

**ACTIVITY ONE: OUR PERCEPTIONS - Students**

<b>What are we MOST PROUD about?</b>	<b>What are our GREATEST CHALLENGES for the Future?</b>
<ul style="list-style-type: none"> <li>• How our district makes every student feel welcomed and supported</li> <li>• Quality staff/teachers</li> <li>• Vision aligned – everyone on the same page</li> <li>• Dual language program</li> <li>• Our district gives students numerous opportunities</li> <li>• New learning – technology, chromebooks, projects, ipads, building addition ( and learning standards teaching methods)</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments are not (need to be) focused on enrichment</li> <li>• No alternating block periods (ex. – social studies and science)</li> <li>• Facilities – long-term sustainability</li> <li>• Special ed students should have more opportunities to engage within the rest of the school</li> <li>• Student check-ins (teachers need to meet with students as a whole for input on weekly difficulty)</li> </ul>

**ACTIVITY ONE: OUR PERCEPTIONS – Teachers & Support Staff**

<b>What are we MOST PROUD about?</b>	<b>What are our GREATEST CHALLENGES for the Future?</b>
<ul style="list-style-type: none"> <li>• Some buildings feel supported by their admin</li> <li>• Collaborative relationship between CSO, staff, School Board</li> <li>• Overall student achievement</li> </ul>	<ul style="list-style-type: none"> <li>• PreK/EC is growing at such a rate they are in need of their own space and administrator</li> <li>• Hadley needs research-based interventions, time &amp; resources (dual lang. @ elementary as well)</li> </ul>

<ul style="list-style-type: none"> <li>• A <u>lot</u> of resources – LBS 1, CASE, curriculum</li> <li>• Nice facilities, lots of tech, no more portables</li> <li>• Lots of opportunities for students (FLES, digital media &amp; etc.)</li> <li>• Mentors, “lay” leaders who are willing to rise up to lead</li> <li>• Lots of opportunities &amp; encouragement for PD</li> <li>• Vision for inclusion</li> <li>• Acceptance of new initiatives – we are willing to try new things to improve student success</li> <li>• Foster risk-taking in teaching</li> <li>• Strong sense of community overall</li> <li>• Highly qualified, dedicated staff</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher burnout is reaching a catastrophic rate</li> <li>• Trying to figure out/coordinate how all resources work or on same page</li> <li>• Sub issues</li> <li>• PD, hands-on people, items to support needs of students</li> <li>• Communication w/families – second lang. w/district, w/staff</li> <li>• Inconsistencies within and between buildings</li> <li>• Support staff needs tailored PD or PLC time</li> <li>• Class sizes</li> <li>• Staff &amp; stakeholders don’t feel truly heard</li> <li>• Lack of structure &amp; organization, inefficient systems – not using our resources/people well</li> <li>• District could do a better job recognizing staff @ all levels</li> <li>• Roll out initiatives too early – before the planning work has been thoroughly done so it struggles to be successful</li> <li>• Inclusion not fully thought out to implement properly</li> <li>• Need better PD</li> <li>• How are we measuring student “success”? - unclear</li> </ul>
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<b>ACTIVITY ONE: OUR PERCEPTIONS – Building Administration</b>	
<b>What are we MOST PROUD about?</b>	<b>What are our GREATEST CHALLENGES for the Future?</b>
<ul style="list-style-type: none"> <li>• Reputation in the area for academics and beyond</li> <li>• Budget allows for PD [professional development], supplies</li> <li>• Community support</li> <li>• Coaches &amp; PLC [professional learning community] time</li> <li>• Keeping an eye on student needs &amp; relationships in the building</li> </ul>	<ul style="list-style-type: none"> <li>• Staff structure evolving to meet students' needs</li> <li>• SEL [social-emotional learning] structures &amp; resources to support all kids</li> <li>• ½ day kindergarten</li> <li>• Subs [substitute teachers]</li> <li>• Preparing for future learners</li> <li>• Professional development – SIP [school improvement plan] structure</li> </ul>

<b>ACTIVITY ONE: OUR PERCEPTIONS – Parents/Community</b>	
<b>What are we MOST PROUD about?</b>	<b>What are our GREATEST CHALLENGES for the Future?</b>
<ul style="list-style-type: none"> <li>• Strong teachers who care</li> <li>• Academic performance</li> <li>• FLES dual language</li> <li>• Resources</li> <li>• Innovative approaches</li> <li>• Academic support/MTSS process</li> <li>• Inclusion initiatives</li> <li>• Engaged parents</li> </ul>	<ul style="list-style-type: none"> <li>• Facilities – lack of space</li> <li>• Increase of students with needs</li> <li>• Community engagement</li> <li>• Social media</li> <li>• Lack of Kinder <u>options</u></li> <li>• High taxes</li> <li>• Student behavior challenges</li> <li>• Achievement gap &amp; high expectations</li> <li>• Lack of support resources</li> <li>• At-risk students &amp; support</li> </ul>

**ACTIVITY ONE: OUR PERCEPTIONS –  
Cabinet (District) Administration**

<b>What are we MOST PROUD about?</b>	<b>What are our GREATEST CHALLENGES for the Future?</b>
<ul style="list-style-type: none"> <li>• Financially responsible</li> <li>• Curriculum focused on students needs</li> <li>• Caring and compassionate staff</li> <li>• Safety &amp; security upgrades</li> <li>• Evaluation of language programs</li> <li>• Collaborative</li> <li>• Continuous improvement mindset</li> <li>• Focused on preparing students for life beyond school</li> <li>• Faculty &amp; tech improvement over the last 5 years</li> </ul>	<ul style="list-style-type: none"> <li>• Addressing emerging technology needs</li> <li>• More complex student needs – challenges the supports and services</li> <li>• Trying to meet the needs of all stakeholders</li> <li>• Finding personnel for hard-to-fill positions</li> <li>• Space concerns</li> </ul>

**ACTIVITY ONE: OUR PERCEPTIONS – Board/Supt.**

<b>What are we MOST PROUD about?</b>	<b>What are our GREATEST CHALLENGES for the Future?</b>
<ul style="list-style-type: none"> <li>• Pattern of strong student achievement for most kids</li> <li>• We provide good value – performance vs. cost per student</li> <li>• PLCs</li> <li>• Foreign language programs</li> <li>• Welcome &amp; invite feedback</li> <li>• Engaged parent community</li> <li>• Wealth of instructional resources</li> </ul>	<ul style="list-style-type: none"> <li>• Misinformation</li> <li>• Space/facilities</li> <li>• Rate of change in society</li> <li>• Opposing priorities in community</li> </ul>

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| <ul style="list-style-type: none"><li>• Highly engaged staff/committees – advisory input</li><li>• Students – kind, caring, engaged, service oriented</li><li>• Dedicated staff</li><li>• Facilities are safe, well-maintained</li><li>• Board = supportive, committed to governance, committed to learning</li><li>• Cabinet members – experts in their field</li><li>• Focus &amp; commitment to inclusive practices</li></ul> |  |
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**ACTIVITY TWO: OTHERS' PERCEPTIONS – 5Essentials**

Circle: **Student**, Staff, or Parent

**Table 1**

<b>What are stakeholders MOST PROUD about?</b>	<b>What do stakeholders perceive as our GREATEST CHALLENGES?</b>
<ul style="list-style-type: none"><li>• 2014-16 results trended up</li><li>• Starting at a good place for student perceptions</li></ul>	<ul style="list-style-type: none"><li>• Homeroom vs. Wildcat – daily consistency</li><li>• Challenges with engaging system for social-emotional</li><li>• 2016-18 results trended down</li><li>• Factoring in social-emotional issues in students</li></ul>

**ACTIVITY TWO: OTHERS' PERCEPTIONS – 5Essentials**

Circle: **Student**, Staff, or Parent

**Table 3**

<b>What are stakeholders MOST PROUD about?</b>	<b>What do stakeholders perceive as our GREATEST CHALLENGES?</b>
<ul style="list-style-type: none"><li>• Students feel they are learning</li><li>• Sense of belonging</li><li>• Students understand expectations</li><li>• Supportive and helpful teachers</li><li>• Positive teacher/student relationships</li><li>• Friendships</li></ul>	<ul style="list-style-type: none"><li>• Trending down – overall most going down 2016-18</li><li>• Homework purpose - .24 difference</li><li>• Keeping classes interesting - .21 difference</li><li>• PreK-5 student perspectives (missing)</li><li>• Student comfort asking questions – 3.99</li></ul>

**ACTIVITY TWO: OTHERS' PERCEPTIONS – 5Essentials**

Circle: Student, **Staff**, or Parent

**Table 2**

<b>What are stakeholders MOST PROUD about?</b>	<b>What do stakeholders perceive as our GREATEST CHALLENGES?</b>
<ul style="list-style-type: none"><li>• Overall high satisfaction &amp; high engagement 70% 76%</li><li>• Improvement in meeting needs of subgroups ELL 4.02; special education 3.47 (up +.10); meeting needs of <u>all</u> students 3.84 (up + .05)</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Staff not consulted in decisions on spending &amp; resource allocation – school perception score 3.41</li><li>• Lack adequate space for students 3.37 (lowest score)</li><li>• Uptick in low satisfaction, low engagement – from Humanex 2&amp; increase in low/low; 3% decrease in high/high</li><li>• Even with higher scores regarding academics, staff has lower satisfaction overall w/ D41 – SCORE 3.98 (-.02)</li></ul>

**ACTIVITY TWO: OTHERS' PERCEPTIONS – 5Essentials**

Circle: Student, **Staff**, or Parent

**Table 4**

<b>What are stakeholders MOST PROUD about?</b>	<b>What do stakeholders perceive as our GREATEST CHALLENGES?</b>
<ul style="list-style-type: none"><li>• Meeting the needs of lang. learners</li><li>• 7 of 9 indicators went up on school perceptions</li><li>• Staff strength: meeting student needs in general – all indicators for students</li><li>• Our climate/culture data is higher than average 70.76%</li></ul>	<ul style="list-style-type: none"><li>• Perhaps at expense of staff satisfaction? – only “down” indicators deal with staff</li><li>• Elementary staff (parents) how referendum was spent at Hadley</li><li>• The degree of change</li><li>• Everyone understanding the resources</li></ul>

**ACTIVITY TWO: OTHERS' PERCEPTIONS – 5Essentials**

Circle: Student, Staff, or **Parent**

**Table 5**

<b>What are stakeholders MOST PROUD about?</b>	<b>What do stakeholders perceive as our GREATEST CHALLENGES?</b>
<ul style="list-style-type: none"> <li>• High performing district - 92% satisfaction w/ academic performance</li> <li>• Good use of resources – 83% use resources well</li> <li>• Making progress on space challenge – 87% satisfied w/facilities</li> <li>• Like foreign language programs – 95% benefit of learning foreign language</li> <li>• Parents satisfied with District – 94% satisfied w/district</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity to improve services for special ed</li> <li>• More space needed – 75% feel we have adequate space (low compared to other responses)</li> <li>• Oppy to meet needs of ELL students – 75% strongly agree we meet needs</li> <li>• Significant (31%) # parents concerned about child preparedness for grade level</li> </ul>

**ACTIVITY TWO: OTHERS' PERCEPTIONS – 5Essentials**

**Table 6**

Circle: Student, Staff, or **Parent**

<b>What are stakeholders MOST PROUD about?</b>	<b>What do stakeholders perceive as our GREATEST CHALLENGES?</b>
<ul style="list-style-type: none"> <li>• Quality of special education services – 84% growth from prior survey</li> <li>• Over 90% of parents are satisfied w/ the district's academic performance</li> <li>• Foreign language – 95%</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate facilities/ space is a relative concern * elementary schools</li> <li>• 31% of parents do not feel their children are <u>very</u> prepared for their next grade level</li> <li>• Use of resources relative concern</li> </ul>



## **ACTIVITY THREE DATA REPORT: STUDENT ACHIEVEMENT RESULTS - Tables 2 & 4**

**What did you learn about the student achievement and growth data that informs how the DISTRICT is performing? Performing compared to others? Performing compared to the past?**

1. Perform higher in math than reading
2. 23% students are low income @ 820 students
3. Our ELL student percentage is 2% higher than State @ 449 students
4. Growth & achievement measurements are based off MAP, IAR & science assessment so teaching may not reflect or provide opportunities for real world application processes
5. Strong collaboration inside and outside district
6. With high achievement come struggles to achieve high growth targets
7. Extra programs (FLES, Extended Day Kinder, GECRC & preschool for all) to support diverse student populations but limited by space constraints
8. IEP percentage is below the state average
9. Fluidity of support to meet a diverse range of needs – ongoing process (co-teaching, inclusion practices)
10. Highly successful across metrics for high school readiness & state achievement assessments

**ACTIVITY THREE DATA REPORT: LEARNING AND WORK ENVIRONMENTS/ CULTURE Tables 1 & 3**

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

1. High staff retention (PD benefits)
2. High parent & staff satisfaction
3. Staff & parent agreement on academic expectations
4. 70% of staff satisfied & engaged (73% last year – did dip)
5. Importance of staff wellness
6. Daily PLC time for teachers (how do we communicate to keep/measure value?)
7. Including community decision-making involvement (keep improving, more opportunities)
8. Staff demographics not representative compared to students (have opportunity next few years to improve)
9. Incentive for continuing education
10. Improve & celebrate community partnerships (PBL) (struggle with only two coaches in District)

**ACTIVITY THREE DATA REPORT: FINANCES, FACILITIES and TECHNOLOGY Tables 5 & 6**

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

1. Below ave. spending/ above ave. achievement - strength
2. SPACE is a significant challenge (need) – class size; ability to expand EC; therapy & specialized spaces; lunchroom spaces; storage for specialized equipment
3. Vision for technology (need)
4. Vision for instructional technology (need)
5. Ongoing capital needs – aging buildings (need)
6. Revenue challenges – we are largely funded by residential property taxes; Tier 4 – we will get no increase in State funds
7. Opportunity to further educate the community/ misinformation (need)
8. Need to increase the lobbying impact of the district (need)
9. Impact of 2 levy decisions – took less than the max levy so we cannot ever recapture that \$
10. Fabulous presenters! (:

## ACTIVITY FOUR: SWOT ANALYSIS

Table 1

**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?

- High parent satisfaction 00
- High quality staff 0
- High student achievement 0
- Teacher retention 00
- Innovative programming – FLES, GECRC, PBLs, dual language program 00
- High parent, student and staff satisfaction 0
- Strong financial position 000

**WEAKNESSES:** What are we not doing well? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well? What needs our immediate attention?

- Space 0
- Improving the focus of social and emotional needs of students 00
- Community outreach 0
- Grid learning (Hadley) 00
- See initiatives through to the end and evaluate effectiveness 000
- Transparency of assessments (MAP...)

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

- Behavioral issues 000
- Staff demographics 0
- Technology innovation
- MORE CELEBRATIONS 0
- Continued focus on Special Ed needs
- Promote better continuity transferring to Hadley and West
- Make use of data to improve the system
- Think bigger, be ambitious (innovative programming) 0

**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?

- State funding 0
- Social media 000
- State mandates – curriculum
- Community misinformation 00
- Class size 0
- Increased enrollment possibility 0
- Pension reform
- Tax freeze 000
- Changes of State assessments 00

## ACTIVITY FOUR: SWOT ANALYSIS

Table 2

**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?

- Strong tech resources and support: 1:1 personal tech; strong infrastructure; off-site storage cloud
- Every student 1<sup>st</sup>-8<sup>th</sup> is a language learner 00
- 2 exemplary schools and 3 commendable schools (at high end)
- We are doing more with less (big bang for our buck) 0

**WEAKNESSES:** What are we not doing well? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well? What needs our immediate attention?

- With elimination of TFE (teams for excellence) in last contract, we see a severe reduction in teacher voice district decisions regarding Opp.
- No plans to address limited space (large class sizes, limited space for full-day K and preschool) 0
- No formal SEL curriculum 0
- Don't communicate the value proposition from D41 perception of higher taxes = high spending teachers 000
- Not all support personnel have skill set to provide necessary or needed classroom support 0000
- Engage hard to reach families (language barrier; access to communicate work schedules) 0

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

- Opportunity to make sure all stakeholders (parents, teachers, students) are on the same page re: expectations (what is our goal?)
- Opportunities to reach ALL stakeholders w/in the community (G.E. residents w/o D41 students; less involved D41 families)
- Opportunity to re-evaluate the tools we are assessing with to make sure we set the goals to meet the expectations
- Students wish that we'd rethink use of time for Hadley block schedule (specifically Sci/SS) 0

**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?

- Property tax freeze 0
- No autonomy in decisions regarding state testing 0
- Sub shortage affects everything 000

## ACTIVITY FOUR: SWOT ANALYSIS

Table 3

**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?

- Strong community partnerships 00
- Lang. Learners for all (ESL/Dual/FLES) 0
- Daily PLCs 000
- Access to technology
- Resource rich 0
- High student achievement 00
- Dedicated, engaged, collaborative staff 0
- Financially responsible 0

**WEAKNESSES:** What are we not doing well? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well? What needs our immediate attention?

- Use of space
- Some inconsistency across buildings

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

- Prepare staff for complex academic needs of students 0
- Choices for Kinder. 000
- Community engagement 0
- Prepare staff for social-emotional & behavior needs of complex students 00
- Inclusion 0
- Communication 0

**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?

- Land locked w/ space 0
- College teacher prep programs 0
- The diverse needs of students (incoming) 00
- SUBS 0
- State decisions 00

## ACTIVITY FOUR: SWOT ANALYSIS

**Table 4**

**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?

- Dedicated, well-educated staff 0
- Staff themes – yearly
- Parents are satisfied w D41 0
- Desire for all students to have access to Gen Ed including in pre-K
- High performing on all metrics including subgroups – IEP; LEP; prepared for HS; high graduation rate
- Per student expenditure is lower than other districts but we are higher performing 0
- PLC every day 0
- FLES & Dual Lang program – every student language learner 00

**WEAKNESSES:** What are we not doing well? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well? What needs our immediate attention?

- Survey data – wording in survey to be explained so we get meaningful responses 00
- 21% of teachers feel academic expectations too high 0
- High achievement creates difficulty for high growth
- Pre-K - not filling the tuition slots; not wanting to publicize 0
- New building developments impact on enrollment
- Extended day Kinder at one school
- Discrepancy between Reading & Math achievement

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

- Technology
- 2 exemplary schools -strive to have all schools
- Inclusionary principals 00
- Resources – have them but using to full potential 00
- Communication in different languages 0
- Demographic & gender gap w/staff compared to students 0
- We control information for positive message on social media

**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?

- 80% part of community w/o kids in school
- Community misinformation – especially on social media 0
- Tax payer thinking property taxes too high – misperception 0
- Pension responsibility
- Space 00
- State finances for Dist. 41 – tax freeze 0
- Large teacher retirement group in next few years

## ACTIVITY FOUR: SWOT ANALYSIS

Table 5

<p><b>STRENGTHS:</b> 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?</p> <ul style="list-style-type: none"> <li>• High achieving, high growth</li> <li>• High satisfaction from all stakeholders</li> <li>• Highly qualified and engaged staff 0</li> <li>• Buildings and grounds are updated &amp; secure &amp; clean 000</li> <li>• Healthy fund reserve</li> <li>• Very innovative district 0</li> </ul>	<p><b>WEAKNESSES:</b> What are we not doing well? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well? What needs our immediate attention?</p> <ul style="list-style-type: none"> <li>• English language learner families – communication &amp; adult engagement 00</li> <li>• SEL 00</li> <li>• Quality PD meets all needs – staff</li> <li>• Nonadvocacy for English lang. learners &amp; families</li> <li>• Utilizing the staff and structure to maximize student needs – do we then need more staff?</li> <li>• Space for elementary Sped needs 0</li> </ul>
<p><b>OPPORTUNITIES:</b> What opportunities for improvement do we know about, but have not addressed? With a little work, where could we change a weakness into a strength? What are we not doing currently that might be the opportunity for us to improve.</p> <ul style="list-style-type: none"> <li>• Communication/engagement of the quality of D41 to the stakeholders 0</li> <li>• Technology &amp; innovation 0</li> <li>• Kids are learning differently 0</li> <li>• Attract quality, diverse staff 0000</li> <li>• Foundations</li> <li>• Partner w/other local agencies</li> </ul>	<p><b>THREATS:</b> 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?</p> <ul style="list-style-type: none"> <li>• Student trauma 0000</li> <li>• Misinformation 0</li> <li>• Space overall</li> <li>• Levy 0</li> <li>• state funding</li> <li>• Space for specialized programs</li> <li>• Unfunded mandates 0</li> <li>• Enrollment increases 000</li> </ul>



## ACTIVITY FOUR: SWOT ANALYSIS

Table 6

<p><b>STRENGTHS:</b> 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?</p> <ul style="list-style-type: none"> <li>• People</li> <li>• Collaborative structures 0</li> <li>• Fund balance/financial strategies</li> <li>• Wealth of instructional materials 00</li> <li>• Academic programs 0</li> <li>• Student achievement 0</li> <li>• Language programs 0000</li> </ul>	<p><b>WEAKNESSES:</b> What are we not doing well? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well? What needs our immediate attention?</p> <ul style="list-style-type: none"> <li>• Instructional technology (infrastructure) 0</li> <li>• Strategic governance at the Board level</li> </ul>
<p><b>OPPORTUNITIES:</b> What opportunities for improvement do we know about, but have not addressed? With a little work, where could we change a weakness into a strength? What are we not doing currently that might be the opportunity for us to improve.</p> <ul style="list-style-type: none"> <li>• Diversity in hiring 000</li> <li>• Space</li> <li>• Adult Wellness 0</li> <li>• Technology (kids 1:1)</li> <li>• SEL needs 0</li> <li>• Student growth (subgroups &amp; high kids) 0</li> <li>• Avoid over stressing the system 0</li> <li>• Building internal capacity to address challenging behavior 000</li> </ul>	<p><b>THREATS:</b> 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?</p> <ul style="list-style-type: none"> <li>• Social media misinformation 0000</li> <li>• State funding 0</li> <li>• Trauma &amp; impact on kids 0</li> <li>• Shortage of qualified staff 00</li> </ul>

**COMBINED SIX TABLE SWOT ANALYSIS**  
**Comments clustered under common headers**

**Table 1   Table 2   Table 3   Table 4   Table 5   Table 6**

Comments needed the support of no fewer than three tables to be listed as a header.

There is a maximum limit of 10 headers for each of the four S.W.O.T. areas

The CEC facilitator moved comments from one column to another to cluster like comments.

**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?

**1. Dual Language Opportunities**

Every student 1<sup>st</sup>-8<sup>th</sup> is a language learner 00  
 dual language program  
 Lang. Learners for all (ESL/Dual/FLES) 0  
 FLES & Dual Lang program – every student language learner 00  
 Language programs 0000

**2. High Student Achievement**

High student achievement 0  
 High student achievement 00  
 High performing on all metrics including subgroups – IEP; LEP; prepared for HS; high graduation rate  
 High achieving, high growth  
 Student achievement 0

**3. High Parent Satisfaction**

High parent satisfaction 00  
 Parents are satisfied w D41 0  
 High parent, student and staff satisfaction 0  
 High satisfaction from all stakeholders

**4. High Quality, Dedicated Staff**

High quality staff 0  
 Dedicated, engaged, collaborative staff 0  
 Dedicated, well-educated staff 0

**WEAKNESSES:** What are we not doing well? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well? What needs our immediate attention?

**1. Space Limitations**

Space 0  
 No plans to address limited space (large class sizes, limited space for full-day K and preschool) 0  
 Land locked w/ space 0 [moved to WEAKNESSES from THREATS]  
 New building developments impact on enrollment  
 Space 00 [moved from THREATS to WEAKNESSES]  
 Space for elementary Sped needs 0  
 Use of space  
 Space overall [moved from THREATS to WEAKNESSES]  
 Space for specialized programs [moved from THREATS to WEAKNESSES]  
 Space [moved from OPPORTUNITIES TO WEAKNESSES]

**2. Communication of District Value**

Don't communicate the value proposition from D41 perception of higher taxes = high spending teachers 000  
 Tax payer thinking property taxes too high – misperception 0 [moved from THREATS to WEAKNESSES]  
 80% part of community w/o kids in school [moved from THREATS to WEAKNESSES]

Highly qualified and engaged staff 0

### 5. Fiscally Stable, Responsible

Strong financial position 000

Financially responsible 0

Healthy fund reserve

Fund balance/financial strategies

### 6. Strong, Innovative Programs

Innovative programming – FLES, GECRC, PBLs, dual language program

00

Very innovative district 0

Academic programs 0

### 7. Daily PLC (Professional Learning Communities) Time

Daily PLCs 000

PLC every day 0

### 8. Wealth of Instructional Resources

Wealth of instructional materials 00

Resource rich 0

### 9. Good Financial Value

We are doing more with less (big bang for our buck) 0

Per student expenditure is lower than other districts but we are higher performing 0

### 10. Well-maintained, Modernized Buildings & Grounds

Buildings and grounds are updated & secure & clean 000

Teacher retention 00

Strong community partnerships 00

Strong tech resources and support: 1:1 personal tech; strong infrastructure; off-site storage cloud

Access to technology

Communication/engagement of the quality of D41 to the stakeholders 0 [moved from OPPORTUNITIES to WEAKNESSS]

### 3. Aligning Staff Preparation to Student Needs

Utilizing the staff and structure to maximize student needs – do we then need more staff?

Not all support personnel have skill set to provide necessary or needed classroom support 0000

Shortage of qualified staff 00 [moved from THREATS to WEAKNESSES]

### 4. SEL (Social-Emotional Learning) Needs

No formal SEL curriculum 0

SEL 00

SEL needs 0 [moved from OPPORTUNITIES to WEAKNESSES]

### 5. Hadley JH Issues

Grid learning (Hadley) 00

Promote better continuity transferring to Hadley and West [moved from OPPORTUNITIES to WEAKNESSES]

Students wish that we'd rethink use of time for Hadley block schedule (specifically Sci/SS) 0 [moved from OPPORTUNITIES to WEAKNESSES]

### 6. Consistent Follow-through on Initiatives

See initiatives through to the end and evaluate effectiveness 000

21% of teachers feel academic expectations too high 0

Community outreach 0

Transparency of assessments (MAP...)

2 exemplary schools and 3 commendable schools (at high end)  
2 exemplary schools - strive to have all schools [moved from OPPORTUNITIES to STRENGTH]

Collaborative structures 0

Staff themes – yearly

Desire for all students to have access to Gen Ed including in pre-K

People

Some inconsistency across buildings  
High achievement creates difficulty for high growth

Discrepancy between Reading & Math achievement

Quality PD meets all needs – staff

Strategic governance at the Board level

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

### 1. Address Specialized, Complex Student Needs

Prepare staff for complex academic needs of students 0

Improving the focus of social and emotional needs of students 00 [moved from WEAKNESSES to OPPORTUNITIES]

Prepare staff for social-emotional & behavior needs of complex students 00

Kids are learning differently 0

Building internal capacity to address challenging behavior 000

Behavioral issues 000

Continued focus on Special Ed needs

Inclusion 0

The diverse needs of students (incoming) 00 [moved from THREATS to OPPORTUNITIES]

### 2. Messaging Control

Communication 0

We control information for positive message on social media

Community misinformation 00 [move from WEAKNESSES to 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?

### 1. Tax Freeze, Levy Concerns

Tax freeze 000

Property tax freeze 0

Levy 0

Tax freeze 0

### 2. Increased Enrollment

Class size 0

Enrollment increases 000

Increased enrollment possibility 0

### 3. State Mandates

State mandates – curriculum

State decisions 00

Unfunded mandates 0

Pension reform

Pension responsibility

### 4. Flattened State Funding

State funding 0

State finances for Dist. 41

State funding

State funding 0

### 5. Student Trauma

Student trauma 0000

Trauma & impact on kids 0

Community misinformation – especially on social media 0 [move from WEAKNESSES to OPPORTUNITIES]

Misinformation 0 [move from WEAKNESSES to OPPORTUNITIES]

Social media misinformation 0000 [move from WEAKNESSES to OPPORTUNITIES]

Opportunity to make sure all stakeholders (parents, teachers, students) are on the same page re: expectations (what is our goal?)

### 3. More Staff Diversity

Demographic & gender gap w/staff compared to students 0

Large teacher retirement group in next few years [moved from THREATS to OPPORTUNITIES]

Attract quality, diverse staff 0000

Diversity in hiring 000

### 4. Increased Stakeholder Outreach

Opportunities to reach ALL stakeholders w/in the community (G.E. residents w/o D41 students; less involved D41 families)

Engage hard to reach families (language barrier; access to communicate work schedules) 0 [moved from WEAKNESSES to OPPORTUNITIES]

English language learner families – communication & adult engagement 00

Nonadvocacy for English lang. learners & families [moved from WEAKNESSES to OPPORTUNITIES]

Community engagement 0

Communication in different languages 0

### 5. Expanded Kindergarten Choices

Choices for Kinder. 000

Pre-K - not filling the tuition slots; not wanting to publicize 0 [moved from WEAKNESSES to OPPORTUNITIES]

### 6. Long-Term State Testing Inconsistencies

Changes of State assessments 00

No autonomy in decisions regarding state testing 0

### 7. Outside (of District) Social Media

Social media 000

College teacher prep programs 0

Extended day Kinder at one school  
[moved from WEAKNESSES to OPPORTUNITIES]

## 6. Increased Technology Innovation

Technology innovation

Technology

Technology & innovation 0

Technology (kids 1:1)

Instructional technology (infrastructure)

0 [moved from WEAKNESSES to OPPORTUNITIES]

## 7. Substitute Teacher Shortages

Sub shortage affects everything 000

SUBS 0 [moved from THREATS to OPPORTUNITIES]

## 8. Align Data to Goals

Make use of data to improve the system

Opportunity to re-evaluate the tools we are assessing with to make sure we set the goals to meet the expectations

Survey data – wording in survey to be explained so we get meaningful responses

00 [moved from WEAKNESSES to OPPORTUNITIES]

## 9. Increased Resource Use Efficiency

Resources – have them but using to full potential 01

## 10. Increased Staff Inclusionary Practices

Inclusionary principals 10

With elimination of TFE (teams for excellence) in last contract, we see a severe reduction in teacher voice district decisions regarding Opp. [moved from WEAKNESSES to OPPORTUNITIES]

Staff demographics 0

MORE CELEBRATIONS 0

Think bigger, be ambitious (innovative programming) 0

Adult Wellness 0

Foundations

Partner w/other local agencies

Avoid over stressing the system 1

Student growth (subgroups & high kids)

1

**Draft S.W.O.T. (Strengths, Weaknesses, Opportunities, Threats)  
Glen Ellyn 41 Strategic Planning Team**

The Planning Team seeks feedback on its draft S.W.O.T.  
before finalizing it on April 6, 2020

**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?

1. Dual Language Opportunities
2. High Student Achievement
3. High Parent Satisfaction
4. High Quality, Dedicated Staff
5. Fiscally Stable, Responsible
6. Strong, Innovative Programs
7. Daily PLC (Professional Learning Communities) Time
8. Wealth of Instructional Resources
9. Good Financial Value
10. Well-maintained, Modernized Buildings & Grounds

**WEAKNESSES:** What are we not doing well? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well? What needs our immediate attention?

1. Space Limitations
2. Communication of District Value
3. Aligning Staff Preparation to Student Needs
4. SEL (Social-Emotional Learning) Needs
5. Hadley JH Issues
6. Consistent Follow-through on Initiatives



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

1. Address Specialized, Complex Student Needs
2. Messaging Control
3. Increase Staff Diversity
4. Increase Stakeholder Outreach
5. Expand Kindergarten Choices
6. Increase Technology Innovation
7. Substitute Teacher Shortages
8. Align Data to Goals
9. Increase Resource Use Efficiency
10. Increase Staff Inclusionary Practices

**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?

1. Tax Freeze, Levy Concerns
2. Increased Enrollment
3. State Mandates
4. Flattened State Funding
5. Student Trauma
6. Outside (of District) Social Media
7. Long-Term State Testing Inconsistencies