



Focus Forward Together

# Data Findings: Data Retreat Review

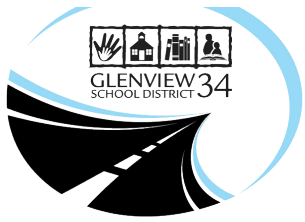
## Our Strategic Plan Team Perceptions

### Strengths

- High quality, dedicated, caring staff
- Focus on the “whole child”
- High expectations for student learning and behavior
- Fine Arts programming
- Safety and security
- Shared leadership and value for collaboration—opportunities for voice and input
- Appreciation and respect for diversity
- High student academic performance
- Innovation and technology
- One-to-one technology devices and effective technology infrastructure
- Clubs, extra-curricular, co-curricular opportunities for students
- Shared leadership/ collaboration
- Pride and support of families and community in school system
- History of fiscal responsibility and balanced budgets
- Students and families who value education
- Commitment to continuous improvement
- Focus on students
- Transparency- listening to stakeholders

### Opportunities for Improvement

- Achievement gaps among student subgroup populations (Special Education IEP, Low Income, and English Language Learners)
- Aligned curriculum and assessment
- Systems of effective impactful interventions and enrichments in response to all student academic and non-academic diverse needs
- Flexible scheduling to better address mission and vision
- Change management- consistency in implementation of key policies and instructional practices school-to-school and classroom-to-classroom
- Students meeting math and reading growth goals
- Effective professional learning opportunities for all staff
- Increasing and differentiated social and emotional student needs
- Increasing student stress and pressures
- Internal and external communication
- Student engagement and opportunities for personalized learning
- Early learning opportunities to better prepare all students for beginning school success- exploring full day Kindergarten
- Staff retention with reduced turnover
- Staff morale, climate, culture with number of initiatives, overload, lack of prioritization, increasing class sizes
- Parent clarity of expectations and engagement to be critical partners in the education process
- Facilities- deferred maintenance, aging, space, new learning activities
- Food service
- Lack of Big Picture direction
- Competitive staff salary and benefits



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# Data Findings: Data Retreat Review

## Our Stakeholders Perceptions

### Strengths

#### Student Survey Strengths

- Feeling prepared for life and high school
- Social studies
- Technology
- Encouraged to reach their potential
- Safety
- Pride
- Feel supported and encouraged

#### Parent/Community Survey Strengths

- School safety
- Addressing social and emotional needs
- Quality of education
- Quality of staff
- Well maintained facilities
- Student engagement
- Fiscal responsibility
- Feel welcomed

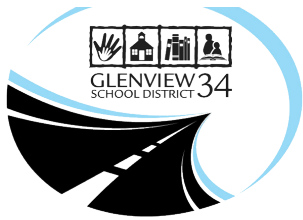
### Opportunities for Improvement

#### Student Survey Opportunities

- Schedule, time, pressure
- Bullying
- Looking forward to coming to school
- Clubs and activities; co-curricular
- Culture
- Homework
- Food service
- Math and science
- Facilities
- Social and emotional support
- Feeling included by peers
- Lack of engagement

#### Parent/Community Survey Opportunities

- Math and science instruction
- Early learning- full day Kindergarten
- Food service
- Number of assessments
- Grading and homework practices not having a positive impact on learning
- World languages
- Participation in a diverse community



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- High satisfaction
- Quality instruction
- Technology
- High expectations
- Headed in the right direction

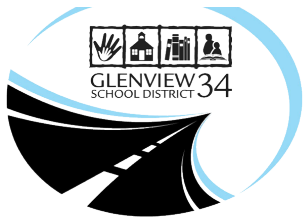
## Staff Survey Strengths (63% responded)

- Quality of educational programs and services
- Safety
- Students engaged in learning
- Support of building administration
- Use of technology
- Headed in right direction
- Fine arts
- Physical education
- Autonomy
- ELL Programs

- Community and parent engagement
- Community information about district performance
- Student stress, bullying
- Facilities
- Administrator retention and consistency
- Retention of high quality teachers
- Differentiation, interventions and enrichment impact
- Balancing school work and co-curricular activities
- Cultural awareness

## Staff Survey Opportunities (63% responded)

- Student assessments
- Social and emotional supports
- Use of time and space; furniture, 21<sup>st</sup> century learning and classroom or school design
- More time and support to implement new initiatives
- Homework practices
- Class sizes
- Relevant professional development
- Collaboration time
- Full day Kindergarten
- Consistencies and cohesiveness of schools within the district



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# Data Findings: Data Retreat Review

## Educational Services: Student Performance Report

### Strengths

- 90 % or more third grade students are reading at or above grade level
- 90% or more of fifth grade students meet/exceed expectations in mathematics
- Student achievement is high compared to state averages and norms.
- PARCC ELA three year data is similar and above state 2015-2017
- PARCC Math three year slightly improved and above state 2015-2017
- Significant curriculum work has been done in last few years aligned to Common Core State Standards
- There is a district MTSS team
- There are building MTSS problem solving teams
- Grades K-1-2 interventions have been assessment for impact and have reached most all students
- There is a one way dual language program offered at Henking
- There is a dual language Hispanic program at Hoffman
- There is technology integration with instruction
- Inquiry based learning opportunities are growing
- There have been one-to-one devices for the last seven years

### Opportunities for Improvement

- Collaboration with high school district on college, career, and life readiness new expectations and requirement
- Clarity in the number of students on track for 9<sup>th</sup> grade
- Number of students ready for Kindergarten as measured by the KIDS assessment
- Student NWEA Map growth is relatively stagnant
- PARCC ELA three-year data is below feeder average
- PARCC math three-year data is below feeder average
- PARCC reading and math assessments show achievement gaps among the following student subgroups: Low income, Sp Ed Students with Disabilities, and English Language Learners.
- PARCC three years reading and math assessments show ethnicity achievement gaps among Asian, White, Black, and Hispanic students.
- Grades K3-8 interventions have not been assessed for impact and much fewer student populations have been assessed.
- Math intervention data is under construction
- K-8 reading interventions show inconsistent data cross the system
- 504 plans continue to grow from grade-to-grade



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## Human Resources: Learning and Working Environments

### Strengths

- Teacher evaluation upper 90% to 100% proficient or excellent
- Teacher retention is 93.5% (not including retirements or leaves of absence)
- Staff population increasing over last few needs to meet diverse student populations
- Constitution with employee groups ensures collaboration, voice and input into shared decisions
- There is pride in the district among staff and families
- There are collaborative committees, team and structures in place to make shared decisions.

### Opportunities for Improvement

- Staff diversity and demographics to mirror student diversity and demographics
- Salary and benefits above state averages but below neighboring feeder districts
- Number of teachers with masters or higher degrees is declining
- Student to staff and administrator state ratios are areas for study
- Constitution can contribute to slow down in decisions and an obstacle to change
- There is Inconsistent use of data- analysis of data, fear of data, accountability, one place for data
- There appears to be a lack of systemic glue that holds the system together based on common beliefs, curriculum, instructional strategies, goals, etc.
- There are inconsistencies school to school and classroom to classroom
- Staff morale
- Class size variabilities



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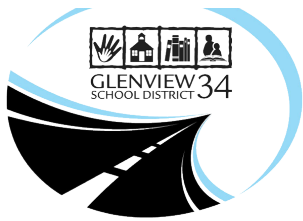
## Business and Operations: Finances, Facilities, and Technology

### Strengths

- Highest state financial rating: Recognition
- Top bond rating
- Fund balance 73%
- Balanced budget for many years with revenues exceeding expenditures
- Operating expense per pupil slightly higher than state average but significantly lower than all neighboring feeder elementary districts
- Equalized Assessed Valuation lower than all neighboring feeder elementary districts
- Addressed required Life Safety facility repair and maintenance
- Agreement with the village for partial financial return of Tax Increment Financing results
- Comprehensive facilities study
- Revised crisis plan
- Camera phones and exterior camera
- Bullet resistant glass replacement

### Opportunities for Improvement

- Potential impact of state financial crisis
- Potential impact of future pension costs shifted from state to local districts
- Potential impact of a tax freeze
- Impact of increasing protests filed for property tax
- Aging facilities
- Deferred maintenance needs (roofs, heating and air, window replacement, etc.) Many are past life expectancies
- Facilities study did not include Full Day Kindergarten, lack of meeting space, lack of storage space, lack of parking space, lack of office space.



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**Table Team Responses: SWOT Analysis**

Table A	Table B	Table C	Table D	Table E	Table F
<b>STRENGTHS</b>					
<ul style="list-style-type: none"> <li>• Quality Staff</li> <li>• Community involvement</li> <li>• Financial management</li> <li>• Safety</li> <li>• Tech integration</li> <li>• Long term MAP data</li> <li>• Quality of education</li> <li>• TIF expiring</li> <li>• Facility Maintenance</li> </ul>	<ul style="list-style-type: none"> <li>• Fiscal responsibility</li> <li>• Dedicated and committed staff</li> <li>• Staff retention</li> <li>• Supportive community and families</li> <li>• Diversity</li> <li>• Safe schools</li> <li>• Positive outlook</li> <li>• Strong public perception-move here for schools</li> <li>• Technology</li> <li>• Focus on the whole child</li> </ul>	<ul style="list-style-type: none"> <li>• Energized district and admin team</li> <li>• Quality, dedicated staff</li> <li>• Fund balance</li> <li>• Bond rating</li> <li>• Whole child philosophy</li> <li>• Technology integration</li> <li>• Parent pride and support</li> <li>• Community pride and support</li> <li>• Structures for collaboration and decision making</li> </ul>	<ul style="list-style-type: none"> <li>• High achievement</li> <li>• High quality staff and leadership</li> <li>• Instructional resources</li> <li>• Technology</li> <li>• Whole Child philosophy</li> <li>• Support community</li> <li>• Diversity</li> <li>• Renewed optimism</li> <li>• Financial health</li> </ul>	<ul style="list-style-type: none"> <li>• Community support</li> <li>• Families value well rounded education</li> <li>• Safety</li> <li>• Quality educators</li> <li>• High expectations</li> <li>• Overall quality of education</li> <li>• Pride in system</li> <li>• Technology</li> <li>• Financial health</li> </ul>	<ul style="list-style-type: none"> <li>• Student performance</li> <li>• Community pride</li> <li>• Staff high quality and dedicated</li> <li>• Fund balance</li> <li>• History of strong fiscal management</li> <li>• Technology</li> <li>• Parents feel welcome and informed</li> <li>• Collaboration structures, teams. committees, shared decisions</li> <li>• Value diversity</li> <li>• Comprehensive, well rounded student experience</li> <li>• Student perception of their educational experience</li> </ul>



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## WEAKNESSES

<ul style="list-style-type: none"> <li>• Achievement gaps</li> <li>• Space constraints</li> <li>• Misalignments/ consistencies</li> <li>• Interventions for math</li> <li>• Homework expectations</li> <li>• Stagnant student academic growth</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher diversity</li> <li>• Competitive pay</li> <li>• Teacher retention</li> <li>• Class sizes</li> <li>• Food service</li> <li>• Equity/ inclusiveness</li> <li>• Students not looking forward to school</li> <li>• Inconsistency-not meeting needs of all students / achievement gaps</li> </ul>	<ul style="list-style-type: none"> <li>• Innovation and inquiry</li> <li>• Teacher morale</li> <li>• Competitive Salaries and benefits</li> <li>• Class sizes</li> <li>• Processes for decision-making</li> <li>• Alignment and consistencies school to school and classroom to classroom</li> <li>• Implementation of social and emotional support system</li> <li>• Food service</li> <li>• Consistency in curriculum delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Aging facilities</li> <li>• Achievement gaps</li> <li>• Teacher autonomy-creates resistance to change</li> <li>• Competitive salaries and benefits- recruitment and retention</li> <li>• Rolling out new initiatives/ prioritizing</li> <li>• Parent outreach</li> <li>• Not meeting needs of all students</li> <li>• Consistency of instructional experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Social and emotional implementation</li> <li>• Morale</li> <li>• Consistencies in practices school to school, classroom to classroom</li> <li>• Amount of testing</li> <li>• Aging facilities</li> <li>• Deferred maintenance</li> <li>• Grading and homework practices</li> <li>• Mixed message in some of our priorities</li> <li>• Global languages</li> <li>• Inconsistencies in science and other innovative practices school to school, classroom to classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Consistency across schools</li> <li>• Differentiation to meet the needs of all students</li> <li>• Achievement gaps among subgroup student population</li> <li>• Internal and external communication</li> <li>• Meeting all student needs- differentiation, interventions, and enrichments</li> <li>• Space constraints</li> <li>• Stress on students and staff</li> <li>• Staff morale</li> <li>• Class sizes, admin to student ratios, admin to staff ratios</li> <li>• Competitive salaries and benefits</li> <li>• Per pupil expenditures</li> </ul>
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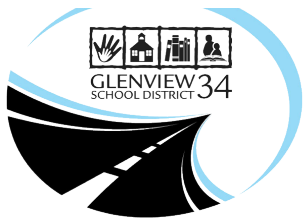


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## OPPORTUNITIES

<ul style="list-style-type: none"> <li>• Early learning readiness</li> <li>• Teacher and leader retention</li> <li>• Reimagine definition of student success</li> <li>• Inquiry based professional learning</li> <li>• Efficient and effective assessments</li> </ul>	<ul style="list-style-type: none"> <li>• System for using data</li> <li>• Early learning-full day Kindergarten</li> <li>• Focused and consistent relevant professional learning</li> <li>• Time</li> <li>• Modifying learning spaces</li> <li>• Social media</li> </ul>	<ul style="list-style-type: none"> <li>• Universal design for learning</li> <li>• Increase per pupil spending</li> <li>• Diverse teaching staff</li> <li>• Explore staff and admin to student ratios</li> <li>• Transition of bilingual student to middle school</li> <li>• Aging facilities, new facilities, remodeling, reimagining space</li> <li>• Early learning/ full day Kindergarten</li> <li>• Reimagining grading and homework practices</li> </ul>	<ul style="list-style-type: none"> <li>• Bilingual needs of middle school students</li> <li>• Time</li> <li>• Early learning student and family needs</li> <li>• Consistent teacher resources</li> <li>• Adoption of varying technology</li> <li>• Parent consistent expectations across all schools</li> <li>• Using social media to enhance communication between home and school</li> </ul>	<ul style="list-style-type: none"> <li>• Recruit and retain quality educators</li> <li>• Build on learning system</li> <li>• Consistency</li> <li>• Build in innovation and inquiry work</li> <li>• Define and be accountable for the system glue</li> <li>• Reimagine use of time and space/ schedules</li> <li>• Data system- measuring the right things with the right assessments</li> <li>• Reimagining use of grades and homework</li> <li>• Student engagement and motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritizing- too much, too fast, with little time and support to do it well</li> <li>• Home-school connections- parental expectations; parent engagement</li> <li>• Network and learn from other districts similar to us who get better results</li> <li>• Diversity of staff</li> <li>• Use of time and space; schedule</li> </ul>
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## THREATS

<ul style="list-style-type: none"> <li>• Federal funding</li> <li>• State funding</li> <li>• New state assessment</li> </ul>	<ul style="list-style-type: none"> <li>• State finances</li> <li>• Pension costs</li> <li>• Aging facilities</li> <li>• Culture of divisiveness</li> <li>• Fixed mindset</li> <li>• Social media / closed groups and student use</li> </ul>	<ul style="list-style-type: none"> <li>• Pension cost shift</li> <li>• Facility replacements beyond life span</li> <li>• Resources from community to address needs-taxes</li> <li>• Lack of space</li> <li>• Identification of student needs-ACCESS</li> <li>• Unpredictable state funding</li> </ul>	<ul style="list-style-type: none"> <li>• Age of buildings</li> <li>• State financial crisis</li> <li>• Unfunded mandates</li> <li>• Property tax and community revenues</li> <li>• Community challenges that impact health and wellness</li> </ul>	<ul style="list-style-type: none"> <li>• Cost of space needs</li> <li>• Age of building</li> <li>• Unpredicted state and federal funding</li> <li>• Social media</li> <li>• State testing and other mandates</li> <li>• Pressure, stress and anxiety for students and staff</li> </ul>	<ul style="list-style-type: none"> <li>• State and federal funding</li> <li>• Economic disparity in district</li> <li>• Perception of public education</li> <li>• Cultural capital</li> <li>• Language barriers</li> <li>• Over assessment</li> <li>• Governmental impositions</li> <li>• Aging facilities</li> <li>• Facility management</li> </ul>
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