

**Findings of the Data Retreat
Lyons Township Community
High School District 204
Strategic Plan Team
September 24, 2026**



Our Perceptions- Strengths

Activity 1 was to identify the strategic plan team's perceptions of what was going well in the district and what needed attention.

The 96 member team composed of students, certified staff, non-certified staff, board members, district administrators, parents/guardians, and community members/alumi/partners were assigned to one of 12 teams. Each team created a product. All twelve products are displayed. The Facilitator examined the twelve products and drafted the consensus product most representatives of the items on most table team products. The team will review this work at its next meeting.

Table 1	Table 2	Table 3
○ Restorative Culture/ Improved Climate ○ Many communication channels available so that a large amount of information can be delivered/heard ○ District is much more forward-thinking/intentional about goals and actions based on having a Strategic Plan ○ Increased diverse student voice represented ○ District does not take shortcuts - they truly try to address issues comprehensively ○ Innovative Thinking ○ Staff member connections with students ○ So many opportunities for students to get involved ○ Community-building in classrooms ○ Safety	○ Passion and brilliance of leadership team wanting to do good things for kids ○ Student voice; teacher-student relationships ○ How engaged and proud teachers are to be at LT ○ Community relationships, leadership, and partnership w/ external LT community ○ Student resources → co-teaching (SPED & ML); reflective practices that led to co-teaching ○ Academic programming opportunities (course catalog, AP courses, EOS/Access LT) ○ Student involvement (academic and extra-curricular) ○ Stable school funding	○ Course offerings ○ Community/Family Engagement ○ Activities/Co-Curricular offerings ○ Access to data/Information ○ School Safety ○ Student Support ○ Resources and Funding
Table 4	Table 5	Table 6
○ sense of community within	○ Safety	○ Student supports for mental

LT and the surrounding community ○ improvements within student services (RIR, increased counselors, etc.) ○ closing the AP/DC opportunity gap ○ strong academic performance (test scores) ○ wide variety of electives, clubs, and activities ○ inclusion within LT community	○ 8th to 9th grade transition, collaboration with associate schools and 9th grade preparedness ○ Creating a restorative culture of belonging - belonging, restorative across tiers, etc. ○ Diversity at LT ○ High quality teachers/staff ○ Engaged community ○ Engagement of students in many activities, including inclusion of students with disabilities ○ Increased access to AP/dual credit and continued high pass rates ○ Wide array of academic and activity opportunities	health ○ Increasing welcoming environment ○ Variety of academic opportunities ○ Increase in community partnerships ○ Variety of extracurricular opportunities ○ Restorative practices model ○ Student voice ○ Staff quality and investment in students
Table 7	Table 8	Table 9
○ Improvement of physical spaces ○ Supportive Community outside of LT. ○ Resources for students, including curriculum, behavioral supports and post-LT preparation. ○ Overall student growth in achievement, diversity, academic achievement. ○ Dedicated faculty who cares about students academically and SEL ○ Academic and extracurricular opportunities are varied and multiple. Something for everyone	○ Culture ○ Variety of Experiences ○ Student preparation for college/post high school ○ Student support ○ Community involvement ○ Achievement in all areas ○ Communication with community and parents ○ Willingness to change	○ New and improved learning spaces that provide students with opportunities to collaborate and work outside traditional classrooms. ○ Expanded course offerings across divisions to better meet current student needs. ○ Strong availability of classroom resources to support teaching and learning. ○ Expanded learning opportunities, including the 8-period schedule and greater access to electives. ○ Improved student attendance. ○ Restorative practices and interventions, including the Restorative Intervention Room (RIR). ○ Strong communication and relationships with families and the broader

		community. ○ Increased focus on student mental and social-emotional health. ○ Greater collaboration and cohesion across departments, curriculum, staff, and students. ○ An increasingly inclusive and welcoming school environment, supported by student/staff voice, leadership, teamwork, and a strong sense of community.
○ Table 10	Table 11	Table 12
○ Innovative, rigorous selection of courses for students ○ Strong focus on equity and inclusion threaded throughout all focus areas ○ Strong student pride and involvement ○ Meaningful connections/relationships between students and staff ○ Commitment to a restorative culture of belonging across all three tiers of support ○ Comprehensive resources that support student success and postsecondary planning ○ Rigorous, accessible, and responsive instruction for multilingual learners	○ Strong academic performance / high graduation rate ○ Student belonging was viewed as a strength (student perceptions and programming - RIR and RP work) ○ Variety of course offerings aligned to student interest ○ Increases in AP and DC participation ○ Increase in student supports (counselors, social workers, ML classes, co-taught classes) ○ Student opportunities outside of the school day (clubs, activities, athletics) ○ Quality teaching staff ○ Improved facilities in key areas ○ Improved transition from 8th to 9th grade	○ Financial Stability ○ Recent facility upgrades ○ High Academic Achievement ○ Supportive Administration ○ Depth & breadth of activities offered ○ Improved Safety and Belonging at LT ○ Improved Inclusivity of Academic experiences ○ Multilingual programming ○ AP Jumpstart Program ○ TCD Program

Facilitator Summary

I reviewed the **strengths identified by all 12 LT table teams** and grouped similar responses rather than simply counting identical wording. Several themes appear repeatedly across tables and represent the clearest areas of consensus.

Most Widely Repeated Strengths Across LT Tables

Consensus Strength	What Teams Repeatedly Identified
1. Breadth of Student Opportunities	Extensive course offerings, electives, AP/Dual Credit, clubs, athletics, activities, varied experiences, and opportunities for involvement.
2. Student Support Systems	Counseling, social-emotional and mental-health supports, SPED/ML services, co-teaching, interventions, RIR, and postsecondary supports.
3. Belonging, Inclusion & Restorative Culture	A growing sense of belonging, restorative practices, welcoming climate, inclusion, equity, diversity, and community.
4. High-Quality & Caring Staff	Dedicated, high-quality teachers and staff who care about students, build relationships, and are invested in student success.
5. Strong Academic Achievement & Programming	High academic performance, graduation success, rigorous programming, AP/Dual Credit achievement, and strong academic preparation.
6. Student Engagement, Voice & Involvement	Student voice, pride, leadership, participation, and high levels of involvement in academics and extracurricular activities.
7. Strong Family & Community Connections	Community engagement, partnerships, communication with families, external relationships, and a supportive LT community.
8. Strong Student–Staff Relationships	Meaningful teacher-student connections, trust, intentional relationships, and staff commitment to students.
9. Improved Facilities & Learning Resources	Facility improvements, modernized learning spaces, classroom resources, and spaces that support collaboration and learning.
10. Safety & Positive School Climate	School safety, improved climate, welcoming environments, and students feeling supported and connected.

Our Perceptions- Opportunities- What needs attention?

Table 1	Table 2	Table 3
○ Not everyone feels the same sense of belonging (staff and students) ○ Chronic Absenteeism ○ Promoting all post-secondary options (college, trades, etc.) ○ Keep the first few days of school for community building ○ Ensuring communication channels reach all LT community members	○ Student attendance ○ Gaps in achievement ○ Technology: WIFI/electronic & general tech instability (outages, reception) ○ Staff buy-in to change ○ Fine tuning of the grading/retakes (currently moving in positive direction) ○ Level system (de-tracking) and maintaining rigor ○ Educating parents and community members	○ Technology ○ Opportunity/Achievement Gap ○ Sense of Belonging for ALL Students ○ Accessibility in our building/Adaptive spaces ○ Traditional model for teaching and curriculum ○ Personal communication

○ Improve equity of experiences and outcomes for students (academic and otherwise) ○ Continued focus on safety and security ○ Trying to keep up the expectations of all different LT community members ○ AI ○ Be aware of/staying ahead of future challenges	○ Increased student needs will test resources ○ Funds to update both campuses ○ Pressures on students (socially and academically) & making student voice actionable	
Table 4	Table 5	Table 6
○ Two campus system has challenges ○ Consistency within classes (homework, retakes, tests, etc) ○ Classroom engagement ○ Achievement gap ○ Outdated facilities ○ SEL training and support for staff ○ Sense of belonging within staff groups (CNC, paras) ○ Communication (too many emails - easy to miss things) ○ Expensive student fees ○ Staff diversity	○ Facilities, including accessibility, modernization at NC and athletic facilities ○ Teacher perception of feeling valued, supported, having voice, etc. ○ Achievement gaps still exist ○ Overall opportunity with student participation and engagement in class, limit disruptions, etc. ○ We have more work to do within developing belonging ○ Continued opportunity for community connections ○ Continued emphasis on communicating all opportunities for students ○ Cohesive curriculum ○ Lack of an offering about disability awareness ○ Continued emphasis on counselor support of students	○ Aging facilities ○ Depleting financial resources ○ Achievement gap ○ AI ○ Diversity of teaching staff ○ Post-secondary preparation ○ Daily schedule allowing for collaboration & student support ○ Student mental health and relationships
Table 7	Table 8	Table 9
○ Split campus and aging physical spaces ○ Growing ML population and need for diverse staff to support ○ Academic and SEL interventions and supports need to be coordinated. ○ Changing technology ○ Limited opportunities in sports	○ Aging facilities ○ Implications of AI ○ Opportunity gaps ○ Preparation for the future for students ○ Modernization of school day, courses, approaches ○ Slow to evolve ○ Lack of robust MTSS system	Student sense of belonging, including ensuring all students feel connected to the school community. Teacher-student relationships and opportunities for stronger interpersonal connections. Teacher diversity and ensuring the staff better

and perception of “politics” ○ Lack of publicized comparative rankings in academic areas. ○ Grading and retake policies. ○ So many students, lack of student “school spirit”/ ownership of LT, feelings of not belonging		reflects the diversity of the student body. Chronic absenteeism and inconsistent classroom attendance. Maintaining meaningful interpersonal connections in an increasingly digital environment. Artificial intelligence, including its impact on instruction, learning, assessment, and student work. Access to student supports, including supported study halls, internship opportunities, and other programming. Classroom design and readiness, including outdated spaces, flexibility, movement, outlets, and the ability to meet changing student needs. Structural and operational challenges, including the two-campus system and systems/processes that are difficult for families to navigate. Financial capacity to meet ongoing facility needs, including the ability to fund continued improvements, modernization.
Table 10	Table 11	Table 12
○ Gaps/disproportionality data (achievement, discipline, co-curriculars) ○ Family/parent involvement in curricular programming (mentors, etc.) ○ Improving student attendance ○ Tech protections sometimes inhibit student work (limited access to some platforms, websites). ○ Considering how we leverage AI to prepare students for the future	○ Making a large school feel small (keeping students connected) ○ Struggle to change - clinging to a traditional school model/schedule ○ Inconsistent student experiences in like courses (teacher inconsistency) ○ Aging infrastructure, more facility improvements needed. ○ There is still an achievement gap and inconsistent outcomes among students.	○ Funding uncertainty ○ Career readiness opportunities ○ Inconsistent Experiences / Lack of guaranteed Tier One expectations across teachers, counselors, etc. ○ Innovative work-based learning opportunities (External and internal) ○ Cyber security ○ Evolving tech and AI literacy ○ Sense of belonging still have gaps across racial subgroups

○ Continue to focus on facility improvements that support learning ○ Continue to refine course offerings, prioritizing real-world, hands-on experiences ○ Limited space within student schedules to take advantage of the great elective offerings. Consider expansion of electives in summer school programming.	○ Course pathways are difficult with so many course options.	○ College/post-secondary opportunities at South Campus ○ More time for students to do homework at school (they lead busy lives after the bell rings) ○ Sports and facilities access and use need to be equitable and inclusive
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Facilitator Summary:

I reviewed the **opportunities identified across all 12 LT table teams** and grouped similar ideas together. Rather than counting only identical wording, I looked for concepts that recur across multiple tables.

10 Most Widely Repeated Opportunities

	Consensus Opportunity	What Teams Were Saying
1	Belonging & Connection for Every Student	Strengthen belonging across student and staff groups, make a large school feel smaller, deepen relationships, and ensure everyone feels connected.
2	Close Achievement & Opportunity Gaps	Address persistent differences in achievement, access, participation, discipline, and outcomes among student groups.
3	Modernize Facilities & Learning Spaces	Address aging facilities, accessibility, the two-campus structure, athletic spaces, and learning environments designed for contemporary instruction.
4	Improve Student Attendance & Engagement	Reduce chronic absenteeism, increase classroom engagement, strengthen student ownership, and address classroom disruptions.
5	Create Greater Instructional & Program Coherence	Improve consistency across courses, grading, retakes, Tier 1 expectations, curriculum, interventions, and student experiences.
6	Modernize Teaching, Learning & the High School Experience	Move beyond traditional models by increasing relevance, flexibility, hands-on learning, modern schedules, and innovative instructional approaches.
7	Prepare Students for College, Career & Life	Expand career readiness, work-based learning, internships, postsecondary pathways, and awareness of college, trades, and other options.
8	Respond Strategically to AI & Technology	Build AI literacy, leverage AI for learning and future readiness, address changing technology, strengthen infrastructure, and manage cybersecurity.
		Better coordinate academic, SEL, mental-health, counseling,

9	Strengthen Student Supports & Well-Being	MTSS, ML, and other interventions while responding to increasing student needs.
10	Strengthen Communication, Family & Community Connections	Improve communication with families, make opportunities easier to understand and navigate, and deepen family/community involvement and partnerships.

Others' Outcomes-

Activity 2 was to examine the perceptions of other stakeholders. The team examined recent surveys of students, staff, teachers, and families to learn about how their needs were being met. It was important to understand their satisfaction and to learn about their voice and needs.

5Essentials Student and Staff Surveys

Ratings Very Strong, Strong, Neutral, Weak, Very Weak. There were many strong and many neutral. Anything about 80 was very strong. Anything between 60-80 was strong. Anything between 40-60 was neutral. Weak was between 20 and 40. Very weak was below 20.

_____ Students took the survey

_____ Teachers took the survey.

_____ Parents/Guardians took the survey. An insufficient number took the survey, so no parent/family report was received by the district.

Supportive Environment 66 Strong

Student-Teacher Trust 70 Strong

School-Wide Future Orientation 69 Strong

Safety 67 Strong

Expectations for Postsecondary Education 59 Neutral

Involved Families 62 Strong

Teacher-Parent Trust 66 Strong
Parent Involvement in School 61 Strong
Parent Influence on decision-making 59 Neutral

Ambitious Instruction 58 Neutral

Academic Press 68 Strong
English Instruction 65 Strong
Math Instruction 51 Neutral
Quality of Student Discussion 48 Neutral

Collaborative Teachers 48 Neutral

Collaborative Practices 63
Teacher-Teacher Trust 47
School Commitment 46
Collective Responsibility 44
Quality Professional Development 42

Effective Leaders 40 Neutral

Instructional Leadership 44 Neutral
Teacher-Principal Trust 40 Neutral
Teacher Influence 38 Weak
Program Coherence 36 Weak

Supplemental Measures

Rigorous Study habits 77 Strong
Student Peer Relationships 77 Strong
Parent Supportiveness 72 Strong
Human & Social resources 69 Strong
Importance of High School 68 Strong
Classroom Rigor 65 Strong
Inquiry-based Science 65 Strong
Course Clarity 64 Strong
Academic Engagement 61 Strong
Academic Personalism 60 Strong
Socialization of New Teachers 60 Strong

Classroom Disruptions 56 Neutral
Teacher Safety 52 Neutral
Reflective Dialogue 51 Neutral
Student Responsibility 51 Neutral
Innovation 48 Neutral

Panorama Staff Climate Surveys 112 responses

Strengths

- Faculty and staff perceptions of their own professional well-being.

Opportunities

- 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.
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Panorama Student Climate Survey 2576 responses

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.

Panorama Teacher Social and Emotional Survey

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	- How attentive and invested students are in class. - 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.

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
- 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.

- 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.
- 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.

Facilitator Summary:

The team used the findings of perception data as a piece of data to identify district strengths, weaknesses, opportunities, and threats. That data is shared later in this report.

Three Data Reports

Activity 3 provided the opportunity for the team to interact with current strategic plan champions to learn about the accomplishments, impacts and next steps of the current strategic plan goals. In smaller groups they rotated through three 40 minutes learning opportunities. They had the opportunity to ask questions.

Goals 1 and 2

The champions' goal reports are located on the website. The following summarizes the performance of the district as highlighted in the report.

Goal 1:

LT demonstrates strong overall academic performance, with high graduation rates, rapidly expanding AP/Dual Credit participation, improving GPA, strong ACT performance compared with the state, and significant progress in reducing opportunity gaps. However, overall success is not yet experienced equitably by all students. Persistent achievement gaps, substantial differences in ACT proficiency, GPA and advanced-course participation across student groups, and low student engagement represent the most significant opportunities for improvement.

Goal 1 — Key Performance Indicators Going Well

KPI	What the Data Tells Us
Graduation Rate	Very strong and improving. The scorecard reports 97.2% in 2025–26 , up from 95.3% the previous year and consistently around 95% or higher over the preceding years.
AP/Dual Credit Participation	One of the strongest positive trends. Participation increased from 49.0% in 2020–21 to 78.66% in 2025–26 .
Opportunity Gap	Substantial improvement. The scorecard's opportunity-gap measure declined from 23.23% to 10.98% , indicating meaningful progress toward more equitable access.
Overall GPA	Positive and improving. The GPA indicator increased to 80.2% in 2025–26 , compared with 76.2% in 2020–21.
Overall ACT Performance	Strong overall performance. The report identifies ACT proficiency as a celebration, and the subject-area data show LT outperforming the state in ELA, mathematics, and science.

Key Performance Indicators in Need of Attention

KPI	What Needs Attention
Achievement Gaps — ELA	A major concern. The scorecard's ELA achievement-gap measure increased from 24.10% to 29.74%.
Achievement Gaps — Mathematics	Persistent concern. The math achievement gap remains approximately 32%—32.20% in 2024–25 and 31.88% in 2025–26.
ACT Proficiency Across Student Groups	Large subgroup differences remain. The Grade 11 composite ACT chart shows 68.4% overall proficiency, but results range from roughly 79% for the highest-performing groups to 15–19% for Multilingual and IDEA Services students , with economically disadvantaged students at 38.6%. This is one of the clearest equity issues in the report.
GPA Across Student Groups	Overall performance masks substantial differences. While overall GPA >2.8 is 83.6% for the graduating Class of 2025, subgroup results range from above 90% for some groups to approximately 43–52% for others.
AP Participation Across Student Groups	Access has expanded, but participation is not yet equitable. Overall AP participation is 45.6%, while subgroup participation ranges from 67.8% to 7.8%.
Course Sequence & Rigor	Course placement is strongly associated with ACT proficiency. For the Classes of 2026–27, math ACT proficiency ranges from 13.3% in Prep to 97.9% in Honors ; English ranges from 20.7% to 98.9%. This makes access to rigorous coursework and course pathways an important area for examination.
Student Engagement	Low and essentially flat. Panorama engagement is only about 34–35% , while rigorous expectations are considerably higher at 64–66%. The report appropriately identifies both as next-step areas.
ACCESS is improving significantly. OUTCOMES remain uneven.	
That may be the single most important finding from Goal 1. The opportunity-gap measure has fallen substantially and advanced-course participation has risen dramatically, but the achievement-gap indicators have not shown comparable improvement.	
In summary:	
GOING WELL: Graduation Rate • AP/Dual Credit Participation • GPA • Reduced Opportunity Gap • Overall ACT Performance	
NEEDS ATTENTION: Achievement Gaps • Subgroup ACT Performance • Equitable AP/DC Participation • Course-Level/Rigor Gaps • Student Engagement	
Goal 2:	
LT has made significant progress in creating a safer, more inclusive and supportive learning environment. Students are increasingly reporting a sense of belonging, diversity and inclusion measures are improving, 9th Grade On Track is exceptionally strong, co-curricular participation is high, and restorative practices have dramatically reduced exclusionary discipline. At the same time, chronic absenteeism remains a significant challenge, and differences in behavior, discipline, participation, and belonging across student	

groups require continued attention.

Key Performance Indicators Going Well

KPI	What the Data Tells Us
9th Grade On Track	Exceptional and improving. The rate increased from 95.6% in 2020–21 to 99.0% in 2025–26 . This is one of the strongest indicators in Goal 2.
Sense of Belonging	Major improvement. Panorama favorable responses increased from 45% in 2022–23 to 61% in 2025–26 —a 16-point increase.
Diversity & Inclusion	Strong upward trend. Panorama results increased from 68% to 75% , with particularly strong improvement over the last several years.
Supportive Environment	Steady improvement. The 5Essentials measure increased from 59 to 66 , demonstrating continued improvement in students' experience of the learning environment.
Co-Curricular Participation	Strong participation. Participation grew substantially from 63.4% in 2020–21 to 81.3% in 2025–26 , although it declined somewhat from 84.2% the prior year.
Safety	Meaningful improvement. The report identifies an 11-point increase on the 5Essentials Safety measure, with LT now considered Strong on this metric.
Exclusionary Discipline	Significant improvement. The restorative-practices work produced an 89% reduction in exclusionary discipline in one year , allowing more students to remain connected to instruction.
Inclusive Student Supports	Substantial expansion. More than 400 students receive Special Education or Multilingual services through co-taught or adaptive courses, and co-teaching has expanded from zero to all graduation requirements in four years.
English Learner Success	Strong improvement. The English Learner exit rate increased from 1% to 13% between 2021 and 2025 .

The Goal 2 scorecard confirms the positive trends in 9th Grade On Track, belonging, diversity/inclusion, supportive environment, and co-curricular participation.

Key Performance Indicators in Need of Attention

KPI	What Needs Attention
Chronic Absenteeism	The clearest overall concern. The rate improved from 24.0% to 21.8% in the most recent year, but more than one in five students remaining chronically absent indicates significant work remains.
Student Behavior	Needs closer examination. The scorecard measure has declined from 100% in 2020–21 to 84.34% in 2025–26 . The meaning of this particular metric should be interpreted according to the district's definition, but the trend warrants attention.
Disproportionality in Discipline	Equity remains an issue despite overall discipline improvement. The report specifically identifies differences in behavior referrals and discipline by race/ethnicity, socioeconomic status, and disability status as a next-step priority. Overall participation is high, but access should continue to be examined.

Co-Curricular

Participation Gaps

Participation declined from **84.2% to 81.3%** in the most recent year, and the strategic question is whether all student groups participate at comparable levels.

Belonging for Every Student

Improving does not mean the work is finished. Overall belonging has risen substantially, but the report calls for additional school-day opportunities for activities and flexible academic supports to further strengthen belonging.

Academic/Wellness Supports

Continue strengthening intervention systems. Goal 2 specifically emphasizes improving supports for students' academic, social-emotional, and wellness needs.

BELONGING AND SUPPORT ARE IMPROVING. CONSISTENT ENGAGEMENT FOR EVERY STUDENT REMAINS THE OPPORTUNITY.

For your **simple two-column poster**, I would use:

GOING WELL:

9th Grade On Track • Sense of Belonging • Diversity & Inclusion • Supportive Environment • Safety • Co-Curricular Participation • Restorative Practices

NEEDS ATTENTION:

Chronic Absenteeism • Behavior/Discipline Disproportionality • Equitable Co-Curricular Participation • Belonging for Every Student • Consistent Access to Academic & Wellness Supports

Goals 3 and 4

**The champions' goal reports are located on the website.
The following summarizes the performance of the district as
highlighted in the report.**

Goal 3:

LT has built a strong foundation for attracting, developing, and retaining exceptional employees. Staff retention is exceptionally high, workforce diversity and specialized credentials are increasing, and stronger systems for professional growth, collaboration, and employee voice are in place. The next opportunity is to build on these systems to further diversify the workforce, strengthen staff belonging, improve coaching and feedback, and ensure every employee feels valued, connected, supported, and heard.

Key Performance Indicators Going Well

KPI	What the Data Tells Us
Certified Staff Retention	Exceptionally strong and stable. Retention is 96.4% in 2025–26 , remaining around 96% throughout the six-year period.
Non-Certified Staff Retention	Significant improvement. Retention increased from 88.4% in 2021–22 to 95.82% in 2025–26 .
Certified Staff	Steady progress. Staff of color increased from 6.49% in 2020–21 to 9.73% in

Diversity	2025–26 —roughly a 50% increase.
Non-Certified Staff Diversity	Continued improvement. Staff of color increased from 22.37% to 26.27% over the six-year period.
Special Population Endorsements	One of Goal 3's strongest trends. Certified staff with specialized credentials increased from 16.38% to 26.81% .
Professional Growth Systems	Important systems have been strengthened. LT implemented growth-based appraisal systems, a three-year certified appraisal cycle, collaborative committees, and expanded professional learning.
Recruitment & Onboarding	Systems have been redesigned. Hiring includes collaborative screening, implicit-bias training, expanded induction and mentoring, and professional learning for hiring managers.
Staff Voice Structures	Meaningful infrastructure has been created. Paraeducator workgroups, affinity groups, Institute Day connectedness activities, and employee feedback have been incorporated into decision-making.

The scorecard documents the sustained retention and increases in staff diversity, endorsements, and Panorama results. The report also identifies recruitment/hiring, professional excellence, and culture/belonging as the three major areas of accomplishment.

Key Performance Indicators in Need of Attention

KPI	What Needs Attention
Certified Staff Diversity	Progress is real, but continued growth is needed. Certified staff of color increased to 9.73% , and the report specifically identifies broader recruitment and more diverse candidate pools as a next step.
Staff Sense of Belonging	Improvement has plateaued. Panorama results for certified staff have remained at 57% for three consecutive years . Non-certified staff improved substantially from 34% to 57%, but also remained at 57% in the latest year.
Coaching & Feedback	Improving, but still relatively low. Favorable ratings increased from 28% to 38% . All five sub-measures improved, but a 38% favorable result suggests considerable opportunity remains.
Employee Voice	Structures are in place; impact should now be measured. The next step is determining whether employees consistently believe their perspectives influence decisions—not simply whether opportunities for input exist.
Professional Development Alignment	Greater coherence is needed. The report calls for professional development to be better aligned across academic and non-certified employee groups.
Specialized Staffing Capacity	Continue building from within. With hiring slowing, LT identifies helping current employees earn special-population endorsements as an important strategy.

The report itself identifies expanded recruitment, retention monitoring, internal endorsement development, aligned professional development, and expanded employee feedback as next steps.

GOING WELL:

Staff Retention • Growing Staff Diversity • Special Population Endorsements • Recruitment &

Onboarding • Professional Growth Systems • Staff Voice Structures

NEEDS ATTENTION:

Certified Staff Diversity • Staff Sense of Belonging • Coaching & Feedback • Impact of Employee Voice • Aligned Professional Development • Specialized Staffing Capacity

RETENTION IS STRONG. DIVERSITY IS GROWING. THE NEXT OPPORTUNITY IS DEEPER BELONGING, VOICE & PROFESSIONAL GROWTH FOR EVERY EMPLOYEE.

Goal 4:

LT has made significant progress in strengthening communication with families, improving the transition into high school, expanding career pathways, and building community partnerships. Family readership of principal communications and freshman preparedness are particularly strong. The major opportunity is to move from measuring communication and participation to measuring meaningful engagement and impact—especially family participation, career-connected experiences, and the outcomes produced by community partnerships.

Goal 4 — Key Performance Indicators Going Well

KPI	What the Data Tells Us
Principal Message Open Rate	Excellent upward trend. The rate increased from 63.3% in 2020–21 to 81.82% in 2025–26 . The report also highlights strong family engagement with principal communications.
Freshman Preparedness	Strong and improving. The Freshman Preparedness Survey increased from 85.5% in 2022–23 to 89.6% in 2025–26 .
Freshman-to-Sophomore College Persistence	Consistently strong. Persistence has remained between 94% and 96% for the graduating classes reported.
8th-to-9th Grade Transition	Significant systems improvement. LT redesigned the transition process to create clearer expectations for incoming students/families and better tools for associate schools.
Career Pathways	Meaningful expansion. New pathways include Education, Entrepreneurial Studies, Computer Programming, Aviation/Professional Pilot, and Health Sciences/Nursing Assistant .
Family Communication Systems	More consistent and accessible. LT established weekly principal updates, monthly Board Briefs, quarterly superintendent updates, and redesigned its website for easier navigation, translation, and access.
Community Outreach & Partnerships	Broad engagement infrastructure. The report identifies initiatives including LTCAC, BPAC, Building Inclusive Community Conference, Pack for Impact, Ministerium outreach, Amplify, and Sankofa.

The website redesign also produced clearer navigation, improved translation and quicker access, while the district reports a **20% increase in social-media presence**.

Key Performance Indicators in Need of Attention

KPI	What Needs Attention
5Essentials Family Participation	The clearest concern. Participation rose from 9.2% to 26.0% , but then dropped sharply to 13.6% in 2025–26 .
Parent-Teacher Conference Participation	Low and declining. Participation peaked at 34% in 2021–22 but is now 24.8% , the lowest level in the six-year series except the initial 26%.
Board Briefs Open Rate	Relatively flat/slightly declining. After increasing to 66% , the rate declined to 64.55% in 2025–26 .
6-Year College Graduation Rate	Needs attention. The rate declined from 65% for the Classes of 2015–16 to 63% for the Classes of 2018–19 . The newest outcome is not yet available.
Measuring Career Pathway Impact	Expansion is clear; student outcomes are less clear. The report documents new pathways, but does not yet provide a strong KPI showing participation, completion, credentials, internships, work-based learning, or postsecondary outcomes from those pathways.
Measuring Community Partnership Impact	Many activities, but limited outcome measures. LT has numerous community-engagement initiatives, but the report does not yet demonstrate how those partnerships affect student opportunities or outcomes.
COMMUNICATION IS STRONG. THE NEXT STEP IS DEEPER ENGAGEMENT AND MEASURABLE IMPACT. GOING WELL: Principal Communication • Freshman Preparedness • College Persistence • 8th–9th Grade Transition • Career Pathway Expansion • Community Outreach & Partnerships NEEDS ATTENTION: 5Essentials Family Participation • Parent-Teacher Conference Participation • Board Brief Engagement • 6-Year College Graduation • Career Pathway Outcome Measures • Community Partnership Impact Measure	
Goal 5	
The champions’ goal report is located on the website. The following summarizes the performance of the district as highlighted in the report. Goal 5: LT is operating from a position of significant financial and technological strength. The district has maintained the highest financial profile score, clean audits, a AAA bond rating, substantial reserves, and a fully implemented long-range technology plan. At the same time, the data show increasing financial demands associated with facilities: operating capacity and fund balance declined in the most recent year, the operating surplus narrowed, capital expenditures increased substantially, and the Long-Range Facility Plan remains only 15% on track.	

Key Performance Indicators Going Well

KPI	What the Data Tells Us
Financial Profile	Exceptional financial performance. LT earned the highest possible financial profile score of 4.0 in each reported year from 2022–23 through 2024–25.
Audit Results	Consistently strong. Annual audits returned a Clean Opinion for every reporting period.
Bond Rating	Exceptional. LT maintained a AAA bond rating , the highest rating, across all three fiscal years reported.
Fund Balance	Strong financial reserves. The 2024–25 fund balance was approximately \$52.3 million , representing 50.4% of revenue .
Operating Position	The district continues to operate within revenues. The 2024–25 expenditure-to-revenue ratio was 97% , and the district still generated an operating surplus of approximately \$3.14 million .
Technology Plan Implementation	Major accomplishment. The Long-Range Technology Plan progressed from 17% on track in 2020–21 to 100% in 2024–25 .
Technology Infrastructure	Strong modernization. LT implemented 1:1 student devices, upgraded wired/wireless networks, modernized phone and PA systems, standardized hardware, strengthened cloud integrations, and enhanced security.
Network Reliability & Security	Strong infrastructure performance. The report shows extended wireless-controller uptime— 433 days at North Campus and 258 days at South Campus —along with substantial email filtering/security activity.
Investment in Facilities	Significant work has been completed. LT has undertaken extensive HVAC, accessibility, safety, classroom, cafeteria, washroom, athletic, and other facility improvements over the past five years.

Key Performance Indicators in Need of Attention

KPI	What Needs Attention
Long-Range Facility Plan	The clearest Goal 5 concern. The scorecard shows only 15% on track in 2024–25 , compared with technology at 100%.
Operating Capacity	Significant decline in the most recent year. Operating capacity fell from 273.16 days in 2023–24 to 187.48 days in 2024–25 . The level remains substantial, but the change deserves monitoring.
Fund Balance-to-Revenue Ratio	Declined substantially. The ratio fell from 67.8% to 50.4% in one year. This appears alongside major capital investment, but the report does not itself establish causation.
Expenditure-to-Revenue Ratio	Increasing pressure. Expenditures rose from 89.3% of revenue to 97.0% , reducing the annual operating margin.
Operating Surplus	Still positive, but declining. The annual operating surplus decreased from approximately \$13.2 million to \$11.1 million to \$3.1 million over the three years shown.

Capital Improvement Demands	Large and growing investment requirement. Capital-project expenditures increased dramatically to 30.7% of operating funds in 2024–25 , compared with 6.2% the previous year.
Sustainable Facilities Funding	Important long-term question. The report shows that building projects over the last five years were funded approximately 48.0% by district funds, 48.4% by bond sale, and 3.6% by ESSER funds . Sustaining future modernization will require continued attention to funding capacity.

FINANCIAL MANAGEMENT IS STRONG. TECHNOLOGY IS ON TRACK. LONG-TERM FACILITY MODERNIZATION AND SUSTAINABLE FUNDING ARE THE MAJOR OPPORTUNITIES.

GOING WELL:

Financial Profile • Clean Audits • AAA Bond Rating • Strong Fund Balance • Positive Operating Position • Technology Plan 100% On Track • Technology Infrastructure & Security

NEEDS ATTENTION:

Long-Range Facility Plan • Declining Operating Capacity • Declining Fund Balance Ratio • Rising Expenditure-to-Revenue Ratio • Declining Operating Surplus • Growing Capital Investment Needs • Sustainable Facilities Funding

The declining financial indicators should not automatically be labeled financial weakness. They occur during a period of substantial investment in facilities. The more strategic question is whether LT can **sustain** the level of investment necessary to modernize aging facilities while preserving its exceptionally strong financial position.

District Champions did an exceptionally great job of sharing with the team the performance of the district at this time. The district has a history of tracking and reporting performance information over time through the use of a scorecard and periodic check-ins and reporting cycles.

SWOT Analysis: The final activity of the retreat was to reflect on all the data and information and prepare a report to share with stakeholders and to

use in the plan team's work to build on current district strengths, weaknesses, opportunities, and threats.

SWOT Analysis- District Strengths

Table 1	Table 2	Table 3
○ Sustained academic achievement, including expanded student access to Advanced Placement and Dual Credit coursework. ○ <i>Established</i> 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. ○ Breadth of extra-curricular opportunities and depth of engagement by students ○ Recruitment and development of staff	○ Sustained academic achievement, including expanded student access to AP and DC coursework ○ Implementation of inclusive and equitable instructional practices, including addition of co-teaching models for ML and 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 ○ Sustained financial strength and sound long-term fiscal management ○ Teacher-student relationships ○ Engagement: teacher and students excited to be a part of LT ○ Leadership and brilliance of admin/leadership team committed to doing right for students ○ Community partnerships and communication ○ Robust course offerings	○ 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. ○ Rigorous course offerings/career pathways

Table 4	Table 5	Table 6
○ Sustained academic achievement, including expanded student access to Advanced Placement and Dual Credit coursework. ○ Implementation of inclusive and equitable instructional practices, including addition of coteaching 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. ○ Strong staff retention within both the certified and non-certified work groups ○ High student participation in elective courses, extracurricular activities, and athletics	○ Sustained academic achievement, including expanded student access to Advanced Placement and Dual Credit coursework. Low percentage of students with disabilities represented; gaps still exist ○ 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. ○ Students feeling of safety in school ○ High quality teachers/staff focused on continuing their growth and development (high retention as well) ○ 8th to 9th grade transition process and 9th grade preparedness	○ 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. ○ Number and range of academic opportunities ○ Participation and level of excellence within extracurriculars

		○ Opportunities for student voice ○ Student satisfaction
Table 7	Table 8	Table 9
○ 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. ○ Strong community support ○ Exceed state standards in academics ○ Solid mission and vision supported by administrators.	○ Academic achievement ○ Presence of growing Co teaching model ○ Restorative Culture and focus ○ Strong financial position ○ Robust culture (student, staff, community) ○ Desire to improve facilities ○ Expansion of student supports ○ Increased opportunities for student access to dual credit and AP coursework	○ 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. ○ Financial support of facilities through the past strategic plan. ○ Restorative culture of belonging and its impact on learning environment. ○ Eight period school day providing access to expansive elective programming.
Table 10	Table 11	Table 12

○ Including expanded student access to AP and Dual Credit coursework ○ Implementation of inclusive and equitable learning models/structures, including addition of co-teaching models for ML and 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/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. ○ A strong focus on Tier I instructional practices to meet the needs of all students (i.e., the Guiding Principles, differentiation) ○ Recruitment and retainment of high quality, increasingly diverse staff ○ Vast selection of classes for students to choose from that allow them to pursue their interests	○ Sustained academic achievement for most students. ○ Expanded access to AP and DC courses ○ Implementation of co-teaching models for ML students and SPED students programming. ○ Expansion of student support systems to address academic and social-emotional needs. ○ A restorative culture of belonging focusing on inclusive culture and climate practices, and supported by enhanced communication and voice among students, staff, and community. ○ Recent investments in facility improvements that support teaching and learning. ○ Sustained financial health and sound long-term fiscal management.	○ Sustained Academic Achievement including expanded student access to AP & DC ○ Implementation of inclusive and equitable instructional practices (ML, co-teaching, etc.) ○ Expansion of student support systems to address student needs ○ Cultivation of a restorative culture of belonging ○ Investment in facilities improvements ○ Sustained financial strength and sound long-term fiscal management ○ Location of district to resources ○ Student teacher trust metric ○ 4 metrics of school wellness ○ Accessibility to school administration & transparency of decision making
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Facilitator Summary:

The common **Strengths** identified by the Plan Team include:

I reviewed the SWOT Strengths from **all 12 table teams** and consolidated responses that expressed essentially the same idea. There is unusually strong agreement across the tables around several strengths.

Top 10 SWOT Strengths Across All 12 Tables

Strength		Consensus Description
1	Sustained Academic Achievement & Expanded AP/Dual Credit Access	Strong academic performance combined with increased access to rigorous AP and Dual Credit opportunities.
2	Restorative Culture of Belonging	Intentional relationships, restorative practices, inclusive climate, student/staff voice, and a growing sense of belonging.
3	Comprehensive Student Support Systems	Expanded academic, social-emotional, counseling, intervention, and other supports designed to meet student needs.
4	Inclusive & Equitable Instructional Practices	Expanded co-teaching and responsive instructional models supporting ML, SPED, and diverse student needs.
5	Sustained Financial Strength	Strong financial position, sound long-term fiscal management, and the capacity to support district priorities.
6	Investment in Facilities & Learning Environments	Continued improvements to facilities and learning spaces that better support teaching and learning.
7	Breadth of Academic & Student Opportunities	Extensive course offerings, electives, career pathways, extracurricular activities, athletics, and opportunities for students to pursue interests.
8	High-Quality, Committed Staff	Strong teachers, staff retention, professional growth, and staff commitment to students and continuous improvement.
9	Strong Relationships, Engagement & Student Voice	Positive teacher-student relationships, student engagement, student voice, trust, and strong connections throughout LT.
10	Strong Community Support & Partnerships	Strong family/community support, communication, partnerships, and connections between LT and the broader community.

SWOT Analysis - Weaknesses

Table 1	Table 2	Table 3
- Structures and systemic inequities that contribute to ongoing opportunity, access, and achievement gaps. <i>(Table 1 would like 'structures' and 'systemic inequities' to be more specifically defined)</i> - Opportunities for greater program coherence, requiring enhanced cross initiative alignment across curriculum and student	- Structures and systemic inequities that contribute to ongoing opportunity, access, and achievement gaps - Opportunities for greater program coherence, requiring enhanced cross-initiative alignment across curriculum and student experiences - Aging facilities and space limitations that restrict program delivery and	- 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

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. ○ Disproportionality that exists within student behavior and discipline ○ Increased community-wide engagement and feedback	student experience ○ Limited funding sources to support continued large-scale building renovations ○ Pressure on students (academically and socially) ○ Student attendance ○ Technology issues and general tech instability (outages, etc.) ○ Educating parents and community members ○ Staff buy-in to change	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. ○ Predictable opportunity gaps/achievement gaps ○ Accessibility in our building/Adaptive spaces
Table 4	Table 5	Table 6
○ 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. ○ Low sense of teacher influence as reported on the 5Essentials Survey ○ Student attendance is a continued concern	○ Structures and systemic inequities that contribute to ongoing opportunity, access, and achievement gaps. ○ Opportunities for greater 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. (accessibility noted) ○ Limited funding sources to support continued large-scale building renovations. ○ Teachers/staff feelings of being valued, supported, having voice, etc. ○ Student engagement, including attendance	○ Structures and systemic inequities that contribute to ongoing opportunity, access, and achievement gaps. ○ Opportunities for greater program coherence, requiring enhanced cross initiative alignment across curriculum and student experiences. ○ Reliance on tradition curriculum, instructional methods, and grading practices 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. ○ System of supports (MTSS) for struggling students ○ Student attentiveness/ investment in class ○ Teacher dissatisfaction

○ Building capacity of staff to increase teacher leadership positions		○ Limited opportunity for teacher-student collaboration outside of class
Table 7	Table 8	Table 9
• 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. • Current state of facilities keep teachers from implementing up-to-date, instructional strategies especially at the north campus. • Lack of coordinated systemic, academic supports. • Widespread use of vapes by students regardless of detectors.	○ Lack of risk taking at all levels due to fear of not getting an A ○ Systemic inequities leading to lack of access ○ Traditional approach to curriculum design and instructional methods. ○ Aging facilities and lack of room to expand ○ Funding	○ Structures and systemic inequities that contribute to ongoing opportunity, access, and achievement gaps. ○ Opportunities for greater 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. ○ Focus/assumption that everyone goes to college; need greater emphasis on non-traditional pathways. (Student feedback) ○ Teacher influence and voice. ○ Emphasis on College Board students; Group Guidance requires students to pick a college and it can feel forced.(Student feedback)
Table 10	Table 11	Table 12
○ Structures and systemic inequities that contribute to ongoing opportunity, access, and achievement gaps.	○ Structures and systemic inequities that contribute to ongoing opportunity, access, and achievement gaps. ○ Limited program coherence.	○ Structures and systemic inequities that contribute to ongoing achievement gaps ○ Opportunities for greater program coherence

○ Reliance on traditional curriculum and instructional methods that limit innovation in teaching and learning, resulting in uneven engagement. ○ Aging facilities and space limitations that restrict program delivery and student experience. ○ Limited funding sources to support continued large scale building renovations. ○ Chronic absenteeism and its impact on student engagement and academic success. ○ Staff perception about lack of voice in decision making and feelings of belonging are among lowest indicators on surveys ○ Increasing consistency in the type, frequency, and quality of assessments and feedback across like courses.	○ Need for additional course/career pathways ○ Leveling and tracking of students limit rigor, growth potential, and puts students at a disadvantage of reaching ACT proficiency. ○ Tradition. Scheduling, curriculum, instructional methods, school day. ○ Aging facilities and space limitations that restrict program delivery and student experience. ○ Limited funding sources to address facility concerns. ○ Large school setting leads to inconsistencies in the student course experience.	○ Reliance on traditional curriculum and instructional methods that limit innovation ○ Aging facilities and space limitations that restrict program delivery ○ Limited funding sources to support continued large scale building upgrades ○ Parent engagement on 5 Essentials ○ Support systems in academic side of MTSS ○ Academic achievement & representation in accel & honors classes ○ Meals for students who need them ○ Teacher communication - not responding to emails from students
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Facilitator Summary:

The common **Weaknesses** identified by the Plan Team include:

I reviewed the **SWOT Weaknesses from all 12 table teams**, consolidating similar ideas and giving the greatest weight to weaknesses repeated across multiple tables. Five weaknesses show especially strong consensus because they recur throughout the table-team responses.

Top 10 SWOT Weaknesses Across All 12 Tables

	Weakness	Consensus Description
1	Persistent Opportunity, Access & Achievement Gaps	Inequities and disproportionalities continue to affect student access, achievement, discipline, advanced coursework, and outcomes.
2	Limited Program & Instructional Coherence	Greater alignment and consistency are needed across curriculum, initiatives, courses, assessments, supports, and student experiences.
3	Traditional Teaching, Learning & School Structures	Traditional curriculum, instructional practices, grading, scheduling, and school structures can limit innovation, flexibility, relevance, and engagement.

4	Aging Facilities & Space Limitations	Aging buildings, accessibility concerns, limited space, and outdated learning environments constrain programming and contemporary teaching and learning.
5	Limited Funding for Facility Improvements	Available funding may not be sufficient to sustain the large-scale renovations and modernization the district needs.
6	Student Attendance & Engagement	Chronic absenteeism, inconsistent attendance, classroom engagement, attentiveness, and student investment remain concerns.
7	Inconsistent & Insufficient Student Support Systems	Academic MTSS, interventions, coordinated supports, and structures for struggling students need further development and consistency.
8	Staff Voice, Belonging & Capacity for Change	Staff concerns include feeling valued and heard, teacher influence, leadership opportunities, dissatisfaction, and willingness or capacity to embrace change.
9	Inconsistent Student Experiences	Students can have different experiences across teachers and like courses, including differences in instruction, grading, assessment, feedback, rigor, and expectations.
10	Family & Community Engagement/Communication	Opportunities remain to strengthen parent/community engagement, communication, understanding, feedback, and responsiveness.

SWOT Analysis - Opportunities

Table 1	Table 2	Table 3
○ 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	○ Investment in facilities improvements that support teaching and learning ○ Reliance on traditional curriculum and instructional methods that limit innovation in teaching and learning ○ Cultivation of a culture of innovation, creativity, and continuous. ○ Strengthened staff engagement and connectedness ○ Continued expansion of Groundwork for a Brighter Future... ○ Reimagination of the high school experience around relevance, personalization,	○ Cultivation of a culture of innovation, creativity, and continuous improvement districtwide. ○ Strengthened staff engagement and connectedness. ○ Continued expansion of <i>Groundwork for a Brighter Future</i>, 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

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. ○ Use the established inclusive/equitable instructional practices to truly affect student achievement - particularly for the underserved groups ○ Further expansion of AP and Dual Credit enrollment for Hispanic/Latine, Black, Multilingual, Special Education, and Economically Disadvantaged students	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. ○ ADD: level system/de-tracking and maintaining rigor ○ How do we incorporate appropriate use of AI and social media? ○ Strengthened collective responsibility. ○ Continued investment in high-quality professional learning for staff. ○ ADD: fine-tuning grading and retakes (we are currently headed in the right direction)	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. ○ Inclusive (culturally responsive) community outreach and engagement
Table 4	Table 5	Table 6
○ Cultivation of a culture of innovation, creativity, and continuous improvement districtwide. ○ Strengthened staff	○ Cultivation of a culture of innovation, creativity, and continuous improvement districtwide. ○ Strengthened staff engagement and connectedness.	○ Cultivation of a culture of innovation, creativity, and continuous improvement districtwide. ○ Strengthened staff engagement and

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 future readiness, including expanded student voice, choice, and ownership through greater agency in what, how, when, and where students learn; expanded course modalities, including blended and asynchronous learning opportunities; and thoughtful use of AI to enhance learning, personalize support, and help students develop the skills needed to navigate an evolving world. ○ Strengthened collective responsibility through greater shared ownership for student success across departments, schools, families, and the community. ○ Continued investment in high-quality professional learning and collaborative opportunities that strengthen staff capacity, foster a sense of belonging within workgroups, and support continuous improvement and organizational growth. ○ Continued focus on	○ Continued expansion of <i>Groundwork for a Brighter Future</i>, 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. (We like the addition of the word partnership somewhere in here) ○ Continued investment in high-quality professional learning for staff as a cornerstone of continuous improvement and organizational growth. ○ Increased awareness and recognition of staff successes and contributions ○ Continued focus on belonging	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. ○ Student voice in grading ○ Representative parent input
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hiring a diverse staff that more closely reflects our diverse student population ○ Emphasis on increasing teacher safety and minimizing classroom disruptions		
○ Table 7	Table 8	○ Table 9
○ Cultivation of a culture of innovation, creativity, and continuous improvement districtwide. ○ Strengthened staff engagement and connectedness. ○ Continued expansion of <i>Groundwork for a Brighter Future</i>, 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	○ Staff connectedness ○ Facilities updates ○ Modernizing our approach - more flexibility, career readiness, etc. ○ Buy in for a collective approach to education (we all teach reading) ○ Opportunities for teacher travel for professional development, presenting at conferences, additional learning opportunities.	○ Cultivation of a culture of innovation, creativity, and continuous improvement districtwide. ○ Strengthened staff engagement and connectedness. <u>We added a need for teacher trust. Add team bonding experiences.</u> ○ 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

improvement and organizational growth. ○ Include the voice of students with disabilities when making facilities, upgrades, and changes. ○ We have a highly skilled and experience, teaching staff that is underutilized for training other teachers. ○ Need to find more opportunities for parent and teacher, collaboration, and communication.		organizational growth. <u>We added: Evaluate/commit to professional development — don't keep shifting.</u> ○ Transfer student programming. ○ Elective descriptions — need more details. ○ Career-connected opportunities — not just college. ○ Dual Language Advancement and Multilingual Supports — room for growth.
Table 10	Table 11	Table 12
○ Cultivation of a culture of innovation, creativity, and continuous improvement districtwide. ○ Strengthened staff engagement and effectiveness. ○ Continues expansion of Groundwork for a Brighter Future, including modernization of learning spaces for 21st century learning. ○ Reimagining the high school experience around relevance, personalization, flexibility, and practical 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. ○ Continued investment in high-quality professional learning for staff as a	○ Cultivation of a culture of innovation, creativity, and continuous improvement by reimagining the high school experience around relevance, personalization, flexibility, and preparedness for the future. ○ Continued expansion of Groundwork for a Brighter Future and modernizing our learning and shared spaces. ○ Strengthened collective responsibility and shared ownership for student success across all divisions, associate schools, and families ○ Continued high-quality professional learning around equitable and inclusive instructional practices that lead to implementation resulting in high levels of student engagement and achievement. ○ Reimagining the high school schedule and providing flexible options to meet the needs of all students. ○ Acknowledging that career readiness and college preparation and academic success indicators may be at	○ Cultivation of a culture of innovation, creativity, and continuous improvement ○ Strengthen staff engagement and connectedness ○ Continued expansion of Groundwork of Brighter Future ○ Reimagination of the high school experience around relevance, personalization, flexibility, and preparation for college and career readiness ○ Strengthen collective responsibility through shared ownership for student success across departments ○ Continued investment in high quality professional learning for staff ○ Annual celebrations and “fun” for students that allows for community and connections that reinforces a relaxed atmosphere in a high intensity environment ○ Program Coherence - opportunity to use the

cornerstone of continuous improvement and organizational growth ○ Continue to identify and address inequities and disproportionalities across our school community to ensure greater access, opportunity, and outcomes for all students. ○ Continued expansion of academic supports that benefit all students and help them successfully “level up” in their learning.	odds with one another. ○ Strengthened staff engagement and connectedness.	strategic planning process we have learning in this space to create a shared mission and vision for smaller areas of our school (Divisions, Programs, etc.)
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Facilitator Summary:

The common **Opportunities** identified by the Plan Team include:

I reviewed the **SWOT Opportunities** from all 12 table teams and consolidated ideas that expressed the same underlying opportunity. The first six show especially strong consensus because they recur throughout the table-team responses.

Top 10 SWOT Opportunities Across All 12 Tables

	Opportunity	Consensus Description
1	Reimagine the High School Experience	Create a more relevant, personalized, flexible, engaging, and future-ready experience for students.
2	Expand Student Voice, Choice & Agency	Give students greater ownership of what, how, when, and where they learn and include student perspectives in important decisions.
3	Build a Culture of Innovation & Continuous Improvement	Encourage creativity, innovation, thoughtful risk-taking, and an organizational mindset focused on learning and improvement.
4	Modernize Facilities & Learning Spaces	Continue <i>Groundwork for a Brighter Future</i> and create accessible, flexible, contemporary spaces that support 21st-century learning.
5	Strengthen Staff Engagement, Trust & Connectedness	Increase staff voice, recognition, collaboration, belonging, trust, and connection across the organization.
6	Strengthen Collective Responsibility for Student Success	Increase shared ownership and collaboration across departments, schools, staff, families, and the broader community.
7	Invest in High-Quality Professional Learning	Build staff capacity through meaningful, sustained professional learning, collaboration, teacher leadership, and sharing internal expertise.

8	Expand College, Career & Future-Ready Pathways	Increase career-connected learning, work-based experiences, flexible course options, and pathways beyond a traditional college-only focus.
9	Advance Equity, Access & Inclusive Practices	Use inclusive instructional practices to improve outcomes, expand AP/Dual Credit access, strengthen multilingual supports, and better serve historically underserved students.
10	Leverage AI & Emerging Technology for Learning	Thoughtfully incorporate AI, new technologies, blended learning, and other emerging approaches to personalize learning and prepare students for the future.

SWOT Analysis - Threats

Table 1	Table 2	Table 3
○ 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	○ Uncertainty in state and federal funding ○ Legislative decisions ○ Changing enrollment trends (TEAM FEELS STRONGLY THAT CHANGING DEMOGRAPHICS is jarring and should not be included nor on the website) ○ Rapid growth of AI ○ Declining public confidence in public education ○ I ○ ncreasing demands on educators ○ ADD: social media overuse and misuse	○ 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

burnout that may negatively affect morale, retention, culture, and organizational capacity. ○ Staff retention and professional development efforts and how that impacts student readiness at LT ○ Varied student preparation prior to attending LT ○ Mental and physical health concerns for students		unrest weaken trust and community support. ○ Increasing demands on educators, contributing to burnout that may negatively affect morale, retention, culture, and organizational capacity.
Table 4	Table 5	Table 6
○ 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. ○ Reimagining the high school experience around relevance, personalization, flexibility, and practical 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. ○ Declining public confidence in public education, as shifting perceptions and public unrest weaken trust and community support. ○ Increasing demands on	○ 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	○ 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

educators, contributing to burnout that may negatively affect morale, retention, culture, and organizational capacity. ○ Increase access to information through social media, personal electronic devices, and current events	burnout that may negatively affect morale, retention, culture, and organizational capacity. ○ Mental Health Crisis ○ Increasing safety needs, including cybersecurity	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. ○ Cell phone management ○ Accuracy of survey data if respondents not taking seriously
Table 7	Table 8	Table 9
○ 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	○ Rigor or college acceptance is driving all things students do. Point grabbing, retakes, etc. all to make sure they get the A. ○ Federal funding ○ Federal legislation ○ Student enrollment ○ AI ○ Public opinion regarding public education	○ 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,

affect morale, retention, culture, and organizational capacity. ○ Pool of qualified teachers is getting smaller each year, so it is difficult to hire a diverse staff. ○ Prevalence of student vape use.		culture, and organizational capacity. (We strongly agreed with the increased demands on educators and burnout.) ○ Outside-world impacts / external factors affecting the district.
Table 10	Table 11	Table 12
○ 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 AI, poised to disrupt teaching, learning, assessment, academic, integrity, and workforce expectations, while also introducing escalating cybersecurity threats targeting k-12 districts. ○ Increasing demands on educators, contributing to burnout that may negatively affect morale, retention, culture, and organizational capacity. ○ Rising construction and renovation costs, creating increased pressure on capital budgets and long-term facilities planning. ○ Growing student and	○ Changing enrollment trends that could affect staffing, facilities, and programming. ○ Increasing demands on educators contributing to burn out that negatively impacts morale and culture. ○ Uncertainty in state and federal funding impacting programs, staffing, innovation, and long-term planning. ○ Unfunded mandates and legislative decisions impacting curriculum and financial demands on the district. ○ Rapid growth of artificial intelligence, social media impact, and shortened attention span of today's youth. ○ Declining public confidence in public education. Shifting perceptions and public unrest weaken trust and community support.	○ Uncertainty in state of federal funding ○ Legislative decisions ○ Changing enrollment trends ○ Rapid growth of AI ○ Declining public confidence in public education ○ Increasing demands on educators, contributing to burnout, low morale, retention and culture ○ Competitive and challenging landscape for jobs in the marketplace and world

family needs that require expanded resources, services, and partnerships to effectively support the whole student.

Facilitator Summary:

The common **Threats** identified by Plan Team include:

I reviewed the **SWOT Threats identified across all 12 table teams** and consolidated similar responses. Six threats show especially strong consensus because they recur across many of the teams, often in nearly identical language.

Top 10 SWOT Threats Across All 12 Tables

	Threat	Consensus Description
1	Uncertainty in State & Federal Funding	Policy and budget changes could constrain staffing, programs, innovation, facilities, and long-term planning.
2	Legislative Decisions & Unfunded Mandates	New requirements may increase operational, curricular, staffing, and financial demands without sufficient resources.
3	Changing Enrollment Trends	Enrollment shifts could affect staffing, facilities, programming, resource allocation, and long-term financial sustainability.
4	Rapid Growth of AI & Technological Change	AI is changing teaching, learning, assessment, academic integrity, workforce expectations, and how students interact with information.
5	Increasing Demands on Educators & Staff Burnout	Growing demands may negatively affect staff morale, retention, organizational culture, and the district's capacity to sustain improvement.
6	Declining Public Confidence in Public Education	Changing public perceptions and broader social pressures may weaken trust, engagement, and community support for public schools.
7	Cybersecurity, Digital Safety & social media	Cyber threats, social media misuse, cell phones, digital distractions, and rapidly evolving technology create new risks for schools and students.
8	Growing Student Mental Health & Well-Being Needs	Increasing mental, physical, social-emotional, and whole-child needs may require significantly greater supports and resources.
9	Educator Recruitment & Retention Challenges	A shrinking pool of qualified educators, combined with workload pressures, creates challenges in recruiting and retaining high-quality and diverse staff.
10	Rising Costs & Increasing Resource Demands	Rising construction and renovation costs, facility needs, and growing student/family service needs may place additional pressure on district resources.

Below is the first Draft of the SWOT Analysis. The team will review this draft at its next meeting.

SWOT ANALYSIS DRAFT

STRENGTHS	WEAKNESSES
1. Academic Achievement & Advance Placement/Dual Credit Access 2. Restorative Culture & Belonging 3. Comprehensive Student Supports 4. Inclusive & Equitable Instruction 5. Financial Strength 6. Facilities & Learning Environments 7. Breadth of Student Opportunities 8. High-Quality Staff 9. Strong Relationships & Student Voice 10. Community Support & Partnerships	1. Persistent Opportunity & Achievement Gaps 2. Limited Program Coherence 3. Traditional Teaching & Learning Structures 4. Aging Facilities & Space Limitations 5. Limited Facility Funding 6. Student Attendance & Engagement 7. Student Support/MTSS Gaps 8. Staff Voice & Capacity for Change 9. Inconsistent Student Experiences 10. Family & Community Engagement
OPPORTUNITIES	THREATS
1. Reimagine the High School Experience 2. Student Voice, Choice & Agency 3. Innovation & Continuous Improvement 4. Modernized Learning Spaces 5. Staff Engagement & Connectedness 6. Collective Responsibility 7. Professional Learning 8. College, Career & Future-Ready Pathways 9. Equity & Access 10. AI & Emerging Technology	1. Funding Uncertainty 2. Legislative Mandates 3. Enrollment Shifts 4. AI & Technological Change 5. Educator Burnout 6. Public Confidence 7. Cybersecurity & Social Media 8. Student Mental Health & Well-Being 9. Educator Recruitment & Retention 10. Rising Costs & Resource Demands