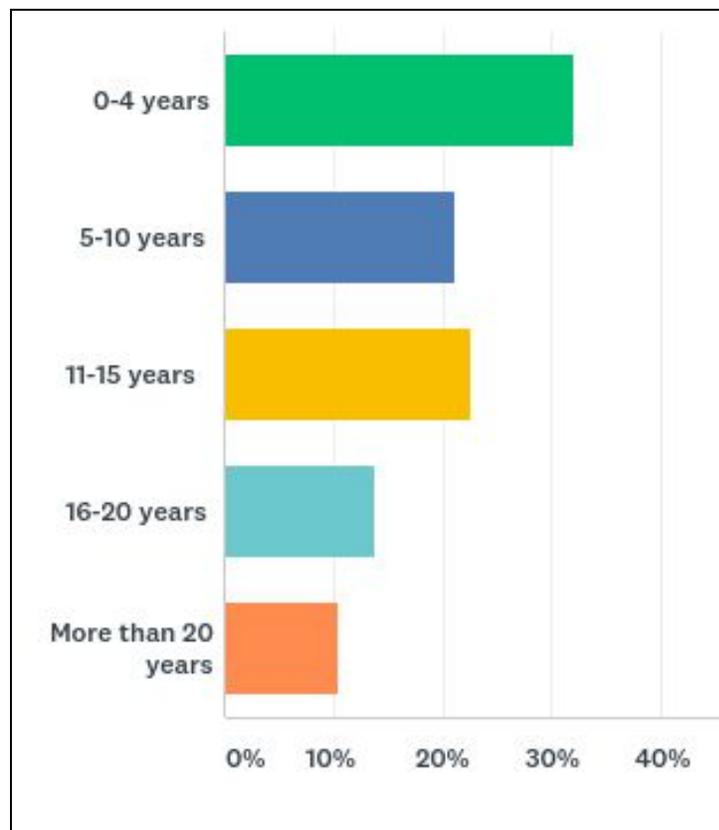
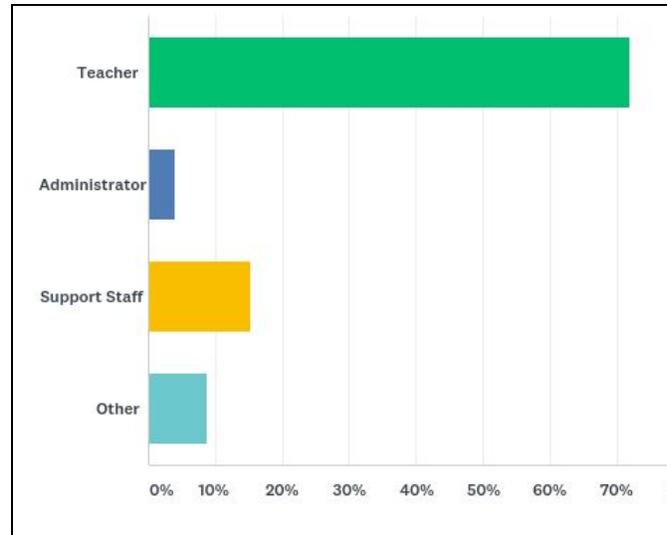


Who Took the Survey?

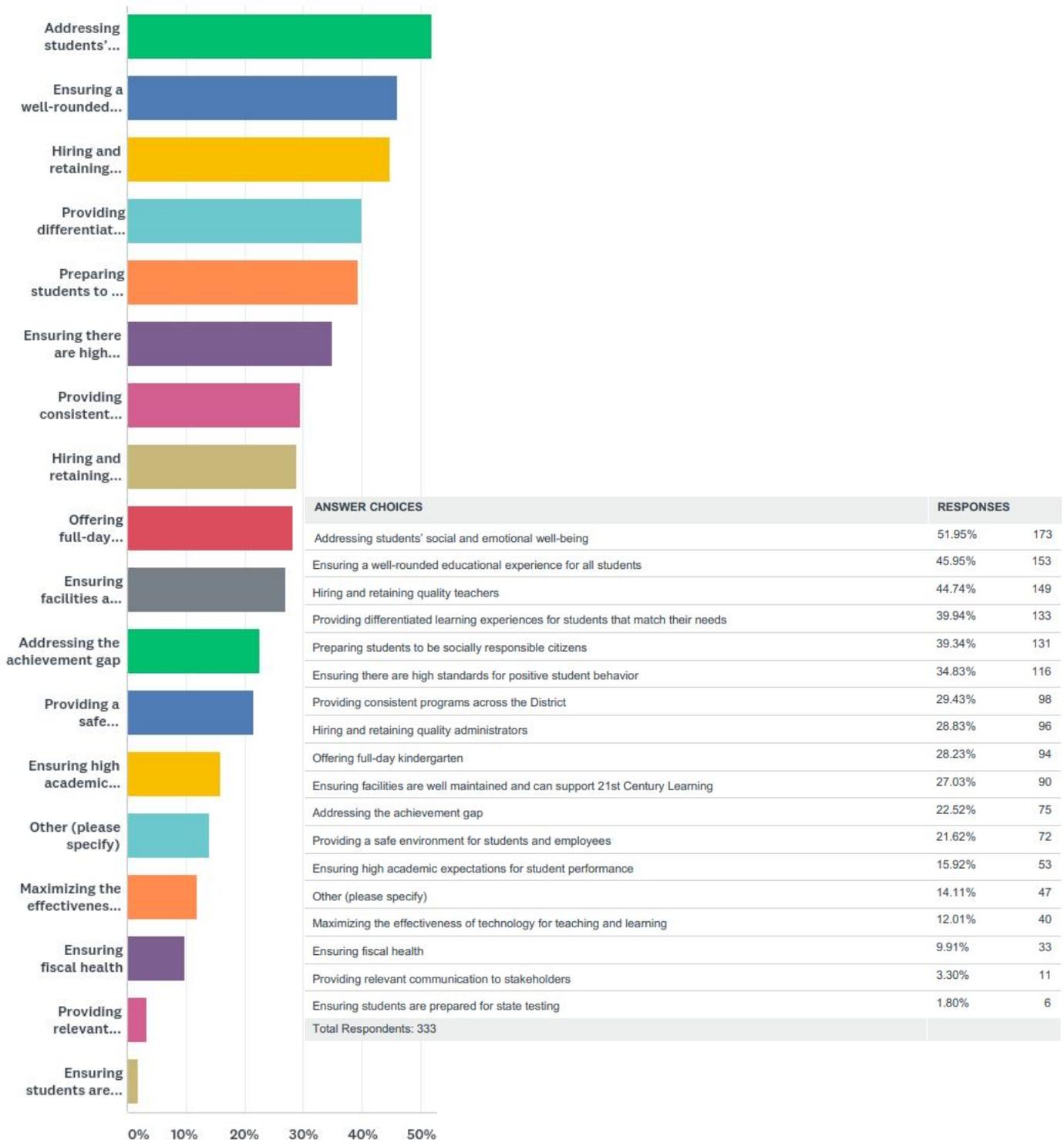
334 staff members (48% of all staff), with an even distribution throughout the District, and a variety in years of service.

239 teachers
13 administrators
80 support staff/other



Priority Areas

Select up to 5 areas you think District 34 should focus on over the next 3-5 years:



Satisfaction

Staff satisfaction with the quality of education at District 34

	EXTREMELY DISSATISFIED	DISSATISFIED	SATISFIED	EXTREMELY SATISFIED	DO NOT HAVE ENOUGH INFORMATION TO RESPOND	TOTAL	WEIGHTED AVERAGE
The quality of physical education	0.00% 0	1.22% 4	41.59% 136	40.06% 131	17.13% 56	327	3.47
The quality of fine arts education	0.00% 0	3.06% 10	44.95% 147	36.09% 118	15.90% 52	327	3.39
The overall quality of education in District 34	0.61% 2	2.43% 8	61.70% 203	29.79% 98	5.47% 18	329	3.28
The quality of English/language arts education	0.92% 3	10.09% 33	48.93% 160	25.08% 82	14.98% 49	327	3.15
The quality of math education	2.15% 7	8.90% 29	52.76% 172	18.71% 61	17.48% 57	326	3.07
The quality of world language education	2.45% 8	7.06% 23	34.36% 112	10.43% 34	45.71% 149	326	2.97
The quality of science education	1.83% 6	13.46% 44	49.54% 162	14.07% 46	21.10% 69	327	2.96
The quality of social studies education	1.22% 4	17.43% 57	43.43% 142	13.46% 44	24.46% 80	327	2.91
The quality of innovative programing	1.83% 6	16.51% 54	43.73% 143	12.54% 41	25.38% 83	327	2.90

Perceptions

Staff perception of quality compared to other feeder districts

MUCH LOWER QUALITY	SOMEWHAT LOWER QUALITY	EQUAL TO OTHER DISTRICTS	SOMEWHAT BETTER QUALITY	MUCH BETTER QUALITY	TOTAL	WEIGHTED AVERAGE
0.33%	13.36%	60.91%	20.52%	4.89%	307	3.16
1	41	187	63	15		

Staff perception of **academic environment**

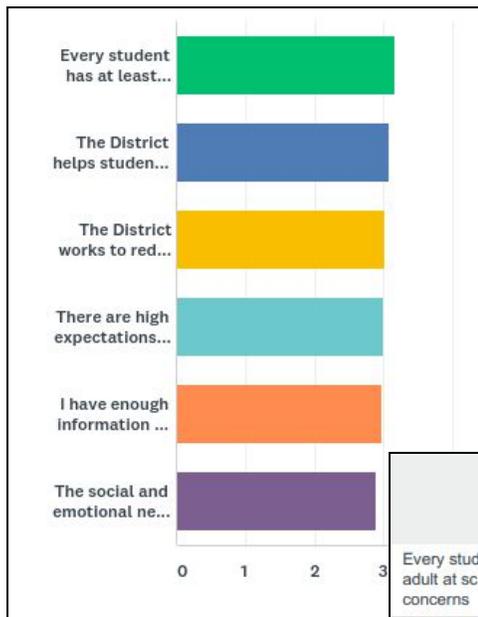
	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	DO NOT HAVE ENOUGH INFORMATION TO RESPOND	TOTAL	WEIGHTED AVERAGE
District 34 should offer a full-day kindergarten program	2.15% 7	2.77% 9	29.54% 96	48.00% 156	17.54% 57	325	3.50
Teachers provide quality instruction	0.00% 0	3.04% 10	51.06% 168	40.73% 134	5.17% 17	329	3.40
Technology used in the classroom supports student learning	0.31% 1	3.98% 13	63.00% 206	26.61% 87	6.12% 20	327	3.23
Students are engaged in learning	0.00% 0	3.96% 13	64.63% 212	24.70% 81	6.71% 22	328	3.22
Each student is encouraged to meet his or her highest potential	0.61% 2	10.64% 35	62.01% 204	21.58% 71	5.17% 17	329	3.10
Students are prepared to transition from middle school to high school	0.00% 0	5.18% 17	34.76% 114	10.06% 33	50.00% 164	328	3.10
Students are prepared to transition from elementary to middle school	0.61% 2	6.73% 22	50.76% 166	11.31% 37	30.58% 100	327	3.05
District 34 is heading in the right direction	1.54% 5	9.57% 31	64.20% 208	15.74% 51	8.95% 29	324	3.03
Teachers differentiate instruction for every child	2.43% 8	23.10% 76	48.02% 158	16.41% 54	10.03% 33	329	2.87
The report card provides valuable information about student progress	1.83% 6	15.90% 52	48.32% 158	9.48% 31	24.46% 80	327	2.87
District 34 meets the unique needs of every child	1.53% 5	27.83% 91	52.29% 171	9.17% 30	9.17% 30	327	2.76
Students receive a consistent educational experience throughout his/her time in the District	5.79% 19	20.73% 68	48.17% 158	10.67% 35	14.63% 48	328	2.75
Homework has a positive impact on student learning	8.26% 27	31.50% 103	40.37% 132	3.36% 11	16.51% 54	327	2.47
Class sizes are conducive to learning	12.16% 40	34.35% 113	37.69% 124	8.51% 28	7.29% 24	329	2.46
The number of assessments given to students is appropriate	16.77% 55	45.43% 149	24.09% 79	0.91% 3	12.80% 42	328	2.10

Staff perceptions of their work/instructional environment

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	DO NOT HAVE ENOUGH INFORMATION TO RESPOND	TOTAL	WEIGHTED AVERAGE
I have appropriate autonomy to perform my job	0.30% 1	3.93% 13	54.38% 180	37.76% 125	3.63% 12	331	3.34
I feel supported by building administrators	3.03% 10	6.06% 20	44.85% 148	41.52% 137	4.55% 15	330	3.31
I have interactions with parents that support student learning	1.52% 5	3.95% 13	48.33% 159	31.61% 104	14.59% 48	329	3.29
When I have questions about curriculum or instruction I know who to ask	2.72% 9	9.67% 32	45.62% 151	37.16% 123	4.83% 16	331	3.23
My supervisor provides constructive feedback to improve my job performance	3.61% 12	12.95% 43	39.16% 130	34.64% 115	9.64% 32	332	3.16
I have opportunities to collaborate with my colleagues to enhance student learning	2.72% 9	12.39% 41	51.36% 170	30.21% 100	3.32% 11	331	3.13
Educators use assessment data to improve instruction	0.91% 3	7.88% 26	58.79% 194	21.21% 70	11.21% 37	330	3.13
The resources, materials, and supplies I need to do my job are available to me	2.41% 8	15.96% 53	46.99% 156	32.53% 108	2.11% 7	332	3.12
The District encourages innovation	2.73% 9	9.39% 31	57.27% 189	21.82% 72	8.79% 29	330	3.08
I have adequate opportunities for relevant professional development	3.93% 13	20.54% 68	46.53% 154	25.08% 83	3.93% 13	331	2.97
The District makes research-based decisions	2.44% 8	13.72% 45	55.18% 181	9.15% 30	19.51% 64	328	2.88
I am appropriately involved in decisions that affect my work	4.83% 16	19.64% 65	56.19% 186	14.20% 47	5.14% 17	331	2.84
I understand the logic behind decisions that affect my work	5.74% 19	23.56% 78	50.45% 167	13.29% 44	6.95% 23	331	2.77
When new initiatives are introduced, I have sufficient training and support to implement them successfully	9.09% 30	35.45% 117	37.58% 124	4.85% 16	13.03% 43	330	2.44
Implementation of new initiatives allows for a full cycle of roll out and evaluation	11.25% 37	28.88% 95	32.52% 107	4.26% 14	23.10% 76	329	2.39

Staff perceptions of finance/facilities

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	DO NOT HAVE ENOUGH INFORMATION TO RESPOND	TOTAL	WEIGHTED AVERAGE
The District is fiscally responsible	2.13% 7	21.88% 72	45.59% 150	9.12% 30	21.28% 70	329	2.78
Facilities are well maintained	2.72% 9	14.20% 47	61.03% 202	19.94% 66	2.11% 7	331	3.00
Schools are safe	0.30% 1	3.33% 11	64.24% 212	26.97% 89	5.15% 17	330	3.24
Classroom design and space and furniture allow for a flexible, engaging learning environment	4.86% 16	28.27% 93	51.67% 170	8.81% 29	6.38% 21	329	2.69
Food service offerings are satisfactory	2.74% 9	10.98% 36	57.32% 188	10.67% 35	18.29% 60	328	2.93

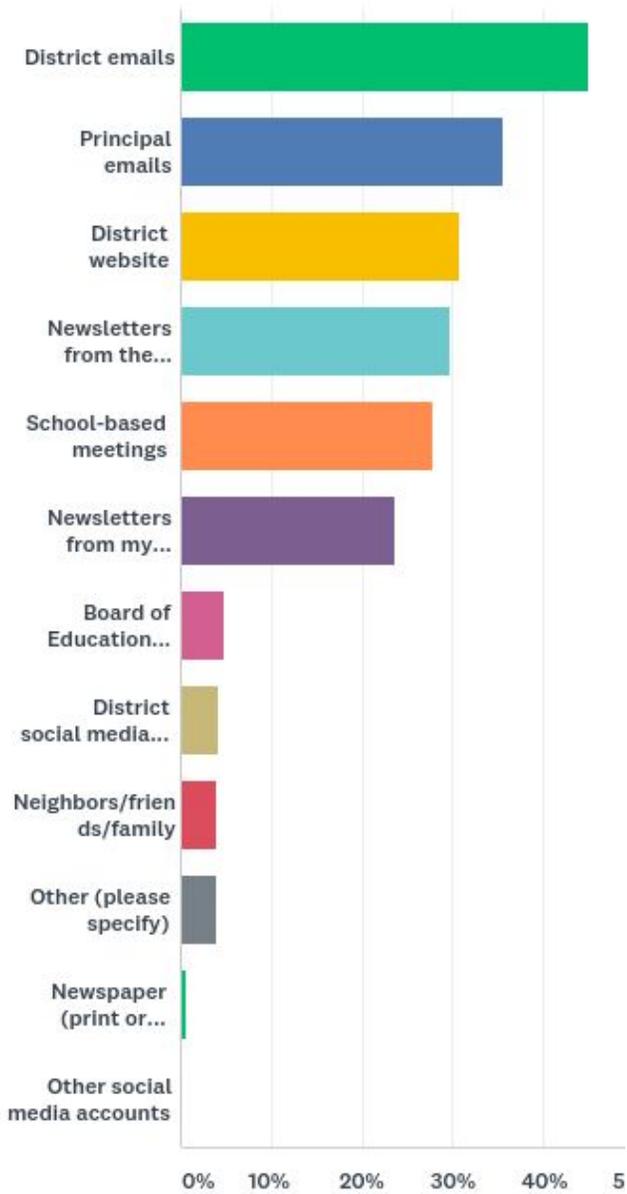


Staff perceptions of social-emotional environment

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	DO NOT HAVE ENOUGH INFORMATION TO RESPOND	TOTAL	WEIGHTED AVERAGE
Every student has at least one adult at school to turn to with concerns	0.00% 0	10.67% 35	55.79% 183	23.78% 78	9.76% 32	328	3.15
The District helps students become good digital citizens	0.30% 1	8.51% 28	65.05% 214	14.89% 49	11.25% 37	329	3.07
The District works to reduce or eliminate bullying	0.61% 2	11.25% 37	63.22% 208	14.59% 48	10.33% 34	329	3.02
There are high expectations for positive student behavior	1.83% 6	14.98% 49	60.24% 197	17.43% 57	5.50% 18	327	2.99
I have enough information to help students safely navigate the digital world	0.91% 3	16.16% 53	57.01% 187	16.46% 54	9.45% 31	328	2.98
The social and emotional needs of students are being addressed	2.44% 8	17.38% 57	60.06% 197	12.50% 41	7.62% 25	328	2.89

Communication

Staff most important sources of information



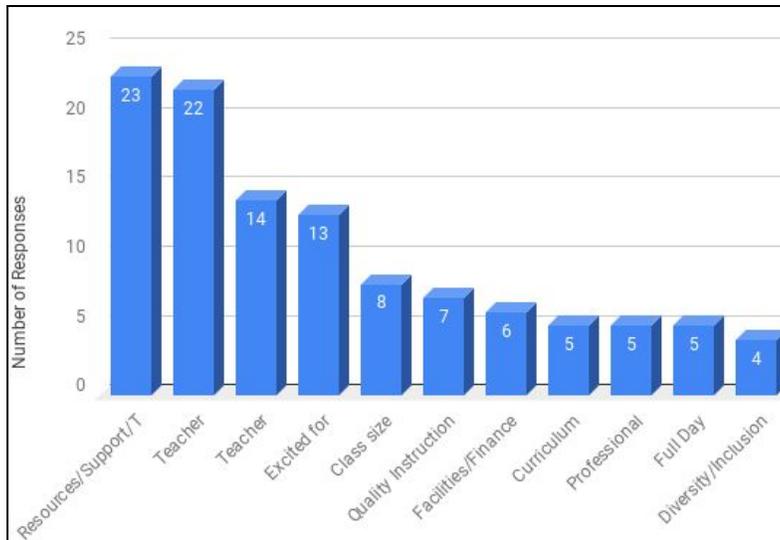
Overall Themes

In open-ended questions, the following themes were mentioned frequently:

Resources/Support/Overload
Teacher Pay/
Contract/Retention
Teacher Voice/Morale

Excited for Future/Happy
Class Size
Quality Instruction
Facilities/Finance

Curriculum
Professional Development
Full-Day Kindergarten
Diversity/Inclusion



Supporting teachers in learning how to differentiate and making sure they have sufficient materials, additional staff support, and time to do so are very important in bridging the gap for our special education and EL students.

More teachers are leaving the district for better salaries and a more positive work environment.

Glenview is a desirable community with notable schools and programs however retaining quality educators with competitive salaries is mandatory.

While we as teachers make time to collaborate as much as possible, release time would allow for collaboration around student learning and lesson planning across buildings.

Subjects are taught in silos within buildings and our curriculum does not foster innovative instructional strategies. My hope is that as we move forward the district is able to implement full day kindergarten. I believe that this will have a trickle-down effect in many areas including student social emotional health.

We are a system of schools. Not a school system. If this district is going to be successful, we need to work together. We need to feel united. We need strong leadership and positive interactions.

I think our biggest issue for some time has been lack of a consistent Reading/Writing/Word Work curriculum.

PD days have gotten substantially better but a consistent administration would help in being able to make systematic changes for the better.

I like the direction our District is going with an emphasis on the whole child and the understanding for teachers that we are responsible for supporting the success of all students.

I agree that we are headed in the right direction but we all must work harder together to improve climate and morale! Teachers need to feel valued by all administrators.

Class sizes are becoming too large to effectively teach to the needs of all students.

D34 falls behind our neighboring school district when it comes to facilities, full-day kindergarten, class size, and special education services. Associate staffing is low and turnover is high.