

## CCSD59 Data Retreat Findings

The strategic plan team held its first all-day meeting, a Data Retreat, on September 30, 2019. They spent the day developing a shared understanding of how the district is currently performing. They listened to reports and reviewed district performance data. The purpose of the day was to determine what is going well in the district what needs attention to move the district to a higher level of performance.

In the first activity, the strategic plan team **identified strengths and challenges/opportunities for improvement from their perceptions**. They are listed below with no duplication and in no priority order. All ideas from each table team are presented.

<b>Strategic Plan Team Member Perceptions (List of unduplicated ideas)</b>	
<b>Strengths</b>	<b>Challenges, Opportunities for Improvement</b>
<ul style="list-style-type: none"> <li>• Student Diversity</li> <li>• Student belonging</li> <li>• Strong financial history</li> <li>• Variety of programs to meet student needs</li> <li>• Collaborative approach</li> <li>• Innovation</li> <li>• Student-centered approach</li> <li>• Student safety</li> <li>• High expectations for students</li> <li>• High expectations for staff and leaders</li> <li>• High qualified, caring staff</li> <li>• Well maintained facilities</li> <li>• Writing curriculum</li> <li>• Family support</li> <li>• Commitment to improvement</li> <li>• Appropriate teacher autonomy</li> <li>• Dual Language program</li> <li>• Social, emotional learning</li> <li>• Preparing for real world</li> <li>• Adaptability</li> <li>• Plan of action</li> <li>• Human and Material resources</li> <li>• Strong labor and management relationships</li> <li>• 21<sup>st</sup> century and modern learning approach</li> </ul>	<ul style="list-style-type: none"> <li>• Academic achievement</li> <li>• Increase in low-income student population</li> <li>• Stakeholder perceptions</li> <li>• Staffing for unique programs and diversity</li> <li>• Servicing multiple languages</li> <li>• Academic and behavioral interventions and systems of support (MTSS)</li> <li>• Technology security</li> <li>• Community engagement</li> <li>• Clarity in curriculum grade to grade, school to school with meaningful assessments</li> <li>• Future readiness and preparation for college/career/life</li> <li>• Advanced tech programs</li> <li>• Divided leadership</li> <li>• Equity in class size</li> <li>• Equity in financial and staffing allocations</li> <li>• Staffing hard to fill positions</li> <li>• Focus and alignment; not too many initiatives so none can be accomplished with a high degree of quality</li> <li>• Curriculum evaluation</li> <li>• Communication to stakeholders</li> <li>• Communication barriers (language, access)</li> <li>• Special education student needs</li> <li>• Teacher burnout</li> <li>• Cultural diversity awareness</li> <li>• Limited financial resources</li> <li>• Follow up and support for new initiatives after initial professional learning</li> </ul>

In the second activity, the strategic plan team **identified strengths and challenges/opportunities for improvement from the perceptions of others**. They reviewed survey data from the state 5Essentials survey. In addition, the team examined summary data from the District Family Survey, the Staff Climate Survey, and the Student Sense of Belonging Survey. All reports can be found on the strategic plan icon located on the district website. They are listed below with no duplication and in no priority order.

<b>Stakeholder Perceptions- Student, Families, Staff, Community from Surveys</b>	
<b>Strengths</b>	<b>Challenges, Opportunities for Improvement</b>
<p><b><u>Students</u></b></p> <ul style="list-style-type: none"> <li>• Student safety and comfort</li> <li>• Student-teacher trust</li> <li>• Teachers working to meet their needs</li> <li>• Belonging</li> <li>• Students growing and improving</li> <li>• Teachers treat students with respect</li> <li>• Students feel they are working hard to do their best</li> <li>• Teachers willing to help students grow and improve</li> </ul> <p><b><u>Teachers</u></b></p> <ul style="list-style-type: none"> <li>• 80% responded positively to staff survey</li> <li>• Dedicated and loyal staff</li> <li>• Overall working environment</li> <li>• Collaboration among teachers has improved</li> <li>• Teacher pride in their work</li> <li>• Staff supports one another</li> <li>• Looking forward to working each day</li> <li>• Responsibility to student learning</li> </ul>	<p><b><u>Students</u></b></p> <ul style="list-style-type: none"> <li>• Peer support and motivation</li> <li>• Student attendance</li> <li>• Rigor and challenge</li> <li>• Student engagement</li> <li>• 6-8 Student belonging</li> <li>• Student behavior consequences</li> <li>• Accountability</li> <li>• Not all peers work hard/effort</li> <li>• Some behavior problems</li> <li>• Doing homework</li> <li>• All teachers keeping promises</li> <li>• All students value coming to school</li> </ul> <p><b><u>Teachers</u></b></p> <ul style="list-style-type: none"> <li>• Open to change</li> <li>• Responsibility colleagues have toward the school and one another</li> <li>• Collective and individual responsibility teachers have when student fails</li> <li>• Decline in teachers saying they would not want to work in any other school</li> <li>• Teachers do not always notice when extra help is needed</li> <li>• Teacher responsibility for school improvement</li> <li>• Clarity and quality in curriculum</li> <li>• Some topics are not interesting and challenging</li> <li>• PD that actually helps</li> <li>• Voice and input into decisions/ comfort</li> <li>• Trust</li> <li>• Very small sample size</li> <li>• Communication between staff to one another, school to school, teachers to principal, teachers to district office</li> <li>• More positive view of school as a place for excellent learning</li> <li>• Student responsibility for their learning.</li> <li>• Student motivation</li> <li>• Lack of individual contribution/leadership</li> </ul>

<p><b>Family</b></p> <ul style="list-style-type: none"> <li>• 92% Child enjoys coming to school</li> <li>• Strong student-teacher relationships</li> <li>• Technology used well</li> <li>• Parents feel welcome</li> <li>• District creates a good environment for learning</li> <li>• 90% likely to recommend to others</li> <li>• Sense of pride for what sets our district apart from others</li> <li>• Academic supports to meet student needs</li> <li>• Student safety</li> </ul>	<p><b>Family</b></p> <ul style="list-style-type: none"> <li>• Involvement in school decisions and school improvement</li> <li>• Decrease in parent satisfaction with education child in receiving</li> <li>• Value in diversity and backgrounds</li> <li>• Emphasis of positive school-home connection</li> <li>• Rigor and student challenge</li> <li>• Building on each child's strengths and talents</li> <li>• Help improve school is a challenge</li> <li>• Soliciting and hearing parent voices</li> <li>• Use technology to support student learning</li> <li>• Overall satisfaction declining</li> </ul>
---	--

Next the strategic plan team heard performance reports on student achievement, culture/climate, and district finances, facilities, and technology. These reports can also be found on the strategic plan icon located on the district website. Different that the first two activities, **these reports were evidenced-based. The district shared how it has been performing over the past few years. The reports again revealed strengths and challenges/opportunities for improvement. It also revealed how the district was performing compared to others.** The summary findings are listed below.

<b>District Student Achievement Data</b>	
<b>Strengths</b>	<b>Challenges, Opportunities for Improvement</b>
<ul style="list-style-type: none"> <li>• The District assessment philosophy incorporates multiple approaches, methods, and formats of assessments which serve specified purposes</li> <li>• There has been some achievement student growth in mathematics, English Language Arts, and science in recent years</li> <li>• Mathematics student achievement is improving faster than Reading</li> <li>• Science student achievement is at or near state averages.</li> <li>• There is student success data being shown in High School District 214 in both student achievement and graduation rates. 72% D59 students graduate with some college coursework; 28% participate in workplace learning experiences; the mean grade point average is 3.14/ 4.0</li> <li>• There is a balance in proficiency in dual and non-dual instruction with Fountas and Pinnell</li> <li>• The district puts less emphasis on the state performance test. The test has changed</li> </ul>	<ul style="list-style-type: none"> <li>• No K-1 assessment data was presented.</li> <li>• Student performance in math and English language arts is below state averages</li> <li>• There is a decline in student performance in grades 2-3.</li> <li>• Dual instruction classrooms lack proficiency in both languages</li> <li>• Student subgroups of Low income, English Learners, and Student with Disabilities show achievement gaps compared with White students</li> <li>• There is a decline in student performance in transition at the 6<sup>th</sup> grade.</li> <li>• Student performance readiness expectations are not defined in Kindergarten, Middle School, and High School</li> <li>• Four district schools in 2018 received a state underperforming status</li> </ul>

<p>almost every year with performance results received after students have moved to the next grade level.</p> <ul style="list-style-type: none"> <li>• Ten district schools in 2018 received a state commendable status</li> </ul>	
--	--

<b>District Culture/Environment Data</b>	
<b>Strengths</b>	<b>Challenges, Opportunities for Improvement</b>
<ul style="list-style-type: none"> <li>• 74% of 3-5 grade students responded favorably to questions regarding a sense of belonging which puts them into the 90<sup>th</sup> percentile when compared with other similar elementary students</li> <li>• Student enrollment has been mostly the same of the last five years.</li> <li>• Students are diverse with 80% Hispanic and White.</li> <li>• 88% Parents are satisfied or highly satisfied with the District compared to 71% on the national Gallup poll of parents.</li> <li>• 80% of Staff are satisfied or highly satisfied with the District.</li> <li>• Teacher retention High and well above state average</li> <li>• Highly qualified staff with 79% holding master's degrees or higher.</li> <li>• Staff professional development ratings high</li> <li>• There are numerous opportunities for staff professional development</li> <li>• The district offers one way and two-way Dual Language instruction in Spanish and Polish</li> <li>• Schools have accountability measures</li> </ul>	<ul style="list-style-type: none"> <li>• 56% of 6-8 grade students responded favorably to questions regarding a sense of belonging which puts them into the 80<sup>th</sup> percentile when compared with other similar elementary students</li> <li>• English language student population has increased slightly and well above state average</li> <li>• There is a waiting list for two-way Dual Language instruction</li> <li>• English language learners who exit language support through state assessment are not being assessed to be sure they do not need more support services</li> <li>• Student attendance has decreased along with an increase in chronic truancy</li> <li>• Great variance in class sizes among elementary grade levels</li> <li>• More teacher voice, input and engagement in decisions that impact them</li> <li>• Staff diversity</li> <li>• Staff attendance decreasing</li> <li>• 20% of staff not satisfied</li> <li>• Teachers want to feel more valued and appreciated by District</li> <li>• Parent participation on state 5E survey is low</li> <li>• More parent voice, input and engagement in decisions that impact them</li> <li>• District communication needs improvement and timeliness</li> </ul>

<b>District Financial, Facilities, and Technology Data</b>	
<b>Strengths</b>	<b>Challenges, Opportunities for Improvement</b>
<ul style="list-style-type: none"> <li>• Balanced budget for last two years</li> <li>• Strong financial stewardship recognized by 5 state organizations.</li> <li>• Highest State of Illinois Financial Recognition</li> <li>• Fund Balance (savings) that exceeds policy</li> <li>• Low debt that expires in 2022</li> <li>• Lowest tax rate compared to neighboring school districts</li> <li>• Competitive salary and benefits for staff</li> </ul>	<ul style="list-style-type: none"> <li>• Facility Utilization- some at maximum, some with space</li> <li>• Reliance on Property Tax results in inequitable funding</li> <li>• 12 facilities over 50 years old</li> <li>• Many capital projects postponed</li> <li>• Tax caps and TIFs limit ability to get more funding</li> <li>• Per pupil expenditure in middle compared to neighboring districts</li> </ul>

<ul style="list-style-type: none"> <li>• Safety</li> <li>• Good physical condition of buildings- well maintained, clean, excellent custodians</li> <li>• Students grades 3-8 take technology device home</li> <li>• Full wireless at all buildings; strong robust infrastructure</li> <li>• AAA bond rating</li> <li>• No significant audit findings for last 10 years</li> <li>• Strong relationship with three unions</li> <li>• Numerous applicants for a position</li> </ul>	
--	--

**After reviewing both the perception and the evidence-based data, the strategic plan team then identified priority strengths, weaknesses, opportunities and threats. The SWOT Analysis will drive future strategic plan goals and strategies.** The work of each table team is shown below.

STRENGTHS					
Table A	Table B	Table C	Table D	Table E	Table F
<ul style="list-style-type: none"> <li>• Financial status</li> <li>• High School student performance</li> <li>• Physical safety</li> <li>• Facilities</li> <li>• Hiring, training, retaining staff</li> <li>• Social Emotional Learning</li> <li>• Student diversity</li> <li>• Dual Language programs and services</li> <li>• Technology tools, devices, infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>• Retention of staff</li> <li>• Student diversity</li> <li>• Access to technology</li> <li>• Welcoming environment</li> <li>• Quality of staff</li> <li>• Focus on Social Emotional Learning</li> <li>• Balanced Budget</li> <li>• Well maintained facilities</li> <li>• Strong financial picture</li> </ul>	<ul style="list-style-type: none"> <li>• Financial stability</li> <li>• Student diversity</li> <li>• Safety and security</li> <li>• Positive student academic growth</li> <li>• Social Emotional Learning</li> <li>• Modern learning focus</li> <li>• Professional development</li> <li>• High teacher retention rate</li> <li>• Positive growth in math</li> <li>• High quality staff</li> </ul>	<ul style="list-style-type: none"> <li>• Financial health</li> <li>• Teacher quality</li> <li>• Student academic growth</li> <li>• High satisfaction for students and families</li> <li>• District facilities</li> <li>• Available use of resources</li> <li>• Collaborative culture</li> <li>• Student first focus</li> <li>• Celebrating diversity</li> <li>• Learning culture/ want to improve</li> </ul>	<ul style="list-style-type: none"> <li>• Staff retention</li> <li>• Financial stability</li> <li>• Highly qualified teachers</li> <li>• Access to technology</li> <li>• Great relationship with unions</li> <li>• Unique programming- dual language</li> <li>• All day Kindergarten</li> <li>• Social Emotional Learning</li> <li>• Early Learning Center</li> </ul>	<ul style="list-style-type: none"> <li>• Staff investment</li> <li>• Safety</li> <li>• High quality staff</li> <li>• Facilities</li> <li>• Elementary student sense of belonging</li> <li>• Financial stability</li> <li>• Student diversity</li> <li>• Staff satisfaction with professional development</li> <li>• Student to teacher trust</li> </ul>

**Consensus STRENGTHS: 1) Student focused; 2) Hiring and retaining a high quality staff; 3) Student growth in performance; 4) Financial health and stability; 5) Student diversity; 6) Technology access and infrastructure; 6) Technology devices 1:1; 7) Social and emotional learning; 8) Well maintained facilities; 9) Dual language learning opportunities; 10) Safety and security; and 11) Welcoming environment for students and families; 12) Elementary school student sense of belonging; and 13) Student-to-teacher trust.**

WEAKNESSES					
Table	Table	Table	Table	Table	Table
<ul style="list-style-type: none"> <li>• Staff Diversity</li> <li>• Teacher attendance</li> <li>• Parent Engagement</li> <li>• Communication al all stakeholders</li> <li>• Student sense of belonging at middle schools</li> <li>• Mental health needs and behavior supports</li> <li>• Student achievement</li> <li>• Achievement gaps among subgroup student populations</li> <li>• Curriculum clarity-with meaningful aligned assessment</li> <li>• Special education</li> <li>• Dual Language</li> </ul>	<ul style="list-style-type: none"> <li>• Facility usage</li> <li>• Student and staff attendance</li> <li>• Parent engagement</li> <li>• Research-based curriculum clarity</li> <li>• Inconsistent class size</li> <li>• Inequity of resources for students</li> <li>• Certified support staff</li> <li>• Intervention systems (MTSS)</li> <li>• Student achievement</li> <li>• Achievement gaps</li> </ul>	<ul style="list-style-type: none"> <li>• Student achievement</li> <li>• Achievement gaps</li> <li>• Trend data inconsistent</li> <li>• Staff diversity</li> <li>• Parent engagement</li> <li>• Speed of implementation</li> <li>• Class size inequities</li> <li>• Student engagement and responsibility for learning</li> <li>• Communication systems internal and external</li> </ul>	<ul style="list-style-type: none"> <li>• Expand dual language for kids and schools</li> <li>• Deeper system of data analysis, review, reporting and communication</li> <li>• Curriculum review and action</li> <li>• Test scores and perception in community</li> </ul>	<ul style="list-style-type: none"> <li>• Data collection, analysis, progress monitoring, and reporting</li> <li>• Hiring efforts</li> <li>• Communication</li> <li>• Attendance</li> <li>• Utilizing community to support curriculum</li> <li>• Articulation 214 and 59</li> <li>• PARCC and Fast data much lower than state for Hispanics</li> <li>• Achievement gaps</li> <li>• Student achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing teacher voice</li> <li>• 6<sup>th</sup> grade slump</li> <li>• Student achievement</li> <li>• Achievement gaps</li> <li>• More dual language opportunities</li> <li>• Class size inequities</li> <li>• Student attendance</li> <li>• Staff diversity</li> <li>• Two-way communication internal and external</li> <li>• Student cohort group performance</li> <li>• Support for low income students and their families</li> </ul>

**Consensus WEAKNESSES: 1) Student achievement below state averages in mathematics and English language art; 2) Achievement gaps among student subgroup populations (Low income, Black, Hispanic, Students with IEPs, English language learners); 3) Support for increasing low income students and their families; 4) Intervention systems not meeting student needs; 5) Data collection, analysis, progress monitoring, and reporting with measurement and accountability targets; 6) Curriculum clarity with aligned meaningful assessments; 7) Two-way communication internally and externally; 8) Inequity in class sizes**

**across elementary schools; 9) Student engagement and responsibility for learning; 10) Growing staff apathy, loyalty, and collaboration; 11) Waiting list for dual language opportunities for students; and 12) Parent engagement and satisfaction.**

<b>OPPORTUNITIES</b>					
Table	Table	Table	Table	Table	Table
<ul style="list-style-type: none"> <li>• Use of data to drive decision-making</li> <li>• Involve retirees</li> <li>• Involve community</li> <li>• Transition reading and planning</li> <li>• Problem solve equity in class size across schools</li> <li>• Study facilities utilization, use of space, schedule</li> <li>• Individualize learning paths</li> <li>• Common assessments in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• Trauma-informed schools</li> <li>• Community engagement</li> <li>• Kinsin crisis</li> <li>• Support staff training</li> <li>• Partnerships with community</li> <li>• Qualification for special ed process</li> <li>• Clear and effective communications</li> <li>• Use of data</li> </ul>	<ul style="list-style-type: none"> <li>• Truancy and attendance</li> <li>• Parent engagement</li> <li>• Supports for students who are significantly low</li> <li>• Academically talents student needs</li> <li>• Better understanding of who we are</li> <li>• Introducing new learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Expand dual language for kids and schools</li> <li>• Deeper system of data analysis, review, reporting and communication</li> <li>• Curriculum review and action</li> <li>• Test scores and perception in community</li> </ul>	<ul style="list-style-type: none"> <li>• No proficiency or growth targets</li> <li>• Set expectations for Kindergarten readiness</li> </ul>	<ul style="list-style-type: none"> <li>• Staff diversity recruitment</li> <li>• Track success of dual language kids HS and post</li> <li>• Track multiple sub group students</li> <li>• Track PreK achievement through high school</li> <li>• Culturally relevant materials in classroom</li> <li>• Track former EL student performance</li> <li>• Day care/sick care for staff children</li> <li>• Parent education</li> <li>• Support for high risk students and their families</li> </ul>

**Consensus OPPORTUNITIES: 1) Data collection, analysis, progress monitoring, and reporting with measurement and accountability targets; 2) Facility usage, space, schedules; 3) Partnerships with the community to further career and life workplace learning;; 4) Rigor and challenge in learning opportunities; 5) Learning paths tracking progress from grade to grade, school to school based on readiness expectations for Kindergarten, Middle School, High School; 6) Achievement gaps between Dual and Non-Dual classrooms; 7) Opportunities for student, staff, and family voice, input, engagement; 8) Parent clarity of expectations and education opportunities.**

THREATS					
Table	Table	Table	Table	Table	Table
<ul style="list-style-type: none"> <li>• Immigration status and politics</li> <li>• Pension cost shift</li> <li>• Racism</li> <li>• Social media</li> <li>• Family finances/ needs</li> <li>• Unfunded mandates</li> <li>• Threats to persons</li> <li>• State financial crisis</li> <li>• State and federal grants</li> <li>• Parental participation</li> </ul>	<ul style="list-style-type: none"> <li>• Tax funding</li> <li>• Substitutes</li> <li>• Public perceptions</li> <li>• Trauma</li> <li>• Secondary trauma</li> <li>• Demographics</li> </ul>	<ul style="list-style-type: none"> <li>• Contract negation-tenured staff feeling stuck</li> <li>• Community information flow</li> <li>• Growing percentage of dissatisfied staff, apathy, loyalty. Commitment</li> </ul>	<ul style="list-style-type: none"> <li>• Funding formula and state spending</li> <li>• Student mobility</li> <li>• Competition-home schooling and private schools</li> <li>• Social media</li> <li>• Testing structure and accountability</li> </ul>	<ul style="list-style-type: none"> <li>• Social media</li> <li>• Curriculum forecasting</li> <li>• Societal expectations</li> <li>• Misconceptions of the changes</li> </ul>	<ul style="list-style-type: none"> <li>• State mandates</li> <li>• State funding</li> <li>• Test scores</li> <li>• TIFS and taxes</li> <li>• Social media</li> <li>• Technology and resources-access to internet</li> <li>• Public perceptions</li> <li>• Political environment</li> <li>• Immigration</li> <li>• Racism</li> <li>• Mental health needs</li> </ul>

**Consensus THREATS: 1) Social media; State unfunded mandates and financial crisis; 3) Public perceptions; 4) Customer satisfaction; 5) Political environment; 6) Immigration; 7) Racism; and 8) Trauma and growing mental health needs.**

**The facilitator then examined all SWOT products and presented a consensus SWOT to share with stakeholders between now and the October 18 meeting of the strategic plan team. Stakeholder surveys and engagement opportunities will be held to provide opportunities for feedback on the strategic plan team’s analysis.**

The strategic plan team will examine the feedback at their next meeting and revise the SWOT Analysis.

The draft of the SWOT Analysis is below.



## CCSD59 DRAFT SWOT ANALYSIS

**STRENGTHS:** What are we most proud of? What do we consider to be the results of our best work? What advantages do we have? What do others say about us in positive ways?

- **Student focused culture**
- **Welcoming environment for students and families.**
- **Hiring and retaining a high-quality staff**
- **Student growth in performance**
- **Financial health and stability**
- **Student diversity**
- **Technology access and infrastructure**
- **Technology devices 1:1**
- **Social and emotional learning**
- **Well maintained facilities**
- **Dual language learning opportunities**
- **Safety and security**
- **Elementary school student sense of belonging**
- **Student-to-teacher trust**

**WEAKNESSES:** What do we consider to be our weaknesses? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well?

- **Student achievement below state averages in mathematics and English language art**
- **Achievement gaps among student subgroup populations (Low income, Black, Hispanic, Students with IEPs, English language learners)**
- **Support for increasing low income students and their families**
- **Intervention systems not meeting student needs**
- **Data collection, analysis, progress monitoring, and reporting with measurement and accountability targets**
- **Curriculum clarity with aligned meaningful assessments**
- **Two-way communication internally and externally**
- **Inequity in class sizes across elementary schools**
- **Student engagement and responsibility for learning**
- **Growing staff apathy, loyalty, and collaboration**
- **Waiting list for dual language opportunities for students**
- **Parent engagement and satisfaction.**

**OPPORTUNITIES:** What opportunities for improvement do we know about, but have not addressed? Where with a little work could we change a weakness into a strength? What are we not doing currently that might be the opportunity for us to improve?

- **Facility usage, space, and schedules**
- **Partnerships with the community to further career and life workplace learning**
- **Rigor and challenge in learning opportunities**
- **Learning paths tracking progress from grade-to-grade, school-to-school based on readiness expectations for Kindergarten, Middle School, and High School**
- **Achievement gaps between Dual and Non-Dual classrooms**
- **Opportunities for student, staff, and family voice, input, engagement**
- **Parent clarity of expectations and education opportunities.**

**THREATS:** Who or what threatens us the most? What challenges are coming that we must respond to? What might block our progress? What do we have little control over that might impact our resources?

- **Social media**
- **State unfunded mandates and financial crisis**
- **Public perceptions**
- **Customer satisfaction**
- **Political environment**
- **Immigration**
- **Racism**
- **Trauma and growing mental health needs.**