

# River Forest District 90 Data Retreat Findings

The strategic plan team held its first all-day meeting, a Data Retreat, on December 5, 2019. They spent the day developing a shared understanding of how the district is currently performing. They listened to reports and reviewed district performance data. The purpose of the day was to determine what is going well in the district what needs attention to move the district to a higher level of performance.

In the first activity, the strategic plan team **identified strengths and challenges/opportunities for improvement from their perceptions**. They are listed below with no duplication and in no priority order. All ideas from each table team are presented.

Strategic Plan Team Member Perceptions	
Strengths	Challenges, Opportunities for Improvement
<ul style="list-style-type: none"> <li>• Talented and dedicated Faculty and staff</li> <li>• Strong leadership</li> <li>• STEM</li> <li>• Technology devices</li> <li>• Technology infrastructure</li> <li>• 1: 1 tech goal</li> <li>• Pedagogy and instruction</li> <li>• Equity initiatives</li> <li>• Student achievement</li> <li>• High expectations</li> <li>• Teachers provide opportunities to explore student passions</li> <li>• Caring staff- student centered</li> <li>• Approachable staff and responsive</li> <li>• Teacher autonomy and engagement</li> <li>• Resources</li> <li>• Inclusion</li> <li>• Family and Community support</li> <li>• Great families who value education</li> <li>• Feeling of community</li> <li>• Commitment to continuous improvement</li> <li>• High quality education</li> <li>• Forward thinking</li> <li>• Emotional intelligence- development and tactics</li> <li>• Great test scores</li> <li>• Competitive and above state expectations</li> <li>• Fiscal management and responsibility</li> <li>• Responsible use of taxpayer dollars</li> <li>• Curricular framework</li> <li>• Strong PTOs</li> <li>• World languages</li> <li>• Willing to push forward to better performance</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability</li> <li>• Increased achievement for ALL students- more rigor and challenge for all</li> <li>• Clarity in academic and non-academic expectations for students and families to ensure readiness</li> <li>• Student activities not disruptive of academic time</li> <li>• Student behaviors- disciplinary practices, consistency of implementation</li> <li>• Kindergarten- early learning readiness</li> <li>• Variability in student needs and performance</li> <li>• Whole child</li> <li>• Executive functioning, life skills</li> <li>• Social and emotional growth</li> <li>• Staff diversity</li> <li>• Research based instructional practices in every classroom</li> <li>• Articulation and connect from grade to grade- vertical and horizontal collaboration</li> <li>• Teacher collaboration</li> <li>• Overload- too much change all at once, need for calm</li> <li>• Keeping up with technology and infrastructure</li> <li>• Flexible technology tools</li> <li>• Enough time</li> <li>• Diversity of ideas</li> <li>• Building sizes-spaces issues</li> <li>• Smaller class size</li> <li>• Equity</li> <li>• Belonging</li> <li>• Community outreach- broader engagement, attitude</li> <li>• Inclusion</li> <li>• Competing community values- all students vs my student</li> </ul>

In the second activity, the strategic plan team **identified strengths and challenges/ opportunities for improvement from the perceptions of others**. They reviewed survey data from the state 5Essentials survey. In addition, the District reported results on the Inclusiveness Advisory Board Survey and on the Education for the Future Survey. Reports can be found on the strategic plan link located on the district website. They are listed below with no duplication and in no priority order.

<b>Stakeholder Perceptions- Student, Families, Staff, Community</b>	
<b>Strengths</b>	<b>Challenges, Opportunities for Improvement</b>
<b>Students</b>	
<ul style="list-style-type: none"> <li>• Students feel family support</li> <li>• Students identify a supportive learning environment</li> <li>• Students feel peer support is strong</li> <li>• Students feel they have supportive teachers</li> <li>• Quality and talented teachers</li> <li>• Students feel a sense of belonging</li> </ul>	<ul style="list-style-type: none"> <li>• Not all students are challenged</li> <li>• Some students do not feel welcomed</li> <li>• Emotional wellness needs attention</li> <li>• More voice, choice, agency</li> <li>• Students report some parent pressure</li> <li>• Increasing stress</li> <li>• No adult confidant</li> <li>• More opportunities to see growth</li> <li>• Goal setting/ ownership</li> <li>• Collaboration in teachers at middle school</li> <li>• Advisory program at middle school</li> <li>• Choice in learning projects, etc.</li> <li>• Quality of questionnaire being used to collect data</li> </ul>
<b>Families</b>	
<ul style="list-style-type: none"> <li>• Welcoming in schools</li> <li>• Students are well accepted</li> <li>• There is an inclusive culture</li> <li>• There is a stimulating learning environment</li> <li>• There is strong engagement in the elementary schools</li> <li>• Discriminatory practices are low</li> </ul>	<ul style="list-style-type: none"> <li>• Family engagement declines over time</li> <li>• There is a need for improved home-school learning connections</li> <li>• Report cards need attention- reporting of pupil progress</li> <li>• Clarity of what the school expects of parents</li> <li>• Disconnect with learning expectations for students</li> <li>• Increase parent response and engagement in surveys</li> <li>• Belonging- especially at the middle school</li> <li>• Need to better accept diversity and cultural differences- opportunity to improve cultural sensitivity</li> <li>• There are instances of discriminatory experiences</li> </ul>
<b>Staff</b>	
<ul style="list-style-type: none"> <li>• Creates a fun learning environment</li> <li>• Generally feel included</li> <li>• Love their jobs</li> <li>• Have high regard for inclusion and differentiation</li> <li>• Want to improve and help their students</li> </ul>	<ul style="list-style-type: none"> <li>• Need more buy-in and ownership</li> <li>• Need more unity and collaboration</li> <li>• Want more effective leadership at the school level- need improved perception of school leadership</li> <li>• Are resistant to change</li> </ul>

<p>improve</p> <ul style="list-style-type: none"> <li>• 60 % feel the District models important life skills of awareness, self-reflection, sensitivity to others</li> <li>• 70% feel the District holds inclusiveness in high regard</li> <li>• Feel like they work in a collaborative environment</li> </ul>	<ul style="list-style-type: none"> <li>• Do not have shared values</li> <li>• Aligning actions to beliefs and values</li> <li>• Clarity in what students actually need to learn</li> <li>• Morale doesn't match teacher love of teaching- morale is down</li> <li>• 40 % feel the Districts does not model important life skills of awareness, self-reflection, sensitivity to others</li> <li>• Teachers want a clearer action plan for vision</li> <li>• 30% feel the District does not hold inclusiveness in high regard</li> <li>• Diversity of ideas and experiences</li> <li>• Staff does not feel recognized for great work</li> </ul>
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Next, the strategic plan team heard performance reports on student achievement, culture/climate, and district finances, facilities, and technology. These reports can also be found on the strategic plan link located on the district website. Different from the first two activities, **these reports were evidenced-based. The district shared how it has been performing over the past few years. The reports again revealed strengths and challenges/opportunities for improvement. It also revealed how the district was performing compared to others.** The summary findings are listed below.

<b>District Student Achievement Data</b>	
<b>Strengths</b>	<b>Challenges, Opportunities for Improvement</b>
<ul style="list-style-type: none"> <li>• Balanced approach to assessment</li> <li>• Makes decisions to support the growth and achievement of all learners</li> <li>• Has a vision for equity</li> <li>• Collaborative structures to make curricular and assessment decisions</li> <li>• Conducts curricular studies- recently writing, reading and math</li> <li>• NWEA Map scores last spring show ranking in student proficiency in grades 3-8 from 94-96 percentiles in reading</li> <li>• NWEA Map scores show student growth percentiles in grades 3-8 reading from 49-55 percentiles within the expected growth range bands nationally</li> <li>• Consistently high achievement in math and reading</li> <li>• Four out of six grade levels attained median student growth percentage of 50 or high the last three years</li> <li>• Student performance on state readiness assessment significantly exceed the state performance</li> <li>• Student performance on state science test in Grades 5 and 8 exceeds the state and are consistent year over year</li> </ul>	<ul style="list-style-type: none"> <li>• NWEA Map reading scores from last spring compared to 2017 and 2018 show student cohort results decline mostly over time. (Still within national expectations)</li> <li>• NWEA Map math scores from last spring compared to 2017 and 2018 show student cohort results decline mostly over time. (Still within national expectations)</li> <li>• Student median growth percentiles vary year to year by grade and cohort</li> <li>• Two out of six grade levels attained median student growth percentage below 50 the last three years</li> <li>• Grade 5 student growth percentage was below in both math and reading last two years.</li> <li>• Disaggregated data reveals significant race and ethnicity gaps in achievement on all state tests.</li> <li>• IEP and low income students show lowest growth across all subgroups.</li> <li>• Kindergarten readiness data was not included but was reported at about 60%</li> <li>• High school readiness data was not included</li> <li>• Very little data was presented on comparisons with others- only state averages, or norm expectations</li> </ul>

<b>District Culture/Environment Data</b>	
<b>Strengths</b>	<b>Challenges, Opportunities for Improvement</b>
<ul style="list-style-type: none"> <li>• Increasing in student population over last 10 years</li> <li>• Becoming more diverse in student and family population</li> <li>• Becoming more diverse in staff population</li> <li>• There are various extra-curricular offerings</li> <li>• There are strong PTOs</li> <li>• There are advanced classes at the middle school in reading and math.</li> <li>• There are STEM opportunities at the middle school</li> <li>• The vast majority of middle school students participate in co-curricular activities</li> <li>• Over 200 students participate in band and orchestra</li> <li>• Student attendance is 95.9% above the state average of 94%</li> <li>• Administrator to Student ratio is 164:1 below the state average of 173:1</li> <li>• Certified staff to Student ratio is 8:1 compared to the state average of 10:1</li> <li>• The district has lower percentages of student with specific learning disabilities than the state average</li> <li>• 100% of teachers received a proficient or excellent rating as part of their evaluation requirement last year</li> <li>• Teacher retention is 92.3% compared to the state average of 85.7%</li> <li>• 80% of district teachers hold a master's degree or higher</li> </ul>	<ul style="list-style-type: none"> <li>• Class size data as reported by the state includes all certified staff and therefore is not an accurate measure for true class size.</li> <li>• Increasing enrollment and limited space present class size variance and issues</li> <li>• Low income student enrollment remains significantly below state averages for constant near 5%</li> <li>• Student chronic absenteeism is near 5% significantly below state average of 18% but does need attention as students who miss more than 10% of the total days have impact on learning.</li> <li>• Student behaviors at the middle school show increases in in school and out of school suspension, although significantly lower than most middle schools across the state</li> <li>• 16% of the district's students have an Individual Education Plan and quality for special education programs and services</li> <li>• 5.6% of the district's students have a 504 plan</li> <li>• The district has higher percentages of students with autism, other health impairments and speech/language than the state averages</li> <li>• 6% of special education students receive services in an out of district program compared to 7% across the state.</li> <li>• Teacher attendance rate is 78.8% compared to the state average of 73.5%</li> <li>• 78% of staff are female. 22% are male.</li> <li>• 90% of district staff are white. While increasing in number, only 10% reflect other demographics</li> </ul>

<b>District Financial, Facilities, and Technology Data</b>	
<b>Strengths</b>	<b>Challenges, Opportunities for Improvement</b>
<ul style="list-style-type: none"> <li>• The district receives 2.6% revenues from the federal government and 6.9% from the state</li> <li>• The district spends about 75% of its revenues for salaries and benefits</li> <li>• The district spends approximately 58% of its revenues for instruction, 7% for pupil support, and 7% for Instructional support</li> <li>• The 10-year Life Safety study was just performed</li> <li>• The District has maintained a strong technology device to student ratio.</li> <li>• Teachers have both a laptop and I-Pad issued</li> <li>• The District has recently upgraded all safety and security features of its schools with motion and camera detectors</li> <li>• The technology help desk records indicate a fast</li> </ul>	<ul style="list-style-type: none"> <li>• Roughly 87% of district funds come from local property taxes</li> <li>• The district is limited in local tax dollars it collects by property tax caps</li> <li>• The district is in Tier 4 of Illinois school districts and receives very limited new revenues as those dollars are going to Tier 1, 2 and 3 districts due to inequities in statewide funding</li> <li>• Projected revenues remain flat at the state and federal levels</li> <li>• More dollars will be necessary for Life Safety and Transportation in the future and will reduce current local funds from the Education Fund</li> <li>• Teachers collective bargaining agreement expires in August of 2020</li> </ul>

<p>response rate and a 98.8% satisfaction level</p> <ul style="list-style-type: none"> <li>• The technology data document a safe, ethical, and responsible usage</li> <li>• The District uses “Schoology” at the middle school and “SeeSaw” at the elementary schools to communicate student data and projects to families</li> </ul>	<ul style="list-style-type: none"> <li>• Benefits are expected to increase 11.5%. Salaries are projected at 2.5% but must remain competitive to attract and remain high quality staff</li> <li>• The long-range facilities plan will require capital outlay to address aging facilities</li> <li>• Bond sale for the working cash fund is projected in four years</li> <li>• Transportation fund expenditures are projected to fluctuate with the change in out-of-district student enrollment</li> <li>• There is a projected budget deficit in expenditures over revenues for the next four years. Deficit spending at this capacity is unsustainable over time</li> <li>• There are increasing costs to address aging facilities</li> <li>• The new Life Safety requirements are approximately 2.5 million dollars in projects and will be funded with a bond issue and two years of Life Safety tax levy</li> <li>• Non Life Safety needs total an estimated cost of \$5.6 million of which HVAC represented \$4.9 of that cost</li> <li>• It is recommended that connectivity be addressed to upgrade 1GB fiber to 10GB in all buildings</li> </ul>
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**After reviewing both the perception and the evidence-based data, the strategic plan team then identified priority strengths, weaknesses, opportunities and threats. The SWOT Analysis will drive future strategic plan goals and strategies.** The work of each table team is shown below.

STRENGTHS					
Table A	Table B	Table C	Table D	Table E	Table F
<ul style="list-style-type: none"> <li>• Dedicated staff</li> <li>• Supportive parents</li> <li>• Fiscal responsibility</li> <li>• Technology</li> <li>• Strong academic success</li> <li>• Foreign Language</li> <li>• STEM</li> <li>• Music/Art/PE</li> <li>• Extra-curricular activities</li> <li>• Forward vision</li> </ul>	<ul style="list-style-type: none"> <li>• Strong academic achievement</li> <li>• Dedicated faculty and staff</li> <li>• Technology</li> <li>• Family support</li> <li>• Financial management</li> <li>• Student access to opportunity and resources</li> <li>• Value for continuous improvement</li> <li>• Commitment to inclusion and equity</li> <li>• Collaborative relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Student achievement data high for reading and math</li> <li>• Well-managed finances</li> <li>• Increased diversity in student and teacher population</li> <li>• D90 teachers/ staff love teaching</li> <li>• Diligence with current strategic plan</li> <li>• Technology</li> <li>• Wealth</li> </ul>	<ul style="list-style-type: none"> <li>• Technology</li> <li>• Blended Pre-K programs to prepare students for school</li> <li>• Open and transparent communication</li> <li>• Willing to try new things- commitment to continuous improvement and innovation</li> <li>• Accessibility to staff</li> <li>• Commitment to students</li> <li>• Family and</li> </ul>	<ul style="list-style-type: none"> <li>• Dedicated, talented staff</li> <li>• Family involvement and support</li> <li>• Strong academic achievement</li> <li>• High quality educational resources</li> <li>• Fiscal responsibility</li> <li>• Commitment to continuous improvement- identify needs, find solutions</li> <li>• Student safety</li> <li>• Strong student</li> </ul>	<ul style="list-style-type: none"> <li>• Dedicated staff</li> <li>• Blended Preschool programs</li> <li>• Motivated students</li> <li>• Technology</li> <li>• Family support</li> <li>• Improved environments</li> <li>• Fiscal stability</li> <li>• Student achievement</li> </ul>

		distribution • Family and community support • High quality curriculum and instruction for all students • Structures to all for reflection and continuous improvement	community support • Resources- people and money • Parents care about education • Eagerness for awareness, sensitivity and inclusion	support/ resources • Community partnerships • Assessments used appropriately to drive and inform instruction	
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**Consensus STRENGTHS: 1) High academic achievement; 2) Dedicated and talented staff; 3) History of fiscal responsibility; 4) Central Office leadership; 5) Commitment to continuous improvement; 6) Family value for education; 7) Investment in technological tools and strategies; 8) Extra- and co-curricular activities; and 9) Subject area opportunities beyond core instruction that develop the “Whole Child” and 10) Commitment to equity and inclusiveness.**

WEAKNESSES					
Table A	Table B	Table C	Table D	Table E	Table F
<ul style="list-style-type: none"> <li>• Achievement/ opportunity gaps</li> <li>• Cultural awareness leading to inclusion</li> <li>• Staff Demographics</li> <li>• SEL and mental health support</li> <li>• Non-certified staff recognition and engagement</li> <li>• Aging facilities</li> <li>• Space for 21<sup>st</sup> century learning</li> <li>• Staff morale- stress, balance</li> <li>• Advisory at middle school</li> </ul>	<ul style="list-style-type: none"> <li>• Achievement/ opportunity gaps</li> <li>• Reporting of academic progress</li> <li>• Aging facilities</li> <li>• Expenditures exceed revenues</li> <li>• Instances of intolerance</li> <li>• Supports for social and emotional learning</li> <li>• Special ed inclusion</li> <li>• Diversity amongst staff</li> <li>• Academically challenging all students</li> <li>• Engaging the broader community</li> </ul>	<ul style="list-style-type: none"> <li>• Achievement disparities and gaps</li> <li>• Inequities</li> <li>• A portion of the community does not feel welcome or belonging</li> <li>• Full day Kindergarten</li> <li>• Social and emotional support</li> <li>• Aging facilities</li> <li>• Parent and student understanding of readiness expectations grade to grade, school to school</li> <li>• Inclusiveness for all</li> </ul>	<ul style="list-style-type: none"> <li>• Class size</li> <li>• Building decay</li> <li>• Sense of inclusivity</li> <li>• Underserving students who are low income, students of color, and students with IEPs</li> <li>• Feeling of recognition of teachers and leaders across the community</li> <li>• Student discipline</li> <li>• Building size or temperature</li> <li>• Equity issues</li> <li>• Full Day Kindergarten</li> <li>• Student readiness for school and next level</li> </ul>	<ul style="list-style-type: none"> <li>• Space concerns and limitations</li> <li>• Student advisory program</li> <li>• Student agency- voice, choice</li> <li>• Social emotional wellness of stakeholders</li> <li>• Staff diversity</li> <li>• Achievement disparities and gaps</li> <li>• Reimage Kindergarten pedagogy- expand early learning opportunities</li> <li>• Meaningful integration of technology</li> <li>• Inclusive, safe environment for all students</li> </ul>	<ul style="list-style-type: none"> <li>• Pressure</li> <li>• Staff diversity</li> <li>• Facilities are aging</li> <li>• Space</li> <li>• Achievement disparities and gaps</li> <li>• Inequities</li> <li>• Readiness for school and grade to grade</li> <li>• Readiness for high school</li> <li>• English Language Learner needs</li> </ul>

**Consensus WEAKNESSES: 1) Achievement disparities and gaps among all student subgroup populations; 2) Readiness expectations both academic and non-academic for student and family clarity grade to grade; 3) Aging facilities impacting learning environment- upgrades, maintenance, safety, environmental; 4) inequities among all students, classrooms, and schools; 5) Staff**

**collaboration, articulation, and communication; 5) Early learning programs and services- serving more students birth to age 6 to better prepare all students for start of school; 6) Support for increased student and staff social, emotional, and health needs; 7) Challenging all students with rigor and relevance in instruction; 8) Student agency- engagement, voice, choice, innovation, goal setting, progress monitoring; 9) Reporting of student, classroom, and school performance; and 10) Innovative instructional practices including technology integration- professional development, follow up support, coaching.**

OPPORTUNITIES					
Table A	Table B	Table C	Table D	Table E	Table F
<ul style="list-style-type: none"> <li>• Interschool and community articulation and communication</li> <li>• Culturally relevant curriculum</li> <li>• Expand early learning programs and services</li> <li>• Expand SEL support to better meet students' personal needs</li> <li>• Extended day and year activities for enrichment</li> <li>• Better buy-in of strategic plan by stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Encouraging diversity and perspectives &amp; experiences</li> <li>• Early learning support and instruction</li> <li>• Better articulation of strategic plan to stakeholders</li> <li>• Increasing student engagement and agency</li> <li>• Family education and engagement in student learning</li> <li>• Refine Advisory at Roosevelt</li> <li>• Access to mental health supports</li> <li>• Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher collaboration opportunities and expectations</li> <li>• Broader communication and engagement with community</li> <li>• Early learning outreach with community organizations</li> <li>• Better use of time and space, extended day and year</li> </ul>	<ul style="list-style-type: none"> <li>• Community outreach</li> <li>• Professional development, follow through support</li> <li>• Access to clubs and band without missing academics</li> <li>• Student attendance</li> <li>• Mindfulness</li> <li>• Standards based assessment</li> <li>• Teacher collaboration</li> <li>• Significant levels of growth differences among student subgroups</li> <li>• Help students prepare for high school and higher education</li> </ul>	<ul style="list-style-type: none"> <li>• Full day Kindergarten</li> <li>• Expand Pre K programs with community partnerships</li> <li>• Parent education-readiness for school, grade to grade, school to school. New initiatives</li> <li>• Expand community partnerships</li> <li>• Strengthen community at middle school beyond grade level cohorts</li> <li>• Address needs of students who are outplaced to be more within the district</li> <li>• Create external environments that support student academic and social emotional needs</li> </ul>	<ul style="list-style-type: none"> <li>• Early childhood expansion</li> <li>• Inclusionary practices and training</li> <li>• Full day Kindergarten</li> <li>• Students having an advocate, trusted adult.</li> <li>• Increased service learning projects</li> <li>• STEAM</li> <li>• Community outreach</li> <li>• Social-emotional learning</li> </ul>

**Consensus OPPORTUNITIES:** 1) Community outreach to address birth to five educational programs and services; 2) Broader communication and engagement with the community; 3) Family education and engagement opportunities; 4) Make better use of time and space; 5) Improve engagement, satisfaction, and collaboration at the middle school level.

THREATS					
Table A	Table B	Table C	Table D	Table E	Table F
<ul style="list-style-type: none"> <li>•Resistance to change</li> <li>•Addiction, vaping, risky behaviors</li> <li>•Social media</li> <li>•State financial crisis</li> </ul>	<ul style="list-style-type: none"> <li>• Social media</li> <li>• Fixed spaces</li> <li>• Conflicting community expectations</li> <li>• Fixed income of some stakeholders</li> <li>• Increasing student enrollment</li> </ul>	<ul style="list-style-type: none"> <li>•Resistance to change</li> <li>•Increasing student population</li> <li>•Resource hoarding</li> <li>•Social media</li> <li>•Legislation of weed</li> <li>•State financial uncertainty</li> <li>•Teacher, staff, substitute shortage- lack of pipeline</li> <li>•Parental pushback on some initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Health care costs- competitive salaries</li> <li>• Mandates</li> <li>• Social media</li> <li>• New brain research- innovativeness, research-based</li> <li>• Social and emotion trauma, anxiety, depression</li> <li>• Land-locked facilities</li> </ul>	<ul style="list-style-type: none"> <li>• State mandates</li> <li>• Demographic trends</li> <li>• Fixed mindset, resistance to change</li> <li>• State funding decisions</li> <li>• Social media</li> <li>• Future finances</li> <li>• Climate change</li> </ul>	<ul style="list-style-type: none"> <li>• Deficit financial projections</li> <li>• Increased student population</li> <li>• Real estate stability</li> <li>• Social media</li> <li>• Emotional and health wellness</li> <li>• Bullying</li> </ul>

**Consensus THREATS: 1) Address a mindset that is resistance to change; 2) Develop and execute a financial strategy to address financial projections; 3) Address the impact of social media on District culture; 4) Address the impact of teacher and substitute shortages; and 5) Ensure a collaborative and successful teacher contract development that enhances District mission, vision, values and goals.**

The facilitator then examined all SWOT products and presented a consensus SWOT to share with stakeholders between now and the January meeting of the strategic plan team. Stakeholder surveys and engagement opportunities will be held to provide opportunities for feedback on the strategic plan team’s analysis.

The strategic plan team will examine the feedback at their next meeting and revise the SWOT Analysis.

The draft of the SWOT Analysis is below.



## River Forest District 90 DRAFT SWOT ANALYSIS

**STRENGTHS:** What are we most proud of? What do we consider to be the results of our best work? What advantages do we have? What do others say about us in positive ways?

- High student academic achievement
- Dedicated and talented faculty and staff
- History of fiscal responsibility and stewardship
- Central Office visionary and shared leadership
- Commitment to continuous improvement
- Family value for public education
- Investment in technological tools and strategies
- Extra- and co-curricular activities for students
- Subject area opportunities beyond core instruction that develop the “Whole Child.”
- Commitment to equity and inclusiveness.

**WEAKNESSES:** What do we consider to be our weaknesses? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well?

- Achievement disparities and gaps among student subgroup populations
- Clarity for students and families of readiness expectations both academic and non-academic performance
- inequities among all students, classrooms, and schools
- Staff collaboration, articulation, and communication
- Early learning programs and services- serving more students birth to age 6 to better prepare all students for start of school
- Support for increased student and staff social, emotional, and health needs
- Challenging all students with rigor and relevance in instruction
- Student agency- engagement, voice, choice, innovation, goal setting, progress monitoring
- Reporting of student, classroom, and school performance
- Innovative instructional practices including technology integration- professional development, follow up support, and coaching
- Aging facilities impacting learning environment- upgrades, maintenance, safety, environmental

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

- Community outreach to address birth to five educational programs and services
- Broader communication and engagement with the community
- Family education and engagement opportunities
- Make better use of time and space
- Improve engagement, satisfaction, and collaboration at the middle school level

**THREATS:** Who or what threatens us the most? What challenges are coming that we must respond to? What might block our progress? What do we have little control over that might impact our resources?

- Address a mindset that is resistance to change
- Develop and execute a financial strategy to address financial projections
- Address the impact of social media on District culture
- Address the impact of teacher and substitute shortages
- Ensure a collaborative and successful teacher contract development that enhances District mission, vision, values and goals