English learners, students with disabilities, mobility, etc.
- **Academic Performance** — assessment performance and student growth.
- **College & Career Readiness** — graduation, advanced coursework and other readiness measures, particularly for high schools.
- **School Environment** — attendance, chronic absenteeism and related indicators.
- **Educators** — teacher and administrator characteristics, experience, retention and other staffing information.
- **Finance** — expenditures and other financial information.
- **Accountability** — school-level annual summative designations and the indicators used in Illinois' ESSA accountability system.

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Activity Three: You will rotate through 3 45-minute data reports.

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.

**ACTIVITY THREE DATA REPORT: HIGH QUALITY STAFF and FAMILY
AND COMMUNITY GOALS**

What did you learn about the learning and work environments that informs how the district is performing? Performing compared to others? Performing compared to the past?

1.

2.

3.

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ACTIVITY THREE DATA REPORT: STEWARDSHIP of RESOURCES. Finance and Facilities GOAL

What did you learn about the finances, facilities and technology that informs how the district is performing? Performing compared to others? Performing compared to the past?

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ACTIVITY FOUR: DRAFT STRENGTH AND WEAKNESSES OF THE SWOT ANALYSIS

STRENGTHS and WEAKNESSES



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.

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Simple. Significant. Lasting.

Opportunities and Threats



LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204

SWOT ANALYSIS

WHERE WE ARE NOW • INFORMING OUR FUTURE



OPPORTUNITIES

WHAT WE CAN BUILD ON

- 1 **Cultivation of a culture of innovation, creativity, and continuous improvement** districtwide.
- 2 **Strengthened staff engagement and connectedness.**
- 3 **Continued expansion of Groundwork for a Brighter Future**, including modernization of learning spaces for 21st century learning.
- 4 **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.
- 5 **Strengthened collective responsibility** through greater shared ownership for student success across departments, schools, families, and the community.
- 6 **Continued investment in high-quality professional learning for staff** as a cornerstone of continuous improvement and organizational growth.



THREATS

WHAT COULD CHALLENGE US

- 1 **Uncertainty in state and federal funding**, where policy or budget changes could constrain programs, staffing, innovation, and long-term planning.
- 2 **Legislative decisions**, including **unfunded mandates**, that increase operational and financial demands on the district.
- 3 **Changing enrollment trends** that could affect staffing, facilities, programming, and financial sustainability.
- 4 **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.
- 5 **Declining public confidence in public education**, as shifting perceptions and public unrest weaken trust and community support.
- 6 **Increasing demands on educators**, contributing to **burnout** that may negatively affect morale, retention, culture, and organizational capacity.

LEARN • BELONG • THRIVE

We Are LT.

A BRIGHTER TOMORROW TOGETHER

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204 DRAFT SWOT ANALYSIS 2026

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

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.
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of continuous improvement and organizational growth.	Increasing demands on educators, contributing to burnout that may negatively affect morale, retention, culture, and organizational capacity.
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Activity 5: Next Steps/Preview of Vision Retreat

Next Steps:

Feedback on Revised SWOT

- Families
- Staff

Vision Retreat October 27:

- Mission
- Motto
- Vision
- Portraits
- Core Values

Product: Draft of the Preferred Future Statement

Homework: Vision Survey Findings and Transforming High School Article.