



STRATEGIC PLAN ENGAGEMENT REPORT

Pleasantdale School District 107

October 20, 2023

Purpose

This report presents the findings of the first phase of strategic planning process documenting the current state of the school district through stakeholder engagement. In the engagement phase of this planning process, priorities for the future and stakeholder satisfaction were measured through a survey in an attempt to reach a large sampling of constituents. Simultaneously, focus groups, interviews and open forums were conducted by Hazard, Young, Attea & Associates (HYA) president Max McGee in September 2023 to provide more granular detail regarding key issues and needs.

The data contained herein were obtained from the Board of Education, administration, faculty, staff, parents, and students, who were asked to provide feedback on the strengths and challenges of the district as well as priorities to consider as the district prepares its plans for 2023-2028. The feedback derived from constituents and reflection by District leaders and staff will be used in the next phase to enhance the district's strategic plan and strengthen its planning process. It will guide in the review of the current plan with a vision, mission, and portrait of a graduate. Feedback will also be used to refine goals, modify performance indicators, and identify benchmarks to track progress. This work is intended to move the district toward its mission and vision for the future. It should be emphasized that the data are not a scientific sampling, nor do they necessarily represent the majority opinion of each respective group.

Process

The structure of the individual meetings, forums, and focus groups was open, allowing for participants to build upon each other's comments. Some sessions were also held over Zoom to allow greater flexibility for participants to meet their scheduling needs. Additionally, an online survey was available to all stakeholders from August 30 to October 15 and provided an additional avenue for community members to participate in the process of determining what constituents believe works well in the District and to identify challenges and issues that need to be addressed in the subsequent Strategic Plan.

Participation

HYA held 8 individual interviews, 6 focus groups, and two online forums. Included within the profile interviews were the following: teachers, support staff, administrators, parents of children attending school, students, and individual school board members. The total number of

individuals interviewed or participating within a focus group or online forum was 53. Adding the 270 community members, parents, students, and staff who completed the online survey, the total of participants providing input into this report totaled 323.

The survey data was disaggregated by three groups: parents (including parents with students in the schools and parents of future students), staff (teachers, support staff, and administrators, and taxpayers who did not currently have children in the schools). Student data was not included because while three students opened the survey, none completed it. The largest stakeholder group surveyed were parents of students attending school representing 57% of the responses. Taxpayers without students in school accounted for 26% of the respondents. The third largest participant group were teachers and certified staff (not including administrators) 13% of all respondents.

Description of the District

Pleasantdale School District 107 is located in the western suburbs of Illinois and serves all or part of the communities of Burr Ridge, Countryside, Indian Head Park, Willow Springs, and LaGrange. Our 833 students are served by two schools, Pleasantdale Elementary School, which serves grades Pre-K through 4, and Pleasantdale Middle School, which serves grades 5 through 8.

Pleasantdale Elementary School is comprised of 480 students in preschool through 4th grade. The schools strive to instill passion for lifelong learning in its students. Their goal is for their students to show at least a year's growth academically, socially, and emotionally over the course of the school year. To help students achieve this goal, the school offers a variety of services including Reading Explorers, Reading Lab, After School Math Club, ELL, Rainbows, and enrichment services. To assure student growth, the building uses assessments including MAP, AIMSweb, and Fountas & Pennell. Students at Pleasantdale Elementary School demonstrate

consistent growth and performance that exceeded national norms.

Elementary students have numerous opportunities to get involved in fine arts and other extracurricular activities. Activities include After School Math Club, Chess Club, Battle of the Books, Intramurals, Lego Club, Cheerleading, Pen Pal Club, Student Council, Coding Club, Spelling Bees, Concerts, and 4th grade Band/Orchestra. Pleasantdale Elementary was named a 2023 National Blue Ribbon School of Excellence.

Pleasantdale Middle School is a comprehensive, high achieving Middle School, with

385 students enrolled across Grades 5-8. The daily schedule is comprised of nine class periods, and students participate in the following classes: two periods of English and Language Arts, Science, Math, Social Studies, Spanish, Physical Education, and Specials, which include annually three of the following: Art, Health, General Music, Computers (Grade 5) and STEM. Advanced curriculum is provided in all English and Language Arts classes and Accelerated Curriculum is provided in Math, including Geometry courses at the local High School. Interventions are provided through a well developed multi-tiered system of support, led by a full-time RtI Facilitator and School Social Worker. Targeted interventions are provided through Math and Reading lab classes. Additional supports include after school programs (Tutor Club) and subject specific study halls. Students participate weekly in Homeroom/Advisory activities centered around Social and Emotional Learning Standards.

In addition to a rich academic program, Pleasantdale Middle School boasts a strong co-curricular and athletic program, available to all students. Various clubs and activities are developed by faculty members, based upon students' responses to interest surveys, and are available to students three times per week. Sample activities include such items as: fishing, cooking, art, gardening, chess, STEM, and a wide variety of intramural activities. Competitive athletics are offered at grades 7 & 8, and our students compete against other area Middle Schools in Boys and Girls Cross Country (grades 5-8), Basketball, Softball, Volleyball, and Soccer

District Demographics from the Illinois State Report Card 2021-22

Total students 820

Low Income Students 11.5%

Students with IEP's 14%

Students identified as English Language Learners 12.75

Attendance rate 95%

Racial-ethnic Distribution

White 71.1%

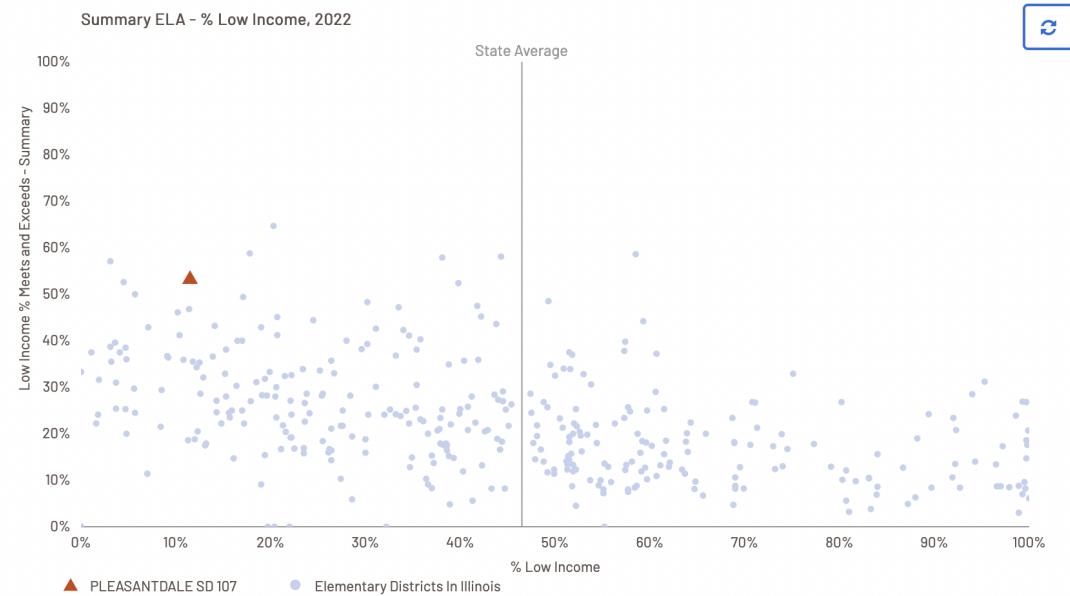
Hispanic 16.2%

Asian 7.3%

Multi-Racial 3.9%

African American 1.3%

Data from the Illinois State Report Card indicates that Pleasantdale student achievement far exceeds state averages with 59.3 % proficiency in ELA, 60% in Mathematics and 72% in Science. More telling are the scatterplots that show the district highly outperforms most districts, even those with fewer low income students.



Current Mission, Beliefs, and Goals

The mission of Pleasantdale School District 107 is to create a community of inspired learners.

The current Strategic Plan identifies these beliefs about how students learn best:

1. Students are passionately engaged in topics that examine world issues, where they feel a sense of purpose and in which they make a difference.
2. Students have voice/choice and work alongside peers and teachers in collaborative environments.
3. Students feel physically, socially and emotionally safe, their sense of control is high and judgement from others is low. Students are fearless with the right support.
4. Students receive effective feedback that fuels their natural desire to do better in a try, fail and try again, growth mindset environment
5. Students have dynamic teachers who utilize various teaching styles and have fun learning together. Staff serves as an advocate for ALL children.

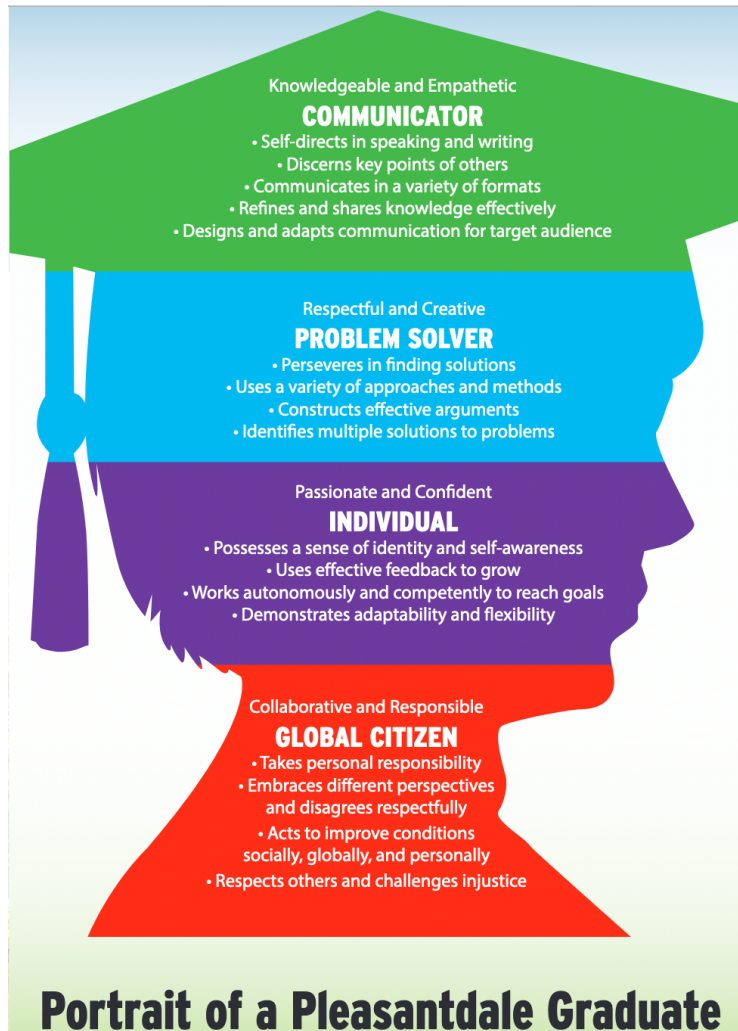
The current plan was drafted in 2016 and implemented in 2017-2022, with five strategic goal areas:

Building Human Capital: We will ensure that PSD 107 is recruiting, hiring and retaining high level professionals who engage in collaborative professional development and are committed to learning and implementing innovative strategies focused on improved student learning.

Building Learning Capacity: Pleasantdale leaders and learners will cultivate the advancement of global competency and cultural awareness through innovative learning experiences.

Building Learning Environments: We will provide flexible learning environments that promote purposeful collaboration and a balanced educational approach to create inspired 21st century learners.

The plan also included this Portrait of Pleasantdale Graduate.



As we proceed with developing a new strategic plan, we will be reviewing the current relevance of the mission, beliefs, goals, and portrait of a graduate. Ultimately, the planning team will decide what to retain, what to revise, and what to replace.

Qualitative Feedback from Interviews, Forums, and Focus Groups

Stakeholder groups shared narratives of strengths of the district, challenges they expect it to face and priorities that will require attention in both the short term over the course of the next three to five years. While groups had some different ideas, there were distinct commonalities among all groups. We have identified the top five shared strengths and challenges.

Strengths

1. The “family feel” of a small district. It was frequently mentioned how the district’s size enabled staff, parents, and families to know one another. We also learned that many 107 graduates returned to live in the district as adults. This sense of family has generated a cohesiveness and collegiality, especially among staff, that is important to sustain.
2. Academic success. Student performance was highlighted by all groups. Student learning is a priority, and District 107 graduates are not only well-prepared for LTHS, but they generally outperform their peers from other feeder districts. Students reported they felt exceptionally well prepared for all their classes.
3. Access and opportunities in the arts, Spanish, and extracurricular activities. It is rare for a small district to be able to provide so many opportunities beyond the usual core classes. We heard about the high quality of the visual and performing arts programs and the pride in them. Likewise, the opportunity to learn Spanish in elementary school will serve students well throughout their schooling and beyond. The number of clubs and activities was especially impressive. In addition to supporting students, staff appreciated the opportunities to earn stipends for sponsoring these.
4. The quality of the staff. The teaching staff is revered for their expertise and for the care and compassion they show their students. Their hard work, passion, and supports for each child were frequently noted. Likewise, the support staff was praised for their dedication, and the board members commended the district leadership team for their hard work and keeping them well informed. The ninth grade students have exceptional praise for the teaching staff noting both how well they were prepared academically and also how much the teachers genuinely cared about every individual student.
5. Supportive parents. There is ample evidence of parental support, and while the PTO could always use more volunteers, it was clear that parents valued the teachers, the schools, and the district. The parents feel connected to the students and are proud of them. At a time when news media report on parent clashes with schools and school boards, it was refreshing to hear how the community comes together to support the schools.

Other strengths noted were:

Board members and parents

- Collaboration with and support from the police and fire departments and the park district.
- Communication and collaboration with LTHS and LADSE.
- The superintendent and district leadership team’s competence, work ethic, and communication.

- Fiscal health of the district and the fiscal responsibility of the Board and district leadership.
- Improved relationships with the teacher's union and successful contract negotiations have everyone "on the right path" while noting there is still more to do.
- The summer academy.

Alumni Students

- They felt well prepared for LTHS especially due to the transition activities at both District 107 and LTHS.
- The opportunity for outdoor activities at the park across from the Middle School and during lunch and recess were important to the students.

Staff

- Overall, it is a safe work environment.
- Mathematics is especially robust and student achievement in math is outstanding.

Challenges

1. Retaining quality teachers and recruiting talented new teachers. This was the number one challenge among stakeholder groups. There is a sense that the turnover is higher than it should be and certainly higher than desired. Stakeholders advanced several suggestions to ensure staff do not leave for the proverbial "greener pastures." Ideas included increasing compensation, conducting exit interviews to get at systemic reasons for departure, providing more tangible public supports for valuing and appreciating staff, providing additional adult supports in classroom and buildings.
2. Recruiting high quality teachers, leaders, and support staff. In addition to concerns about retaining teachers, stakeholders noted the challenges finding talented new staff. Several mentioned that currently there are far fewer applicants for teaching positions than in past years and that finding support staff who were qualified and who would stay with the schools beyond a year or two was especially difficult. Some also expressed how difficult it would be to replace talented leaders if and when they chose to leave.
3. Mental Health and Wellness. As with other districts throughout the state and across the country Pleasantdale District 107 stakeholders are concerned about the mental health of the students following the pandemic. They also see the social media and other external stressors as adversely impacting their wellness and as a result noted that disruptive misbehaviors were becoming more frequent. These misbehaviors were more frequent and more intense than in the past and impacted teacher "burnout" and potentially the safety of other students. Parents, staff, Board members, and students want to ensure

students' social emotional needs as well as disruptive and/or dangerous behaviors are addressed through regular and special programs, counseling, and other interventions as needed.

4. Facility upgrades. We heard about the need for more space for instructional purposes, renovating the aging elementary school, and expanding or improving parking and traffic flow.
5. Facility expansion. While some stakeholders identified the need for a third school to handle enrollment increases if pre-kindergarten/early childhood education is opened to all residents or for future enrollment growth, others were strongly opposed to the idea because they felt it would drain resources from both operating and upgrading the existing schools. This potentially divisive issue presents a significant challenge in the near term.

Other challenges noted were

Staff

- Staff expressed concern with consistency in discipline and the need for training with MTSS implementation.
- Also, while staff appreciated having access to student achievement data, they sought more time and support for exploring it and using it to both to drive instruction and evaluate any newly implemented programs and practices.
- Staff also voiced concerns that collaboration with district was not authentic and resulted in both apathy and anger. Several said that their role on committees was meaningless because outcomes had already been pre-determined by the administration. Consequently, some felt their voice did not matter. A couple of staff termed collaboration as “an illusion” and “a façade,” which they contended led staff to feel undervalued and disenfranchised.
- The need for more frequent and focused two-way communication was also noted by some staff. They sought less email and more on-site presence to share their viewpoint, to understand rationale from leadership regarding particular decisions, and for authentic collaboration.
- The need for support and clarification regarding co-teaching as well as more adult support (classified and certified) in classrooms was noted by the elementary teacher focus group.

Board Members and Parents

- These groups were especially concerned about the potential land sale and appreciated the superintendent's leadership in opposing its use for industrial development as they perceive it would negatively impact the community and the schools. Having LTHS support the sale while the district opposed it was particularly challenging.

- Some expressed a desire for more innovation related to teaching and learning, computer science, daily physical education, and community engagement.
- While the district was praised for its work with students and families whose first language was not English, they noted that continuing the high level of support and service would be an ongoing challenge and that cultural understanding beyond food and music is even more important given the divisive national political environment regarding immigrants.

Alumni Students

The ninth grade students we interviewed were appreciative of how the hallways and bathrooms at LTHS were monitored by adults and said it would benefit Pleasantdale Middle School to incorporate the same practices.

Priorities

Clearly, the five top challenges are the most immediately pressing priorities and these were reinforced with the survey results as noted below. To summarize:

1. Retention of current high quality staff – administration, teaching, and support.
2. Recruitment of new staff.
3. Student mental health and wellness.
4. Facility upgrades.
5. Resolving the need for an additional facility.

Also, due to the intensity of the staff remarks regarding authentic collaboration and communication as well as some of the initial challenges obtaining staff input during this engagement phase, we sense tackling this matter should be an important priority.

Survey Results

As noted above, stakeholders were invited to complete the online survey, with a link and QR Code provided through frequent district communications. from August 30 through October 15, 2023. The survey was opened by 306 stakeholders and completed by 270. In analyzing the data, we disaggregated it by parents, staff, and taxpayers without children currently attending Pleasantdale District 107 schools. Completing the survey were 151 parents, 11 parents of future students, 35 teachers, 2 administrators, 7 support staff, and 70 taxpayers without student in the district (some of whom also marked themselves in another category).

As one studies the results below, it is important to note to caveats. First, this survey does not represent a scientific sampling. It was a “survey of convenience” meaning that respondents were invited to take it and could do so if they chose. Second, while the total number of respondents is large enough for us to say that it is likely to represent the sentiments of the greater community, the small number of respondents for some of the disaggregated groups (e.g., administrators and students) cannot be considered representative. That said, we want to honor their participation and are sharing the data.

We also want to note that we scrub the data to look for any irregularities. We only found one instance of more than two responses from a private IP address. While is not unusual for two or at the most three responses from one private IP address, the fact that there were six led us to exclude three of them from the analysis.

Turning to results for the first eleven questions, the rating scale was Excellent, Good, Average, Poor, No Opinion/Nor Applicable (NA). No Opinion/NA responses were not included in any analysis. Positive responses are Excellent or Good; negative responses are Average or Poor. The percentages in Table One are calculated as the sum of Excellent and Good responses divided by the total number of responses less the No Opinion/NA responses. The results are in Table 1

For the remaining questions, the scale was Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), No Opinion/Not Applicable (NA). Again, No Opinion/NA responses were eliminated, and the percentage of positive responses was calculated as $(SA+A)/(SA+A+D+SD)$. These results are in Table 2.

TABLE 1

	Percentage of Positive Responses		
	Parents	Staff	Taxpayers
Rating the District (Excellent and Very Good are POSITIVE RESPONSES)	n=151	n=44	n=70
Q6. The overall quality of education.	97	95	79
Q7. The high school readiness of District 107's graduates.	93	92	70
Q8. Effectiveness in meeting the needs of my child	87	86	71
Q9. Effectiveness in meeting the needs of students with disabilities.	70	74	50
Q10. Effectiveness in meeting the needs of English Language Learners.	88	63	55
Q11. Effectiveness in meeting the needs of exceptionally talented students.	83	81	68
Q12. Effectiveness in meeting the needs of minority students.	81	63	61
Q13. The ability to recruit excellent teachers.	87	63	63
Q14. The ability to retain excellent teachers.	84	43	50
Q15. The quality of communication from the district.	90	64	50
Q16. The quality of communication from my child's school.	89	90	x

TABLE 2

	Percentage of Positive Responses		
	Parents	Staff	Taxpayers
The District ... (Strongly Agree and Agree are POSITIVE RESPONSES)	n=151	n=44	n=70
Q18. Has a clear, compelling vision for the future.	92	84	59
Q19. Has high standards for student performance.	98	88	83
Q20. Makes decisions based on information from data and research.	90	78	54
Q21. Is working to close achievement gaps.	94	84	62
Q22. Provides a well-rounded educational experience for all students.	89	93	67
Q23. Is meeting the social emotional needs of students.	82	72	57
Q24. Has the technology infrastructure to support all students.	93	97	81
Q25. Encourages parent involvement.	95	88	73
Q26. Is responsive to concerns of parents/guardians.	84	91	59
Q27. Is responsive to teacher voice.	85	50	50
Q28. Is fiscally responsible.	98	84	58
Q29. Holds employees accountable to high standards.	95	100	76
Q30. Employs effective teachers.	96	93	83
Q31. Employs effective administrators.	93	69	52
Q32. Employs effective support staff.	95	93	92
Q33. Maintains effective and equitable resources to support our students.	95	88	66
Q34. Provides high quality professional development opportunities for staff.	90	79	55
Q35. Is fulfilling its mission "to create a community of inspired learners."	94	82	76
Q36. Is responsive to our culturally diverse community.	87	81	77
Q37. Our students receive an equal or better education than students in the other districts feeding into LTHS.	93	97	80
Q38. Were a family considering moving into our neighborhood for the schools, I would encourage them to do so.	96	95	77
Q40. Our ELEMENTARY SCHOOL teachers personalize instruction to address individual learning needs.	88	86	N/A
Q41. Our MIDDLE SCHOOL teachers personalize instruction to address individual learning needs.	83	88	N/A
Q42. Our ELEMENTARY SCHOOL has a positive climate and culture.	96	65	N/A
Q43. Our MIDDLE SCHOOL has a positive climate and culture.	88	76	N/A
Q44. I am proud of my ELEMENTARY SCHOOL.	98	87	N/A
Q45. I am proud of my MIDDLE SCHOOL.	91	90	N/A
Q46. Our ELEMENTARY SCHOOL's facilities are high quality, dependable and foster a positive learning environment.	94	84	N/A
Q47. Our MIDDLE SCHOOL's facilities are high quality, dependable and foster a positive learning environment.	90	79	N/A
Q48. Our ELEMENTARY SCHOOL is safe and welcoming.	98	100	N/A
Q49. Our MIDDLE SCHOOL is safe and welcoming.	96	97	N/A
Q50. Our ELEMENTARY SCHOOL encourages parent engagement.	98	93	N/A
Q51. Our MIDDLE SCHOOL encourages parent engagement	88	86	N/A

Overall, the results indicate the school district enjoys and, in our opinion, has earned a reputation for excellence. We seldom see both teachers and staff respond so positively to the first question related to the quality of education. Most districts have positive responses in the 80 to 85% range so the fact that both parents and staff rated the quality of education positively is exceptional. Likewise having both elementary and middle schools receive such high ratings for being safe and welcoming is rare. It is not uncommon for middle schools, but the fact that parents and staff rate the middle school in the same stratospheric percentages is impressive. Finally, one of the key indicators of school effectiveness is Q 38: "Were a family considering moving into our neighborhood for the schools, I would encourage them to do so." In the past

five years I cannot recall any district that had positive response rates for parents and teachers over 90% much less at 96% and 95%.

In analyzing these results, we were not surprised that “taxpayers without children in school” generally responded less positively. This result is one we see in nearly every district. Nonetheless, it is important for the Strategic Planning Team to consider the “why” that drives fewer positive responses and determine if a strategic goal related to larger community engagement is necessary.

A result we did find surprising was the number of statements where the positive responses from parents and staff differed by more than 10 percentage points. There are some instances there was a ten plus point difference even when 80% or more of both groups responded positively. These do not concern us as much as questions where the spread in percentage points is 15 or more or when one group is above 80% and the other below 80% in positive responses. Table 3 has highlighted these prompts, and we recommend that the Strategic Planning Team discuss them.

TABLE 3

	Percentage of Positive Responses		
	Parents	Staff	Taxpayers
	n=151	n=44	n=70
Rating the District (Excellent and Very Good are POSITIVE RESPONSES)			
Q10. Effectiveness in meeting the needs of English Language Learners.	88	63	55
Q12. Effectiveness in meeting the needs of minority students.	81	63	61
Q13. The ability to recruit excellent teachers.	87	63	63
Q14. The ability to retain excellent teachers.	84	43	50
Q15. The quality of communication from the district.	90	64	50
Q20. Makes decisions based on information from data and research.	90	79	54
Q23. Is meeting the social emotional needs of students.	82	72	57
Q27. Is responsive to teacher voice.	85	50	50
Q28. Is fiscally responsible.	98	84	58
Q31. Employs effective administrators.	93	69	52
Q34. Provides high quality professional development opportunities for staff.	90	79	55
Q35. Is fulfilling its mission “to create a community of inspired learners.”	94	79	76
Q42. Our ELEMENTARY SCHOOL has a positive climate and culture.	96	65	N/A
Q43. Our MIDDLE SCHOOL has a positive climate and culture.	88	76	N/A
Q44. I am proud of my ELEMENTARY SCHOOL.	98	87	N/A
Q47. Our MIDDLE SCHOOL's facilities are high quality, dependable and foster a positive learning environment.	90	79	N/A

Priorities

Survey respondents were asked to identify up to five top priorities for the district for the next five years from this list of 13 as well as to identify the one or two most important.

- a. Ensuring district facilities can keep up/accommodate any potential enrollment growth as the district grows
- b. Addressing financial concerns
- c. Upgrading building facilities
- d. Students' social emotional and mental health issues
- e. Need to improve academic achievement in reading and writing
- f. Need to improve academic achievement in mathematics
- g. Retaining top quality teachers and support staff
- h. Recruiting new teachers
- i. Reducing the amount of bullying and harassment
- j. Expand early childhood education opportunities to all pre-kindergarten students
- k. Improving services for students with special needs
- l. Improving technology access
- m. Addressing potentially divisive political/culture clashes
- n. Other

Parents indicated their top five were:

1. Retaining top quality teachers and support staff
2. Students' social emotional and mental health issues
3. Need to improve academic achievement in reading and writing
4. Reducing the amount of bullying and harassment
5. Upgrading building facilities

Teachers and Support Staff identified these five

1. Retaining top quality teachers and support staff
2. Students' social emotional and mental health issues
3. Upgrading building facilities
4. Ensuring district facilities can keep up/accommodate any potential enrollment growth as the district grows
5. Improving services for students with special needs

Taxpayers selected the following five (three were tied for second):

1. Retaining top quality teachers and support staff
2. Need to improve academic achievement in reading and writing
2. Need to improve academic achievement in mathematics
2. Reducing the amount of bullying and harassment

5. Improving services for students with special needs

“Other” included addressing student misbehavior, the need for more special education supports and social workers and a desire for computer science education. Seven of 16 taxpayers responding other were opposed to preschool or a third school.

We also asked the respondents to indicate their top one or two priorities. The lists are attached (with names or references to specific personnel redacted). From reading these, it is clear that issues related to teacher retention, student wellness and safety, and academic success are the most prevalent priorities.

STAFF RESPONSES:


1	Recruiting multiple social workers for EACH school. The case load on our psych is too much. There isn't wiggle room for students who need just a little extra help.
2	Student enrollment, the many non-english speaking students
24	Improve achievement in reading and writing.
25	Retaining effective staff members and improving mental health access for students by expanding student support staff; this would help reduce or manage bullying and harassment situations.
26	Administration more involved in the day to day routine of IEP students being observed in a classroom setting, and students behaviors.
27	Keeping up with potential enrollment increases
28	Students' social emotional needs should be the most important. If we are not addressing those needs, students will not be learning.

1	Retaining quality teachers and improve buildings and facilities.
2	Emotional health and retaining quality teachers
3	Building improvements
4	Hire another social worker who can work with the entire student population at the middle school. This staff member could help address tier 1 and tier 2 needs. The current schoolwide assessment (BASC) is highlighting a need for more social emotional support.
5	Students' social, emotional and mental health Retaining top quality teachers and staff
6	Retaining quality teachers and plan for more space.
7	Recruiting and retaining quality staff. Addressing increasing student misbehavior.
8	Retaining current teachers & staff...digging deeper as to why staff tends to turn over
9	Improving services for students with special needs (specifically looking at the effectiveness of our co-teaching model). Social emotional learning.
10	Improving reading and writing
11	Retaining effective teachers and promoting/educating students on mental health.social-emotional skills
12	Recruiting and retaining high quality teachers and staff so there isn't so much turnover in the district. It's very difficult to achieve any lasting success without strong staff that feels valued and supported.
13	Addressing the huge teacher and support staff turnover Addressing the toxic work enviroment in both schools There are big trust issues between admin and staff What admin says and does are two different things Our special ed department is not addressing the needs of the special children. Support staff is declining while students are increasing. We are getting huge numbers of ELL learners with not enough support staff
14	Special Education processes and truly knowing what occurs in classrooms in that regard. Over hiring of Administrators while not valuing teachers Discipline
15	Financial concerns Upgrading building facilities
16	Recruiting and retaining quality staff is most important.
17	Addressing rising concerns with meeting the needs of children with increasing amounts of behavioral challenges. Have a system in place for strategies, interventions, protocols.
18	Avoiding expenses related to a new building that will infringe on the positive momentum in our current schools. Growing actual collaboration between community, staff and administration, and avoiding the superficial appearance of collaboration.
19	Learning levels of reading and writing comprehension including spelling, Life skills should be incorporated before reaching high school
20	Meeting needs of special ed kids Retaining good teachers- allowing work/life balance for all
21	Retaining quality staff and admin
22	Students' SEL needs
23	Facilities and Climate

PARENT RESPONSES

1	Hiring more social workers to meet the emotional and behavioral needs of students.
2	Behavior (especially in the middle school). The current "consequences" are becoming ineffective with some and it's effecting the learning/safety of others. Space (especially at the elementary school). I think a third building is necessary, but I also want to see improvements to the current space.
3	Retaining Top quality teachers and support staff. Students Social Emotional needs.
4	Ensuring student safety and Expanding prek opportunities
5	Focusing on traditional basic core educational areas.
6	The biggest problem/challenge Pleasantdale is facing in my opinion is without question the parking/traffic issues at the elementary school. Besides being very frustrating for everyone it is incredibly unsafe. The school has known this is a huge problem but has done nothing to address it. I pray everyday we Dont ever experience an emergency of somekind because of the congestion and capacity issues along with the one way in/one way out has the potential to have catastrophic results. If you think about different situations that could potentially take place under the given circumstances of our school it is frightening. Not to mention a HUGE liability for Pleasantdale, especially considering they have been aware it's a problematic situation for quite some time and have failed to address it.
7	Teach computer science and programming. Add more serious enrichment programming (extra challenges, pull out etc.)
8	need to be careful on the new topics of the world and how they are taught
9	Social skills for kids
10	Adding more programs and keeping up with technology. Upgrading facilities
11	Technology access and addressing support for social emotional and mental health issues
12	Teacher retention and hire good new teachers for those retiring
13	Maintaining academic excellence as well as well rounded students who don't rely on technology as the main source of information. Learn more life skills
14	Smaller classroom or more than one teacher in the classroom
15	Making pre k available to all Pleasantdale residents. We currently send our daughter to a Pre K in La Grange due to how expensive Pleasantdale is. Making sure our students are set up academically to succeed. Continue to offer music, art, technology and gym/exercise classes
16	Mental health of students and upgrading facilities
17	Special education Expansion of facilities
18	Improving academic skills to achieve even better results in the elementary and middle schools
19	Address bullying, harassment and understand of different socio-economic groups.
20	Go back to basics. My middle school child was not taught the times table and now it's back again. Trying to be creative with the latest trend in education doesn't always yield the best results. I believe this set that grade back in math as a result.
21	Extra support/curriculum for talented students Keeping excellent teachers/job satisfaction for them.

22	Bullying and giving others a chance to shine. It appears there are a group of families in the district that receive special treatment. Just so happens most of those children from those families are the bullies. I'm not the only parent that feels this way too.
23	Students social and emotional needs, especially since COVID Keeping up with enrollment growth
24	More focus on academics and teaching for average students. There is too much focus on gifted students. The best teachers are with gifted students.
25	More resources for the kids after they leave school and retaining highly qualified teachers
26	Keep facilities up to date and continue to recruit and retain highly effective teachers
27	Education: Focus ON Reading, Math and Writing!
28	Supporting Students' social-emotional and mental health issues and Addressing potentially divisive political/culture clashes to create a more inclusive and empathetic community
29	Retain top teachers and address social emotional needs of students
30	Teacher retention will ensure student achievement.
31	Academic achievement in math and reading/writing (grouped as 1) mental and social health (2) which also ties into bullying and the lack of discipline for repeat offenders.
32	To ensure the school can keep up with supporting a growing student population and provide the resources needed to make sure kids keep growing and don't fall behind.
33	Attract the very best teachers possible and keep them for the long haul.
34	No Legacy project or referendum will be support .
35	Keeping up with facility improvements and ensuring Pleasantdale has enough capacity to meet demand without impacting student learning.
36	Expand gifted and talented education/resources Upgrade facilities including a/c and ventilation
37	Social and emotional needs for all k-4 currently and especially the 3rd graders. They are most negatively impacted by lack of socializing skills, team building, friend making, learning to handle your emotions etc do to Covid restrictions and e learning for their kindergarten experience. I would recommend more time spent with k-4th trying to foster better communication skills, friendship, positive social interaction skills bc of this.
38	Pay the teachers more to retain them
39	Making it safe for children to walk to school by looking into grants that could connect the neighborhoods with sidewalks, especially down wolf road and German church.
40	Focussing on inspired learning- project based, playful, integrated content.. etc. Moving beyond standardized metrics for performance indicators.
41	Retain experienced teachers and staff. Improve educational performance across all grade levels including a focus on Civics Education.
42	Universal preschool and improving math and ELA
43	Empowering teachers to teach the courses that they are best at. They promote so much energy and motivate our students with the classes they are best at.
44	That all students are safe, loved and cared for.
45	Adapting educational experiences for continuously changing technology (coding class?), while also keeping up the great integrated approach of learning reading/writing/math through cultural and scientific lessons.
46	Reduce bullying
47	Infrastructure Preventing gun violence
48	I would like to see the school meal program improve. Imagine school food that adults would love to eat too? Check out The Academy for Global Citizenship. Scratch made organic food


	with a focus on eating sustainably for the future.
49	Students Mental Health and Teachers Too. Team building with students and staff.
50	social emotional and improving services for gifted/talented & special needs
51	Universal pre k
52	To not tolerate bullying AT ALL. My children have provided examples to me where teachers look the other way in classrooms AND at recess when students are enduring bullying. Teachers don't want to be bothered. It is 2023. We cannot tolerate that. Teachers need to step in and be the advocates for students. They need to fight the bullying so students feel they are protected and safe. They do not feel that way. Why do you think district 107 has seen past supportive families leaving. Because of this. DO SOMETHING.
53	Blocking the potential industrial project next to the elementary school. Focusing on improving academics.
54	In addition to above, Parking at the elementary school for evening events. Busing issues - still disappointed with how often and how late (always the same bus) (Technology part from above) School wide platform (all use seesaw, google classroom, not skyward AND schoology (both are terrible!))
55	To try and keep good and quality teachers and stuff, and continue working on good communication between school and community.
56	Social Emotional health I think is really big especially with this current group of kids who have experienced so many social challenges due to the COVID restrictions. I also think staying in top of current technology is a big one as well as it is what drives our world. I believe we do a good job with technology but keeping it that way I believe should be a priority.
57	Building facilities at the two schools are sub par and leave a lot to be desired.
58	social emotional learning and support services
59	Computer Science. Enrichment/acceleration for talented students.
60	Recruiting and retaining top teachers!
61	Social/Emotional Wellness of Students
62	Keeping top notch teachers
63	Social emotional health of students, maintaining integrity and safety of the district while upholding the values of our community while protecting the innocence and wellbeing of our students
64	Hiring great teachers, retaining great teachers, and implementing a district wide student behavior plan.
65	increasing academics in ELA/Math
66	Retain top quality teachers and support staff.
67	Stop bullying and all the SEL classes that poorly address it Replace administration at PES
68	Students mental/emotional health & reducing bullying
69	Mental health support for students
70	Expanding the parking lot?
71	To continue finding funds to provide opportunities for students to gain critical thinking skills and "soft" skills through a wide range of play time, clubs and sports.
72	
73	Bullying/harassment Culture/Diversity

74	A real social emotional focus where a community is built on a strong foundation of belonging and respect. Please stop making and holding steadfast to policies that are got relevant and damaging when made unwavering black or white. Learn to embrace the gray and work within in for certain circumstances. Maybe help the kids learn all the teachers names. As of now kids cannot name or identify the nexts years teachers. That is not the norm at all. That would be a great first step to a community feel.
75	Student Mental Health which to me would include bullying and harassment. Facility accommodating growth in the district.
76	Holding parents accountable for their childrens missguided behavior. Fact: horrible video was made with Parental/adult support and that parent(s)/Adult(s) should be held accountable. All students should do community service every year and the district should put in a policy to hold familes accountable. You will have some that volunteer more then you know. And others well, the thought is if you volunteer it will make you a better individual. And perhaps those missguided adults will find a better way to guide their kids.
77	Have a large voice and influence on the proper use of LTHS land next to elementary school, perhaps consider purchasing landto build an early childhood education center. Remove the locks on the unisex /multi-gender bathroom doors in the middle school. These pose a safety issue by allowing a student/students to be trapped inside.
78	Although the kids roll their eyes, keep up with the SEL and anti-bullying, especially in Middle School. Unless their is a very overt act of bullying, admin doesn't seem to do a lot. But, just being excluded can make a Middle Schooler feel bad. This is not a Pdale-specific problem, but please continue to confront bullying/meaness/exclusion.
79	Continuing to make upgrades to facilities; retaining top teachers.
80	1. Improving academic achievement in writing. D107 does well with reading but writing needs improvement. 2. Improving services for special needs and gifted students.
81	Maintaining top teachers and upgrading building facilities.
82	I'm not sure if I just missed it because I only had preschoolers last year but I didn't hear anything about any black history month activities or any other women history etc?
83	Retaining effective teachers and supporting students mental health through more than just SEL.
84	Expanded preschool program
85	Reduce the amount of teachers leaving each year. Truly challenging kids making each one of them reach their potential and stop putting so much emphasis on their test scores.
86	Hiring and retaining top quality teachers.
87	Teaching kids to respect and understand learning differences.
88	Upgrading facilities , recruiting new quality teachers.
89	Bullying and more advanced special education programs
90	Cultivating a safe environment that supports student psychosocial well being and development
91	Maintaining high academic achievement; supporting students' social-emotional needs in a manner that will prepare them for their next stages of life/education
92	The social worker(s) have too much on their caseloads to be able to effectively help students without IEPs. There should be at least one social worker available, on-demand, for the middle schoolers.

FUTURE PARENT RESPONSES

1	Teacher salaries should go up...the turn over of teachers looks pretty high to me after reading the flyer
2	Ensuring student safety and Expanding prek opportunities
3	teacher salaries to stop the high turn over
4	Making it safe for children to walk to school by looking into grants that could connect the neighborhoods with sidewalks, especially down wolf road and German church.
5	Better education and standards
6	Stop bullying and all the SEL classes that poorly address it [REDACTED]

TAXPAYER RESPONSES

1	retaining top quality teachers and addressing children's emotional and mental health issues
2	Expand early childhood education and address students social emotional mental health issues
3	addressing students emotional and mental health concerns
4	Teacher salaries should go up...the turn over of teachers looks pretty high to me after reading the flyer
5	Help students with social, emotional, and mental health, and to retain top quality teachers and support staff.
6	No new infrastructure. No new buildings No spending money on land Spend money on retaining teachers.
7	Achieve and maintain top student performance to ensure student future success.
8	Pay teachers more to reduce the high rate of teacher turn over.
9	Better communication with the WHOLE community.
10	Not to purchase property or build 3rd school for universal free preschool!!!!
11	No opinion
12	Social, emotional and mental health issues
13	
14	Teacher salaries Social emotional needs
15	Our son was the subject of bullying at pleasantdale, both in person and online. I participated in meetings on this topic with the parents of students involved, but I didn't feel that the administration related to the damage that was done. As such, I am very concerned about student security and technology issues. I also believe that early childhood education (UPK) is critical for the future of the district.
16	Preschool/Early childhood building
17	Mental health issues
18	Improving academic achievement...that should always be the primary goal of a school. Everything else should support that.
19	Spending .
20	Improve test scores BY retaining best staff
21	Recruiting and Retaining top quality teachers
22	Pay teachers more Improve safety
23	Fiscal responsibility, retaining good teachers
24	Upgrading existing facilites & math achievement

25	Improving services for special needs
26	Teacher salaries Social emotional health services.
27	Fostering neighborhood community involvement since my taxes support you.
28	To take the new building off the agenda. There is no reason it should be built! I will not support the referendum!
29	N/a
30	Improving math, science and reading scores. Through both normal and computerized practices.
31	Achieve and maintain school district educational performance as a premier high school feeder school.
32	Back to basics, reading and writing
33	Fix the HVAC system at the elementary school. Fire the whole Administration team.
34	Teacher salaries Team building for teachers, staff and administrators.
35	Maintaining current buildings/properties and retaining excellent teachers.
36	Mental health issues Keeping up with growth
37	The classrooms are either too hot or too cold. How can students learn in this environment. Fix this in both buildings. Bullying should also be addressed.
38	
39	Hiring and retaining good, qualified staff as they are your greatest asset. Ensuring curriculum its strong.
40	Pay teachers more Administrators should be open to fixing the climate and culture.
41	Services for students and math, reading, writing achievement gap
42	Social emotional mental health
43	Keep our children safe! Do not brainwash them! Let them be kids!
44	Student enrollment, the many non-english speaking students

Conclusion

HYA was honored to have time in the district with so many individuals and stakeholder groups as well as to hear from stakeholders responding to the survey. The abundant pride in Pleasantdale School District 107 is evident across all groups, and while improvements can always be made, the foundational strength of the district's faculty and staff and the parental support is exceptionally solid.

In presenting this document to the Strategic Planning Team, the Board of Education, and the greater community, we trust that the information will be used along with current school, district, and state data to create a strategic plan that will inspire and motivate all stakeholders behind a clear mission and vision and shared beliefs and guiding principles, and toward achieving a doable number of "SMART" goals that will focus the district's efforts, serve all students and make an enduring difference long past the five year life span of the strategic plan.