

Bloomington School District 13
Community Engagement Phase for Strategic Planning
GLOBAL FINDINGS

This report presents the findings of the ENGAGE Phase of the Strategic Planning Process facilitated by Hazard, Young, Attea & Associates (HYA) in Bloomington, IL for Bloomington School District (SD) 13. The data contained herein and were obtained from input the HYA associates, Sharon Frys and John Perdue, received when they met with individuals and groups in either individual interviews or focus group settings, the results of the online survey completed by stakeholders and other reports provided by the administration.

The primary goal of this project is to update and renew the district's strategic plan. The current strategic plan was last developed in 2013.

The surveys, interviews, and focus group meetings were structured to gather input to assist the Board in reviewing and/or developing its Mission, Vision, Core Values, Guiding Principles, Strategic Goals and Objectives. The stakeholder interviews and focus groups provided information regarding:

1. What words would you use to describe a "successful" student of Bloomington SD 13?
2. How would you describe the quality of education in Bloomington SD 13? (i.e. Standards, SEL, equity, student expectations, learning loss, mental health, technology, curriculum and instruction, next grade readiness?)
3. What are the 1-2 most significant issues that you feel the District is not providing/doing currently that you would like addressed in the next three years? Suggestions for improvement?
4. How would you describe communication in the District with stakeholders (internal and external)?
5. Describe the current state of facilities and any concerns or needs in the next 3-5 years.
6. Do you feel the current Mission, Vision and Core Values continue to be relevant for Bloomington District 13?
7. Visualize 5 to 10 years into the future and areas of success intended for the District. What is your vision, your preferred picture of the District's future?

The online survey addressed the following areas: Quality of Education, State of the District, Academic Expectations, and Future Priorities. Generally, the survey data aligns with findings from the Engagement focus group feedback. When asked to rate the overall quality of education in the district, 88% responded that educational quality was Excellent or Good. The Strategic Planning Survey Results are provided at the conclusion of this report.

Participation

The numbers of participants, by stakeholder group, in the two methods of data gathering are listed below. Some respondents participated in both the survey and the interviews, while others only participated in one of the options. Though some questions asked in the interview/focus groups were similar to the survey, others were uniquely different. It should be emphasized that the data are not a scientific sampling, nor should they necessarily be viewed as representing the majority opinion of the respective groups to which they are attributed. Items are included if, in the associates’ judgment, they warranted the Board’s attention.

Individual Interview and Focus Group Respondents

The chart that follows summarizes the number of participants in individual interviews and focus groups.

Role	Focus Group and Interviews
Superintendent	1
Board of Education Members	7
Principals	3
Assistant Principals	3
District Governance Team	5
DuJardin Staff	6
Erickson Staff	6
Westfield	3

Union	8
SPED	3
Certified	5
Non-Certified	15
Intergovernmental Agency	6
Parents	6
Students	10
Total	87

Survey Respondents

The chart that follows summarizes the number of respondents to the District survey.

Role	Survey
Certified	55
Non-Certified	8
Intergovernmental Agency/Community/BOE	11
Parents	133
Students	1
Total	207

It should be noted that the *“intergovernmental/community”* group included leaders in various intergovernmental agencies and residents with no children currently attending SD13. The role, *“Administration/Board”* is not represented in this report. It was a possible choice on the survey. There were respondents that selected *“Administration/Board”* as their role, however, none of those three answered any items on the survey, thus their responses aren’t included. The role, *“Student”* is only represented in the *“Overall Quality of the District”* item on this report. There were five respondents selected for the role, *“Student”* on the survey. Four of those five did not answer any items. Only one *“Student”* answered the first *“Quality of the District”* item and left everything else blank.

Comprehensive Findings and Themes from Engagement

Below are summative findings from the Engagement focus groups and survey. These findings are expressed in major themes for each responding group.

Successful Bloomingdale School District 13 Student in Alphabetical Order

Focus group participants were asked to describe a “successful” student in Bloomingdale School District 13. Student attributes were considered relative to the work of two organizations. The first comparison was from the Partnership for the 21st Century, a collaboration of education, business and community leaders and policymakers that work to identify the skills needed for the next generation of workers. This organization created a framework that includes the three categories of skills (*Learning and Innovation, Information Media and Technology Skills and Life and Career Skills*), as well as the 4 C’s (Critical Thinking, Communication, Collaboration, and Creativity). The second consideration was a recent survey by *Education Week*, a reputable news organization that provides news and analysis regarding education across our nation. In their survey, they asked some of the nation’s leading companies to identify “what employers want and expect from today’s K-12 schools in the students they would eventually hire.”

Several of the attributes identified by Bloomingdale District 13 stakeholders, align closely with what companies identified in both of these studies. Respondents identified 51 attributes of a “successful” Bloomingdale District 13 student. The list below includes the word(s) (in alphabetical order) identified by the Wordle analysis as most relevant attributes.

- Academic achievement
- Active participation
- Character Counts! Pillars
- Communication skills
- Critical thinker
- Decision maker
- Diverse perspective
- Flexible thinker
- Forward thinker
- Future citizens
- Global awareness
- Global learners
- Good person
- Growth mindset
- Happy
- Hard worker
- Next level readiness
- Positive behavior
- Positive contributor
- Positive outlook
- Problem solver
- Proud citizen
- Real life
- Relationship skills
- Respectful
- Risk taker
- Self advocate
- Self aware
- Self help skills
- Self respect
- Self starter
- Sense of community

- High performances
- Higher level aspirations
- Independent
- Inquisitive
- Kind
- Life long learner
- Sense of security
- Social awareness
- Teachers
- Team player
- Whole Child Development

Quality of Education in Bloomington School District 13 in Alphabetical Order

Focus group participants were asked to comment on the overall quality of education in Bloomington School District 13.

Overall, the quality of education was reported to be very high with Bloomington School District 13 known for its heritage of excellence. The community perceives the school district positively and supports the district through community partnerships (i.e. pre-school program). Additionally, the district participates in the Bloomington Inter-governmental Group and the Chamber of Commerce for communication and partnership development. The district's CHARACTER COUNTS! Coalition was a noted hallmark in preparing educated citizens. Universally, stakeholders reported an abundant level of pride in their schools, along with praise for dedicated teachers and support staff, students and families, particularly during the pandemic. It was commonly reported that families reside in the district largely due to the excellent schools, perhaps corresponding to a housing shortage in the district. Respondents reported a positive and safe learning environment exists in the district's schools. Students transitioning to Lake Park HS were reported to be well prepared coming from Bloomington School District 13.

During the pandemic, dedicated teachers worked tirelessly in adapting teaching and learning for various combinations of remote and in-person instruction. Students engaged in a variety of new learning methods conducted remotely. Administration, students and families reported high levels of praise and thanks to teachers and support staff for their efforts during the pandemic. Teachers deliver high quality, high expectation education with continued support with one another. It was reported that the district seemed well prepared with technology systems and access for remote learning needs.

Other aspects of the quality education in the district included the following:

- Curriculum is well-rounded in scope; however, improvements in ELA, literacy development, alignment, additional foreign language and general reinvestment were reported as areas of attention

- Dedicated teachers establish high expectations for student learning, address varied learning needs and are perceived as caring, flexible and improvement centered.
- Learning standards are high with a focus on the core curriculum and data
- Remote learning may have exposed needs regarding learning loss, mental health and socialization that the district will need to address
- Special education students are well supported with caring and learner centered staff
- Standards-based grading is being implemented although concerns about process, alignment, and high school transition exist
- Teachers strive to support social emotional learning needs although focus on alignment, integration, and professional development are needed
- Technology delivery systems have been addressed with the need for continued growth, investment and professional development
- Test score performance, stress and balance concerns were reported

Significant Issues to be Addressed in Next 3-5 Years in Alphabetical Order

Participants were asked to comment on one or two significant issues that need to be addressed in the next 3-5 years and to offer suggestions and solutions. Some of these issues are also reflected in other specific topic-centered focus group questions.

Communication: Communication is a goal of the current strategic plan and respondents identified this as an area requiring continued focus. As indicated in the “Communication” section of this report, several communication systems are in place within the district and respondents felt that the district has done a good job in communicating with external constituents, taxpayers and parents. Satisfaction regarding communication with internal stakeholders was not to this degree of satisfaction. Internal stakeholders described the need for a communication process, which provides message clarity and consistency amongst leaders, at district, department and building levels. Please refer to the “Communication” section for additional findings.

Curriculum: The District has a K-8 curriculum in place that is aligned to state standards. Respondents identified a need for curriculum review of content areas through a lens of equity, diversity and inclusivity as necessary to address student learning at all levels. These considerations are well supported by literature and the state. Internal stakeholders sought consistency across grade level curriculum, assessments and resources. The district was applauded by many for their efforts in

standards based grading, though respondents (particularly at the middle school level) felt there was a need for future attention on parent, student and educator understanding of standards based grading along with alignment of grading practices at the high school level. Additional curricular areas requiring future attention were identified:

- Expansion of STEM (Science, Technology, Engineering and Math) opportunities for students at all grade levels
- Expansion of Foreign Language
- Review of Social Studies, Fine Arts, English Language Arts and foundational literacy skills.
- Increasing curriculum articulation at multiple levels: between grades, across schools, regular and special education and high school.
- Learning progressions between grade levels
- Continuing education staff, parents and students regarding standards based grading
- Increasing consistency in RtI process across schools
- Consideration of a dual grading system (standards and grades) at middle school that affords alignment with both the elementary and high school

District Unity: It is clear that staff members are proud to be members of the District 13 school community and describe strong bonds within their respective schools. In looking forward to the next few years, staff members identified the need to have more voice in decisions. They identify that the District often reaches out to seek their perspective on various topics, yet often do not feel that their perspective is “heard.” Internal stakeholders shared perspectives of not being informed prior to information being shared with their parents and community. It was often reported that a strong sense of community and pride exists within schools with an expressed desire to return to the culture wherein all schools work together for our students and community and not as separate entities.

Facilities: Accolades were consistent across stakeholder groups regarding the maintenance of the District 13 buildings. Futuristically, the community identified the need for a long-term phased plan to address issues of space and modernization. A committee representative of all stakeholder groups was recommended to assess the current status of facilities, develop a deeper understanding of finances and to

develop a plan. Please refer to the section below entitled “Facilities” for more specificity on the areas identified.

Professional Development: Most internal stakeholder groups (certified, non certified and custodial) reported professional development as an opportunity for future focus by the District. Staff acknowledged that the district provides ongoing professional development on various topics, though respondents did not believe that this approach met many of their individual needs. The following suggestions were frequently reported:

- Professional development design and delivery to meet the individual and collective needs of staff
- Professional development that includes both district and external experts

Technology: The district was applauded for student access to technology throughout the pandemic. Respondents recognized the need for technology to remain a priority to ensure the District is progressive and innovative in addressing student learning, managerial software, infrastructures and devices.

Structured Behavioral Approach: The District’s Character Counts! (CCIs) Program was highlighted as a strength by respondents. Stakeholders when asked to describe the critical attributes for students often identified various “pillars.” In addition to CCIs, respondents suggested that the District review and consider more structured behavior approaches that would be universal across all schools (i.e., PBIS, Responsive Classrooms, etc.) along with heightened emphasis on social emotional learning competencies being explicitly taught and integrated into the curriculum.

Systematic Processes: Several groups identified inconsistencies regarding how tasks are accomplished across buildings often making it difficult for staff members who travel between buildings, as well as families with students in more than one District 13 school. Some examples included Response to intervention, student discipline, custodial procedures, approaches to communication and substitute processes. Looking ahead, a review of existing processes among departments and schools would enable the District to inventory existing processes, assess process effectiveness and determine the need for revision and/or creation of additional processes.

Communication

Participants were asked to describe the communication in the District with stakeholders, both internal and external. The district's current strategic plan addresses communication and collaboration in Goal 3 with aspects of providing targeted communications, community outreach, and delivering effective communication.

Several communication systems are in place within the district: newsletters, Annual Report to the Community, "Coffee with the Superintendent," community forums, Board remote meetings and others. It was felt that the district has done a good job in communicating with external constituents, taxpayers and parents. The Superintendent has communicated extensively and effectively during Covid amidst difficult and changing situations. Positive and satisfactory communications were reported with internal and external constituents; however, the pandemic has placed strain on all communications. The Board has worked diligently on communications, meeting and broadcasting remotely and continues to pursue effective channels of communication. Building representatives attend and participate in Board meetings, helping to ensure feedback loops within the district.

Teachers communicate regularly with parents and students via newsletters, announcements, email, phone and social media. Students reported teachers have communicated with them effectively during the pandemic on a better and perhaps more personal learning level via email. For example, students indicated that it was easy and less risky to them to ask teachers questions online as opposed to in-person classroom settings. Building administrators work well at frequent communications within their schools.

With an understanding that all communications can improve, the following issues were frequently reported:

- Communicating change is important with the right groups consistently at the right time consistently
- Numerous issues were reported with communications including: isolated decision making without staff input, consistent messaging throughout the district, and transparency
- New efforts to review and rebuild communication systems for internal and external stakeholders was commonly reported
- Consistent, accurate and centralized communication systems are needed
- Internal communications face struggles with rumors, causing anxiety, stress

- Consider additional communication opportunities: Facebook Live, LiveChat, and leveraging appropriate social media platforms consistently
- District website needs complete revision
- Intranet services for staff providing access to resources: district forms and an array of district and grade level curriculum materials
- Efforts to reach non-parent base are important

Facilities

Participants were asked to describe the state of facilities and any concerns or needs in the next 3-5 years. As noted in a previous section of this report, each stakeholder group applauded the job of the maintenance of current buildings. Stakeholders identified the need to develop a committee to review facilities relative to safety, space, instruction and modernization. Responses lended themselves to four main categories of facilities improvements to include Modernization, New Instruction, Safety and Space:

Modernization:

- Fine arts rooms
- Libraries
- Gymnasium (DuJardin and Westfield)
- Front office at DuJardin

New Instruction:

- STEM labs (particularly at middle school)
- Fitness centers (at middle school)

Safety:

- Entryway safety (i.e. DuJardin glass in entry)
- Environment and sanitation needs (i.e. ants, carpet, asbestos)

Space:

- Limitation of physical classroom space appropriate for middle school students
- Increasing special education needs (classroom and sensory room)
- Increasing preschool needs (both space and developmentally appropriate)
- Expansion to full day kindergarten
- Accomodating work space needs of non-certified and support staff
- Space and renovation to provide 21st Century instruction (i.e. Technology, STEM, collaborative instructional approaches)
- Multipurpose rooms at elementary schools (function as lunchroom and gym at elementary buildings)

- Class sizes impacted by space limitation
- Playground space and equipment at elementary level to meet the needs of typical and special need students

Mission, Vision and Core Values of the District

Participants were asked if the current Mission, Vision and Core Values continue to be relevant for the District. Each of these components are included with the district's current strategic plan with recent updates from 2013.

Most stakeholders reported that the District's current Mission Statement remained relevant and were satisfied with the current statement. Providing a well-rounded education, for example, was frequently verified as a central mission of the district. The mission strives to connect students and purpose for a well-rounded education with real world expectations. Each building was reported as having its own independent culture. While some commonality may exist, concerns were expressed as to why buildings have a separate mission statement from the district. Examining and ensuring alignment would improve this perception, and unify district schools' focus.

More common was the verification that the district's Core Values were both frequently utilized and relevant. The Core Values represent important statements for universal application, ageless intent as well as for future ready citizens. It was noted that the Core Values have been used for decision making, are frequently used by the Superintendent in addressing the district's brand and represent the basis of district success. District staff embody a commitment to ensuring that every child learns. While many reflected positively on the Core Values, it was suggested that if updates were considered, additions or improvements could include themes of: independent learners, equity, social emotional well-being, global community, leadership, technology, next generation success, or innovation.

While the district does not currently have a motto, consideration could be given to a motto that aligns with these guiding attributes and brands the district's primary focus. Engaging all stakeholders through an inspirational and aligned phrase increases mission focus and outcomes. *Learners for Tomorrow*, for example, may attest to this effort.

Vision of 5 to 10 Years into the Future

Participants were asked to visualize 5 to 20 years into the future and to comment on hopeful areas of success intended for the District. Many of the topics listed were also addressed in other parts of this report. Below is a summary of this feedback.

- Development of a **communication plan and process** to improve clarity, alignment and consistency across the organization
- Development of a **curriculum and instruction review process** that is consistent across committees to achieve a curriculum that is based on standards, culturally relevant, equitable, researched based, innovative and progressive.
 - Expand focus of social studies curriculum to include other histories and cultures.
 - Align standards based grading to high school expectations
 - Students not understanding the benefits of Standards based grading
 - Concentrate more on (Science, Technology, Engineering and Mathematics (STEM)
 - Expanding articulation at and between grade levels and across schools
 - Balance of academics, SEL and equity in instruction
 - Maintaining strong test scores while increasing focus on student learning and engagement vs. test score
 - Pursuance of English language arts curriculum review to identify opportunities for improvement in the area of structure literacy and resources
- Development of a **professional learning needs** assessment and implementation process to meet the individual and collective needs of staff (certified and non-certified)
- Development of a **discipline process** to increase consistency across district
- Development of a **data collection and analysis process** to increase consistency across the district.
 - Implementation of ongoing data retreats to examine existing data collected and to additional quantitative and qualitative data points that evidence student growth
- Development of a **process to review state of technology** and processes to determine necessary changes to promote innovation, 21st Century learning and managerial software for various departments.
 - Moving technology vision, access and integration forward.

- Development of plan/committee to review **teacher recruitment and retention** of both newly hired and veteran staff.
 - Development of plan to assess staff morale to determine their overall satisfaction in identified areas (i.e. communication, curriculum and instruction, decision making, communication)
 - Expanded collaboration between leaders and staff wherein staff input is sought and considered in decision making
 - Professional development for Non-Certified staff (custodial, para-professionals, school secretaries)
 - Development of a committee to study equitable compensation systems across similar size districts.
 - Recruitment, retention and recognition of staff through mentoring programs, targeted professional development to meet the individual and collective staff needs.
- Consideration of **full day kindergarten**
- **Conduct review of existing process** to determine to identify opportunities for improvement as additional processes needed
- Continuing to move schools and district in a positive direction
- Increased focus on the integration and support of **social emotional learning** in curriculum and school day
- **Increased camaraderie and unity across district** wherein all schools work together for our students and community and not as separate entities
- Policy and practice development regarding equity and diversity
- Development of **facilities committee** to identify and prioritize facility needs in terms of safety, space, instruction, student learning and modernization.
 - Library modernization and renovation
 - Update district and school websites to achieve consistency and ease of attaining information
 - Space in building and on playground is a concern (at DuJardin)
 - Recognition of staff members
- **Post COVID needs** relative student/staff trauma, social emotional learning and environmental safety

Summary of Comments from Focus Group Meetings

The structure of the focus groups was open, allowing for participants to build upon each other's comments. Below are major themes reported by each focus group.

Group: Administration and Board of Education 19 Participants

Successful Student

- Over 30 attributes describing a "successful" student were identified by respondents.
- The top five attributes identified by the greatest number of respondents included *responsible, strong communication skills, respectful, happy and prepared*.
- When commonly identified attributes were expanded to the top 7, additional attributes included being *globally aware and kind*.
- When commonly identified attributes were expanded to the top 14, additional attributes included *confidence, curiosity, friendly, healthy, independent, positive and proud*.

Quality of Education

- Quality of education overall was reported to be high with areas for improvement
- Strong school district reputation regionally
- Technology services sound: 1:1, technology platforms, continue to grow capability, delivery and investment
- Safe and positive learning environment, supporting whole child
- System of learning interventions in place
- Accelerated program and staff
- Offer more foreign language at Middle School
- Students perform well with a strong relationship at Lake Park HS
- Strong focus on core curriculum
- Collaborative teaching and learning environment
- Community perceives D13 positively and supportively
- Concerns about student achievement test scores not as high as expected
- Preschool program offered in conjunction with Bloomingdale Park District
- Implementing standards-based grading although alignment needed across grades
- Social emotional learning (SEL) clarity, alignment and delivery need improvement
- Learning loss and mental health concerns need attention
- Caring and dedicated teachers

Significant Issues to be Addressed in Next 3-5 Years

- District needs to review procedures for communications and increase alignment of messaging.
- Process development to reduce inconsistencies across between buildings in a variety of areas.
- Development of facilities committee to identify and prioritize facility needs in terms of safety, space, instruction, student learning and modernization.
- Post COVID needs relative student/staff trauma, social emotional learning and environmental safety
- Consideration of full day kindergarten was recommended
- Policy and practice development regarding equity and diversity
- Recruitment and retention of staff through mentoring programs, targeted professional development to meet the individual and collective staff needs.
- Moving technology vision, access and integration forward.

Communication

- Several communication systems in place within the district
- Positive communications reported with internal and external constituents
- Numerous communications during Covid, straining efforts with changing landscape
- Communicating change is important with right groups consistently at right time
- District communications need improvement to internal and external audiences
- Consistent, accurate and centralized communication systems needed
- Internal communications face struggles with rumors, causing anxiety, stress
- Consider additional communication opportunities: Facebook Live, LiveChat
- District website needs complete revision
- Intranet services for staff needed
- Efforts to reach non-parent base important

State of Facilities

Respondents identified the need for facility renovations to address the following areas in order to create equitable learning environments for all students:

- Increase classroom space (middle school)
- Accommodate increased special education needs
- Accommodate increased preschool needs
- Accommodate full day kindergarten
- Enable 21st Century instruction. (i.e. Technology, STEM, collaborative instructional approaches)

- Modernization of Fine arts rooms
- STEM labs
- Multipurpose rooms at elementary school

Mission, Vision and Core Values of the District's Future

- Most reported the Mission, Vision and Core Values to be relevant
- Core Values are visible and often used in decision-making
- Core Values are general, universal understandings
- Concern that each school has a mission statement separate from the district
- SEL, inclusion, equity, leadership, and future ready learning themes could be added to Mission and/or Core Values

Vision of Future Successes and Preferred Picture of the District

- Attain a culture of unity across schools through the alignment and development of common processes, clarity of expectations, progressive curriculum and instruction and articulation across grade levels and schools.
- Continued communication and collaboration with Lake Park High School
- Balance and sustainability in instructional implementations.
- Continue to be a district of choice and leader in education
- Expansion of Early Childhood (EC) education with consideration of EC Center
- Implementation of full day Kindergarten.
- Progressive curriculum and innovation in terms of instructional delivery, technology facilities and student empowerment.
- Continue to be fiscally responsible and sound.
- Modernization and renovation of facilities to enable 21st Century instruction. (i.e. Technology, STEM, collaborative instructional approaches)

Group: Certified Staff

31 Participants

Successful Student

- Over 30 attributes describing a "successful" student were identified by respondents.
- The top attributes identified by at least three respondents included *problem solver, self advocate, engaged, feels safe in school environment*
- When attributes were analyzed to include at least two respondents, the following attributes were added: flexible, caring, socially emotionally competent, thinkers, engaged and motivated, trustworthy, respected, happy and well rounded.

Quality of Education

- Academically driven school district
- Administration seems to make decisions without deep understanding of teachers who will implement new initiatives
- Curriculum improvements needed: reinvestment, alignment across grades and schools, no ELA curriculum, literacy development, and next grade readiness expectations
- Intranet platform and services for staff needed
- Learning standards and data driven
- Mental health and social emotional learning (SEL) need significant improvements in alignment, integration and professional development
- Para-professionals are value added assets
- Professional development opportunities have diminished
- Quality of instruction is high
- Strong teaching staff who support one another
- Teachers establish high expectations for learning
- Technology systems need updating for next level of application
- Testing emphasis creating stress with teachers and students
- Time needed for staff articulation of curriculum

Significant Issues to be Addressed in Next 3-5 Years

- Communication process lacks clarity and consistency in communication amongst leaders, district, departments and buildings
 - Respondents identified timing and clarity of communication to staff was identified as an area of need.
 - Inconsistencies in social media communications (message, format, alignment, clarity)
 - Teachers not feeling “heard” by leaders, or that their perspective has an impact in decision making
 - Expand collaboration between leaders and staff wherein staff input is sought and considered in decision making
- A base curriculum exists, but great variation in implementation, resources and alignment across and between grade levels was identified as an area of need.
 - Respondents did not feel curriculum has not been viewed through a lens of diversity, inclusivity and non-bias and identified concerns.
 - Standards Based grading is described as inconsistent and not fully understood

- Specific content areas to recommended for review included foundational literacy skills, middle school English Language Arts, Social Science, Fine Arts, and increased STEM opportunities
 - Inconsistencies in RtI process across schools were identified as an opportunity for improvement, as was the quality of current universal.
 - Professional development experts in the field and research are not being sought to support instruction.
 - Though the staff understood the importance of assessment, there is a feeling that school leaders and community place too much emphasis on test scores.
 - Respondents felt that though staff development is provided, it is not meeting individual needs of both tenured and non-tenured staff.
 - Staff identified a need for articulation across and between grade levels, buildings and between regular and special education staff.
 - Scope and sequence across grade levels
 - Technology review to assess current processes and student learning need requirements to ensure the District is progressive.
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- Staff identified a need for a structured behavior and coping strategies focus needed (i.e. PBIS, Responsive Classrooms) in addition to Character Counts! and social emotional learning.
 - SEL instruction/curriculum is described as inconsistent across buildings and grade levels in terms of approach and that social work support for students and staff is limited.
 - Students/families do not have opportunity for full day kindergarten
 - Respondents perceived many of the current job descriptions to be dated in terms of responsibilities.
 - Respondents shared their perspectives of opportunities for improvement within the special education department which included a lack of consistency across buildings in IEP writing, minute allocation and amount of support, SPED paperwork, curriculum and instruction along with limited support for paraprofessionals on how to work with special needs students.
 - D13 used to be a “family” now gotten away from this culture as a district
 - Though many articulated strong values for district tradition, caution was also heeded that it leads to a state of contentment and status quo, which can hinder progress and innovation.

State of Facilities

- Space is needed to accommodate early childhood, special education classes, sensory rooms, full day kindergarten, middle school, work area for support staff and future programs.
- Class sizes are impacted by space limitations
- DuJardin School modernization and renovation to address asbestos, carpeting, ants, mold, furniture, student and faculty bathrooms
- Erickson playground equipment requires modernization
- Buildings are well maintained
- Playground equipment for handicapped students
- Westfield modernization and renovation to address environmental issues, space and 21st Century learning

Mission, Vision and Core Values of the District's Future

- Applied to school and students
- Honor and respect disregarded at staff level
- Mission and Core Values remain appropriate and relevant with updates as needed
- Schools have different missions than the district
- Update with innovation reference

Vision of Future Successes and Preferred Picture of the District

- Respondents identified the need for a communication plan and process to improve clarity and consistency across the organization as essential.
- Curriculum and instruction review process that is consistent across committees to achieve a curriculum that is based on standards, culturally relevant, equitable, researched based, innovative and progressive.
- Professional learning needs assessment and implementation process to meet the individual and collective needs of staff
- Development of a discipline process to increase consistency across district
- Development of a data collection and analysis process to increase consistency across the district.
- Committee to study equitable compensation systems across similar size districts.
- Process to review technology status and processes to determine necessary changes to promote innovation and 21st Century learning.
- Plan/committee to review teacher recruitment and retention of both newly hired and veteran staff.

- Plan to assess staff morale to determine their overall satisfaction in identified areas (i.e. communication, curriculum and instruction, decision making, communication)
- Assessment of existing process to determine to identify opportunities for improvement as additional processes needed
- Expanding articulation at and between grade levels and across schools
- Continuing to move schools and district in a positive direction
- Balance of academics, SEL and equity in instruction
- Maintaining strong test scores while increasing focus on student learning and engagement vs. test score
- Expanded collaboration between leaders and staff wherein staff input is sought and considered in decision making
- Implementation of ongoing data retreats to examine existing data collected and to additional quantitative and qualitative data points that evidence student growth
- Pursuance of English language arts curriculum review to identify opportunities for improvement in the area of structure literacy and resources
- Increased focus on the integration and support of social emotional learning in curriculum and school day
- Increased camaraderie and unity across districts wherein all schools work together for our students and community and not as separate entities

Group: Non-Certified Staff

15 Participants

Successful Student

- This stakeholder group identified 27 attributes that describe a “successful” student in Bloomingdale School District
- The top four attributes identified by stakeholders included: interested in learning, inquisitive, engaged and respectful
- The group tended not to repeat if someone identified an attribute. Other strong attributes identified included: ambitious, athletic, creative and critical thinkers, dedicated, focused, flexible, happy, persistent and able to build relationships

Quality of Education

- High quality of education
- Teachers perform well during Covid remote learning

- Staff provide and support student learning
- Caring and adaptive certified and non-certified staff
- Social emotional learning important to continue and enhance
- Challenging year with Covid and high level educational response

Significant Issues to be Addressed in Next 3-5 Years

- Consistency in communications
- Consistency in processes across schools.
- Full day kindergarten
- Professional development for Non-Certified staff (custodial, para-professionals, school secretaries)
- Recognition of staff members
- Space in building and on playground is a concern (at DuJardin)
- Technology (i.e. Power School does not populate report and capability see all resources in one location)

Communication

- Internal communications between buildings could be better
- Staff seem to be communicated with last
- District communication efforts have been helpful
- Superintendent has been accessible
- Frustration with tracking student attendance during Covid year

State of Facilities

- Custodial maintenance of buildings is excellent
- Buildings are in need of renovation and continued upgrade of current structures.

Examples included:

- Front office at DuJardin
- Lunchroom - space goes to gym, multipurpose room and lunch.
- Washrooms
- Gymnasium space
- Classroom size in older wing at Westfield
- Work and prep areas for non certified staff

Mission, Vision and Core Values of the District's Future

- Mission and core values still relevant
- Core Values are visible and universal

Vision of Future Successes and Preferred Picture of the District

- Provision of high quality education through progressive, equitable, inclusive and innovative curriculum, instruction, facilities and technology
- Increased instructional opportunities to include foreign language and trades
- Innovative technology
- Increased focus on diversity and inclusivity to widen student worldview
- Full day Kindergarten
- Leaders who will continue to move us forward
- Increased diversity in our staff that is reflective of the community
- Instruction is focused on the individual needs of each student
- Paperless district
- Program to support paraprofessionals becoming licensed teachers
- Paraprofessionals to remain an integral part of staff

Group: Intergovernmental 5 Participants

Successful Student

- This stakeholder group identified 19 attributes that describe a “successful” student in Bloomingdale School District.
- The most frequent attributes identified by stakeholders included: engaged, positive behavior, ability to interact and work well with each other, and curiosity with an eagerness to learn.

Quality of Education

- Satisfied with well-rounded curriculum
- Teachers engage students and address their needs
- Positive learning environment
- High learning standards
- Curriculum could address more arts, history and science
- Community partnerships enhance student learning

Significant Issues to be Addressed in Next 3-5 Years

- Concentrate more on (Science, Technology, Engineering and Mathematics (STEM))
- Full day kindergarten
- Library modernization and renovation
- Update district and school websites to achieve consistency and ease of obtaining information

Communication

- District and school administration work at communicating
- Supportive community partnerships
- Collaborative relationships with community partners
- Accessible administration

State of Facilities

Stakeholders identified the need to assess facilities relative to safety, space, and instruction.

Examples included the following:

- Cafeteria space other than gymnasium (commons area)
- STEM labs (particularly at Westfield)
- Safety in entryway (i.e. DuJardin glass in entry)
- Gymnasium renovation (DuJardin and Westfield)
- Fitness centers
- Separating lunch and gym space
- Space for fine arts
- Modernization of libraries
- Full day kindergarten

Mission, Vision and Core Values of the District's Future

- Core Values remain relevant
- Character Counts Pillars important
- Core Values are the basis of most everything district is achieving

Vision of Future Successes and Preferred Picture of the District

- Maintain relationships and shared values within the intergovernmental agencies.
- Be receptive to what the other agencies have available and increase partnerships (i.e. preschool and gymnasium at Westfield)
- Continue to carry out core values
- Facilities modernization and renovation
- Marketing of school district strengths to enhance the message that Bloomingdale is a great place to raise children.
- Full day kindergarten

Group: Parents

6 Participants

Successful Student

- Respondents identified the following attributes (in alphabetical order) of a successful student: committed, desire and passion to learn, flexible global learner, happy to be at school, students achieve their potential, sense of community, students feel connected and loved by teachers and staff, and team players.

Quality of Education

- Continuous arc of quality through grades
- Housing supply limited here because of good schools
- One of the best schools in area
- People move here for great schools
- People want our district
- Positive experience
- Pride in schools
- Quality is excellent
- School district is known for excellence
- SEL focus here is amazing
- Special ed student with learning needs better communication needed
- Strive to be like better and larger school districts (D54)
- We moved to Bloomingdale because of the quality schools

Significant Issues to be Addressed in Next 3-5 Years

- Expansion of foreign language program
- Implementation of full day kindergarten
- Parent academy for technology
- Phased plan for facility improvement and/or operational costs; education with community; long term plan
- Increase communication from Special Education department
- Expansion of Technology staff to include technology coaches

Communication

- Classroom newsletters on weekly basis
- Constant communication to parents
- Covid year hard to understand what was going on, largely do to changing situations
- Difficult to get parents to read
- EE seems over-communicated
- Feel communication is good
- Middle School could communicate better, although some may be due to older kids being responsible

- Parents need to read weekly newsletter
- PTO assists with communicating to school parents
- PTO encourages weekly news to parents
- Some back-tracking and shifting communications during early Covid
- Superintendent has been very communicative during Covid

State of Facilities

- DuJardin gymnasium also functions as lunchroom limiting gymnasium usage
- Consider opportunities for outdoor learning
- Westfield 6th grade wing is modern, but the 7th and 8th grade wing is inadequate in terms of classroom size, space, lighting, cafeteria, gymnasium

Mission, Vision and Core Values of the District's Future

- Very relevant
- Important statements...every child will learn
- Sense of community and treating children with honor and respect
- Modernize it with something in technology
- Global community integrated add
- Will stand test of time
- Could update with something more modern...innovative
- Next generation success
- Future focused

Vision of Future Successes and Preferred Picture of the District

- Continue a sense of family and community within our school communities.
- Continue focus on continuous improvement and building on the great district we have.
- Provision of education to public on finance and budgets
- Design and implement a plan to provide Full day Kindergarten
- Invest in capital improvement in priority areas
- Continue to be a district of choice and one where graduates return to raise their children.

Group: Students

10 Participants

Successful Student

- Active
- Driven

- Engaged
- Follows CC pillars
- Eager to try new things

Quality of Education

- Engaged learning
- Learning in new ways is great
- Sense of fairness in expectations, homework and performance during remote learning
- Teachers doing an awesome job in remote setting
- Teachers flexible, caring, want us to improve
- Teachers focus on how we are learning
- Teachers want us to learn for later in life

Significant Issues to be Addressed in Next 3-5 Years

- Expand focus of social studies curriculum to include other histories and cultures.
- Algn standards based grading to high school expectations
- Students not understanding the benefits of Standards based grading

Communication

- Daily and weekly announcements helpful
- Email communications with teachers has been effective
- Email helpful in asking teachers questions easily, accessible, informational
- Google Classroom used effectively during remote learning

State of Facilities

- Buildings are very clean
- Classrooms are smaller in 7th-8th grade wing

Mission, Vision and Core Values of the District's Future

- Continue to apply Core Values to teaching and learning for life needs
- Core Values could include reference to independent individuals, getting along with others
- Mission and Core Values still relevant
- Teachers worked hard during remote learning to enable socialization

Vision of Future Successes and Preferred Picture of the District

- Collaborative activities/clubs between Westfield and elementary buildings.
- Develop clubs with kids from other districts
- Student empowerment
 - Student leaders
 - Increased collaboration between teachers and students
 - Students create clubs
- Expand course offerings in Exploratory (i.e. Finance)
- Increase customization of instruction relative to student population

Executive Summary of Survey Findings

The Bloomingdale School District 13 Strategic Planning Survey was completed by 223 stakeholders. With almost two-thirds of respondents, the largest stakeholder group surveyed were parents. Parents represented 64.1 percent of all respondents. Over a quarter of respondents were certified staff. They made up the second most populous stakeholder group at 26.0 percent of all respondents. The third largest participant group was intergovernmental/community at six percent of all respondents.

A summary of the survey findings are indicated below. The full report is available in a separate document which breaks down the responses to each question on the survey.

Regarding the State of the District, the following statements were perceived to be district strengths:

- District schools are safe
- Technology is integrated into the classroom
- Facilities are well-maintained
- The district employs effective teachers, administrators and support
- Staff in its schools
- Employees are held accountable to high standards

The top-rated priorities for the future are:

- Hiring and retaining quality teachers and administrators
- Preparing students to be ready for the next grade and ultimately college and career ready
- Providing a safe environment for students and employees
- Ensuring a well-rounded experience for all students

- Addressing students' social and emotional needs

The top-rated programs in the district are:

- Library and other resource centers
- Math
- Special education
- English/language arts/reading and writing
- Science

Regarding equity efforts, the following statements received the most "Strongly Agree" and "Agree" responses:

- Students have at least one trusted adult in the building that they can rely on for help
- The district allocates resources to ensure struggling students receive support
- Under-represented minority students have equal opportunity to participate in advanced programming
- Discipline policies are equitably applied to all students
- Programs/partnerships exist to feed, clothe, and address the physical and mental health needs of students without these basic needs