

**PROSPECT HEIGHTS SCHOOL DISTRICT 23**  
**BOARD OF EDUCATION - STRATEGIC PLANNING WORKSHOP**  
SATURDAY, MARCH 3, 2018  
ROB ROY GOLF COURSE - BANQUET ROOM at 8:15 AM

*Achieving excellence in learning through an equitable education for all.*

**AGENDA**

**I. CALL TO ORDER**

**II. ROLL CALL**

PRESENT:

**III. STRATEGIC PLANNING WORKSHOP - Information**

A. Engage Phase Summary Report

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**IV. ADJOURNMENT**

**DISTRICT ORGANIZATIONAL GOALS**

- Provide educational opportunities that are responsive to the needs of all learners and reflective of the demands of accountability.
- Engage families, community members and staff in dialogue, deliberation and collaborative thinking around the common interests of District 23.
- Manage resources efficiently and effectively to align with District priorities while being fiscally responsible



**Prospect Heights School District 23  
Board – Administrator Strategic Planning Meeting  
March 3, 2018, 8:00am – 12:00pm  
Rob Roy Country Club**

**Homework:**

- Review Strategic Planning Survey Report
- Review Community Engagement Global Findings Report
  - See page 3, Portrait of a Graduate, “Successful Graduate Characteristics.” Highlight all of the characteristics that you feel are important for future graduates to possess. Choose as many as you wish at this point.
  - See page 5, Areas for Growth in the Next 3-5 Years, “Major Themes.” Review each item carefully and consider if the District wishes wants to achieve, preserve, avoid, or eliminate that particular item for consideration in the Strategic Plan and ultimately Action Plan. Feel free to make some notes on your report for future reference.

**Workshop Objectives:**

- Create a framework for the Portrait of a Successful Graduate
- Identify over-arching goals and objectives for the Strategic Plan

**Agenda**

- 8:00 a.m.      Gathering and Breakfast
- 8:30 a.m.      Public Session/Public Comment
- Introductions and Ice Breaker Activity
- Establishing a Context and Expectations: Reviewing Workshop Objectives
- *What we learned from the Global Findings and Strategic Planning Survey Reports*
  - *Expectations for our time together?*
- 9:00 a.m.      Develop Portrait of a Successful Graduate
- 10:15 a.m.     Break

- 10:25 a.m. Activity - *“Considering District Priorities”*
- Develop and Prioritize Goals for the Strategic Plan
- 11:45am Summary
- *What have we accomplished today?*
  - *Next steps?*
- 12:00pm Adjourn

## Prospect Heights School District 23 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 January 2018 for Prospect Heights School District 23. The data contained herein were obtained from input the HYA associates when they met with individuals and groups in either individual interviews or focus group settings and the results of the online survey completed by stakeholders.

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

- skills and characteristics students should develop throughout their time in the District's schools,
- District's current strengths,
- significant issue(s) they want the District to address in the next 3-5 years, and
- preferred picture or vision of the District's future.

### Participation

The numbers of participants, by stakeholder group, in the two methods of data gathering are listed below. 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.

**SURVEY** - The on-line survey report is in Appendix B of this report.

Group	Frequency	Percent
Administration	10	1.2
Community Member	12	1.5
Parent	93	11.3
Student	593	72.3
Support Staff	30	3.7
Teacher	82	10
<b>Total</b>	820	100

## FOCUS GROUPS, COMMUNITY FORUMS AND INTERVIEWS

Group	Frequency	Percent
Board of Education	7	4.5
Administration	11	7.0
Community Member	22	14.0
Parent	42	26.8
Student	33	21.0
Support Staff	10	6.4
Teacher	32	20.4
<b>Total</b>	157	100.1

Each board member was interviewed individually. The Community Group included leaders from Prospect Heights, Wheeling, and Mt. Prospect. The list of community participants includes representatives from the park district, library, fire/police, village officials, Rotary, Chamber of Commerce, faith-based organizations, state legislators, former Board members, and administrators from High School District 214. Student focus groups were conducted by members of the District Administrative Team.

### Summary of the Strengths of the District

The culture of the school district emerged as a definite strength of the school district in every focus group and interview. A vast majority of the participants described Prospect Heights as a “community that cares about kids.” Participants reported that the community has been able to maintain a sense of tradition and dedication to children with a small-town feeling. Families are supportive of the school district and move to Prospect Heights for the quality of the schools. The small size of the district is an advantage as “everyone knows everyone.” The district has been able to maintain small class sizes and implement innovative practices more quickly than a larger school district. The increasing socio-economic and ethnic diversity is viewed as a strength. Fifty-three different languages are spoken in the community at large. Students reported that bullying is minimal. Teachers reported acceptance and inclusion of students with special needs. Students are involved in community service projects across all of the grade levels.

The teaching staff and administrators are viewed as dedicated, responsive, receptive, involved, and forward thinking. In general, the community and parents trust district staff. The staff turnover rate is low. Interaction between staff members is positive and adults are good role models for children. The change in administration due to retirements is viewed in a positive light with a greater emphasis on strategic decision-making and collaboration at the administrative level. The Superintendent and Administrative Team are visible, cohesive and approachable. Parents reported that no request is considered unreasonable, i.e. District 23 is accommodating to the needs of students and families. Students come to school ready to learn and graduate ready to meet the expectations and requirements as they transition to high school in Township High School District 214. Students achieve

at a higher level than the average nationwide, and there are many opportunities to be involved in the life of the school through sports and extra-curricular activities. Parents value education and try to be involved in the schools. Different opportunities are available to parents through district community programs such as STEM Lab, special education outreach programs, Bilingual Parent Advisory Council and other family engagement activities.

The Board of Education and Administrative Team are viewed as financially responsible and strategic planners, using data driven decision-making models. New initiatives are thoughtfully researched and piloted prior to full implementation across the school district. Available resources are well managed and the District has been able to strike a balance between sustaining current programs while implementing new initiatives to stay current such as the one-to-one technology initiative.

District 23 works hard to maintain learner ready facilities. A Ten Year Facilities Plan is in place. Buildings and grounds are well maintained and in good condition and all buildings are air conditioned with a geothermal HVAC system. An adequate number of custodial staff is employed to maintain the schools and administrative offices. The schools are safe and staff, parents, and students reported that students like to come to school.

Strong, positive working relationships exist between the Administrative Team, teachers, and parents. Teachers reported that everyone is working together toward the common goal of improving the school district and that the Administrative team is working together more cohesively and collaboratively. Many professional development opportunities are available to staff. In general, participants reported that communication is improving in the district. Participants expressed appreciation for the ability of the Board of Education to work together to support teachers and children with the ultimate goal of preparing all students to be successful.

Many programs were cited as strengths that enrich the learning environment. The music program including band, choir, and orchestra is deeply appreciated by the community. The district also supports an applied technology curriculum, family and consumer science class, and access to technology for all students. Many clubs, sports, and activities are available after school for students. The district also supports an Early Childhood Program, full day At-Risk Kindergarten program and Bilingual Program.

## Portrait of a Graduate

Focus group participants were asked their expectations for students graduating from Prospect Heights School District 23. They were further asked to define the skills and characteristics they thought students should develop throughout their time in the District's schools. A detailed, comprehensive list of characteristics and skills emerged and is presented below in bullet format. This list will be used at a later date to further the discussion of the District's vision of a successful graduate of District 23.

### **“Successful” Graduate Characteristics**

- Able to operate independently of parent(s)
- Able to use Social and Emotional Learning (SEL) skills, well-rounded individuals
- Able to work with others
- Academically prepared for high school
- Balance of academics, technology, social/emotional health

- Basic literacy skills, educated - Competent in math, reading and learning, communication skills, able to understand thought
- Believes in him/herself
- Believes that education is a priority in life
- Bi-lingual
- Caring, kind, empathetic, compassionate, accepting of others
- Collaborative
- College and career ready
- Communication skills
- Confident
- Creative thinker
- Culturally aware
- Curious
- Decision maker
- Demonstrates common sense and good decision-making skills
- Eagerness to want to learn
- Emotionally ready for high school
- Enjoys learning
- Flexible thinker
- Flexible, cooperative and collaborative – can work with anyone
- Gives back to the community
- Go getter
- Goal oriented
- Good citizen of the world
- Good decision-making skills
- Good executive management skills
- Handwriting
- Happy
- Hard working
- High achieving academically
- How to function in the real world
- Independent learner and thinker
- Involved in sports or extra-curricular activities
- Keyboarding
- Kind, respectful of diversity
- Knowing what is expected after high school, especially in technology
- Knows how to seek help
- Life skills...how to fill out an application, correctness, interviewing
- Life-long learner
- Manners – socially adept
- Motivated learner
- Perseveres
- Problem solving skills, critical thinking skills
- Productive citizens
- Proud to be a graduate of district
- Ready for the future
- Reasoning abilities
- Reflective
- Respectful
- Responsible

- Risk-takers
- Safe choices
- Self-advocate
- Self-motivated
- Social emotional understanding
- Socialization, caring about the human person, social justice experiences
- Star values...valuable citizens, Social and Emotional Learning (SEL), safe, respectful and responsible
- Strong literacy skills...able to communicate in writing, speaking, prepare for a future not even imagined, form opinions, decipher text
- Students 100% ready for high school
- Study skills
- Successful in whatever they hope to do
- Take higher level courses
- Team skills – people skills
- Tech savvy - Knows when and how to use technology
- Technology capable, responsible citizen in using technology
- Time management skills
- Tools to be successful in life
- Understand others' point of view
- Understand there is more to learning than fact-based knowledge
- Understands healthy lifestyle
- Use high school as stepping stone to college or career
- Uses technology effectively for unknown future jobs/careers
- Well rounded – understand diversity; appreciate arts, music, PE, technology, LMC; healthy school
- Well rounded child...open to pursue whatever a student wants or is interested in
- Works well with others
- Worldly

## Areas for Growth in Next 3-5 Years

Participants were asked to comment on one or two significant issues that need to be addressed in the next 3-5 years. These notes from the engagement groups and online survey have been organized into major themes. They will be used with the Board of Education and Administrative Team to develop a Strategic Plan with goals and objectives for the next three years.

## Major Themes

### Relationship Building - Communication:

- Be more transparent – better communication on things that happen in the schools; more information available to the community in a user-friendly manner
- Better job of connecting with all families
- Collective Bargaining Agreement up for renewal
- Clarity communicating to parents about bussing schedules at start of year
- Clarity in communicating criteria for placement. Where is my kid at? Seems secretive. Can kids be placed by teacher style?

- Communicate teacher assignments earlier in the summer
- Communicating, extend pride on our schools
- Communication - Community member without students in the schools doesn't know what is going on in the district, social media doesn't help
- Communication – how to educate community on financial needs?
- Communication – social media doesn't reach community members without children
- Communication and input valued on larger topics
- Communication is an issue – explain decisions
- Communication needs to be more consistent between and within buildings
- Communication to ensure consistent implementation and expectations
- Connection with broader community and aging residents
- Coordinate the supply lists – don't penalize kids if parents can't find items. Stores run out
- Cultural celebrations, staff relationship at building events
- How can we maintain a family feeling? What does this mean and what are our common goals?
- Maintain relationship building efforts with staff
- Need more collaboration between teachers and administrators – work in progress
- Need teacher and principal follow through – return phone calls
- Poor communication leads to mistrust – teachers and administrators needs to develop mutual trust
- Rebuilding trust from prior strike
- Relationship between the Union and Administration
- Relationships were impacted when the grade level centers were created
- School communications coming out on short notice...need more timely and clear communications to home
- Strengthen communications in accessing lunch system
- Strike had a big impact on the school district and community
- Them vs. us mentality
- Transparency with parents and learning expectations
- Trust issues – teachers don't feel comfortable speaking to administrators about problems, staff culture is not a safe place either
- We need to understand each other's perspective i.e. impact of strike
- Work on a welcoming tone to parents and others at school entrances
- Work on cultural awareness and sensitivity among students and adults
- Worry about teacher morale after the strike

## **Supports for Learning - Finance:**

- Activity bus – we need one
- Budget constraints
- Decisions to make financially, resources, programming...dependent on property taxes
- District student population projections
- Educating parents on financial status of district in relation to learning standards
- Examine compensation issues with certified staff, leaders
- Explore uses of resources
- Finance – show people where the money is and plan for the future
- Finances – deficit spending
- Finances limited for new programs like all day Kindergarten
- Finances, need for more cash

- Finances: 5 year projection forecasts look dim
- Financial issues, state uncertainty
- Find something to spend money on rather than geothermal
- Fiscal responsibility sometimes becomes negative – each year more things are taken away and put on the classroom teacher, need more support
- Future referendum possible if cash becomes more challenging
- How do we keep community at a point where we can maintain a strong economic home value related to financial resources?
- How to fund what may not be funded appropriately?
- Lack of growth in property values
- Less expensive health insurance plan; deductibles are high
- Money for personnel costs
- No commercial or industrial tax base; heavy reliance on homeowner property tax base
- Pension cost shift proposal
- Preparing students to be ready for the next grade and ultimately college and career ready
- Property tax freeze proposal damaging to district
- Referendum on future needs?
- Reliance on residential property tax base
- Remaining fiscally responsible
- Save for future building projects
- Small district – money is always part of the discussion
- Small district concerned about finances, consolidating with another school district could be a necessity in the future
- State of IL
- Strike and union contract approaching – made strides in communicating and being transparent on issues
- Sustainable financing to go to the next level in order to sustain new initiatives, develop program enhancements, maintain the buildings
- Teacher strike in the past, hope for reasonable next negotiations
- Two major budget cuts in past...nothing left to cut
- Uncertainty of future grant funded programs

### **Programs for Learning:**

- 43 languages spoken in the district
- 4C's
- Achievement gap of subgroups.
- Addressing the needs of all kids from students receiving special services to gifted
- All day Kindergarten
- Biased grading system relative to needs of kids
- Bilingual student population, resources and teaching to help kids succeed
- Build autonomy for student choice of learning, student-directed
- Changing population: ELL, special education, multi-family dwellings, lower income families, etc.
- Competency-based education
- Continued focus on after school programming
- Curriculum/instruction – process to review how to assess growth and continuous improvement
- Curriculum is pretty much the same across the district and between schools – now need to concentrate on delivery and engagement

- Curriculum needs review – teachers are supplementing with worksheets, curriculum is inconsistent grades 4-8
- Do better job of outlining and detailing curriculum; viable K-8 curriculum
- Does the district have a clear vision of gifted education and/or acceleration?
- Early Childhood – grow the program
- Educating parents on learning standards at each grade level
- EL population ... how to communicate with parents who don't speak English...how they interact with the school community
- Ensure a well-rounded experience for all students
- Examine length of the school day
- Examine school start times with grade centers for coordinating student/parent transportation
- Expand foreign languages at middle school
- Explore extended school year program
- Explore how tech is used now and how it should be used
- Focus on fundamental skills
- Foreign language – more options and offer in earlier grades
- Full day Kindergarten
- Gifted options in earlier grades
- Grow after school activities
- IL may legalize marijuana in the future...police department now teaching social skill readiness relating to drug awareness...8<sup>th</sup> grade need a strategy class on marijuana
- Kids need more active learning opportunities and recess every day
- Meet the needs of students when they are young especially in reading
- More statistically relevant ability in tracking student performance over D23 career – prepared for next steps. Able to identify what skills might have been missing for future career success.
- Music program – part of the school day right now, difficult schedule conflicts
- PBS...consistency in application, expectations, training, build relationships with kids
- Reach into needs of diverse learners; mind-set
- Reaching the kids who have not been successful in schools
- Reconsider math curriculum – Everyday Math challenging for parents to help; strengthen home supports for parents to assist with math curriculum
- Revisit handwriting
- Rtl and support services at different tiers; what do different tiers look like and include?
- Services for increasing numbers of low income and Hispanic speaking students
- Social/emotional curriculum – structure for kids and adults
- Social/emotional health – get kids ready for the world
- State audit for ELL services...put recommendations in place; strengthen procedures of some requirements/recommendations
- Student body shifting to needing more help; Rtl taking too long to identify a child for special education placement
- Student stress
- Teaching critical thinking skills, core skills transferrable to college and career
- Team building with kids – more articulation across the grades especially when kids go on to high school
- Transition work from middle school exit to high school(s)
- Wider variety or choice for exploratory offerings at the middle school

## **Technology:**

- Aware of long term effects of so much technology with young people, i.e. social issues
- Balance between the use of technology and books – use the appropriate tools at the appropriate time
- Flexibility with password access; access to wireless system with personal devices
- Improved wireless access in buildings
- iPads – need support for parents on how to use them, responsibility, and holding students accountable
- More technology devices in buildings
- Review role of TIS (technology integration specialist) for consistency across grades
- Review scope and sequence of expected technology skills across grades
- Staying current with technology
- Strive for balance with too much technology
- Technology – teachers need to use in consistent manner (School of G)
- Technology devices for assistants; has been improving
- Technology integration for meaningful demonstrations of learning (i.e. video demonstration, student choice)
- Technology support for families...evening programs, especially for younger grades
- Too much push for technology; too much screen-time for students
- Too much technology in Kindergarten
- Website is not user friendly
- What is the future of the Smart boards?

## **Leadership and School Improvement:**

- Achievement gap is growing
- Administrative team brought us to new levels of control
- Administrative team train from within for leadership positions
- Be strategic in how to arrive at solutions
- Change is difficult for teachers – people need to have buy-in for new initiatives or programs in order to support them
- Consistency across schools... Social and Emotional Learning (SEL), Positive Behavior Supports (PBS), Professional Development for staff
- Control growth of initiatives
- Data driven – implement plans based on what we know so that achievement improves
- Demographic change – not meeting the needs of all students
- Engaged with legislative issues
- Examine decision making with intended outcome; identify needs first
- Examine gentrification and age difference of neighborhoods; demographics of new residents
- Explore Best Practice – what are others doing well?
- Faculty meetings – need to be meaningful, need more focus
- Hard for a lifetime educator to understand management decisions
- Hard to articulate and follow through with a vision
- Hard to follow the procedures and policies that are in place – What are our expectations? How should people be held accountable?
- Holding people accountable – iPads not used in some classrooms
- How are our students faring in high school?
- How long it takes to make changes

- IL issues, lack of a state plan, business and people leaving IL
- Lack of a common vision and commitment to the district – renew commitment to District 23 and the community
- Leaders matters – implement procedures for how parents should be treated
- Leadership team moving in right direction
- Maintain focus on mission of school district within resources available
- Make sure committee work and committee decisions are honored so that people feel that someone listened. Don't make decisions before asking for input.
- PBS delivery not PBIS...student discipline issues unresolved. Staff training in PBIS
- Placement issues – teachers are disheartened because of so many changes to the class lists over the summer
- PST process – feels rushed, watered down, less collaborative
- Review class size guidelines, especially at early grades
- Steady sight of changing cultural and student demographics
- Structure of leadership team at the building level....what are our priorities? Team leadership designs to help leadership team prioritize what is important in terms of load expectation and consistent delivery of priorities.
- Succession planning for future leadership turn-over

#### **Learner Ready Facilities:**

- Aging facilities, maintaining adequate systems
- Building space
- Buildings & site improvements
- Concern on geothermal and climate control, cost of installation, high humidity levels
- Facilities – cramped nurses' offices, inadequate staff restroom
- Facilities – update facilities, explore the idea of a new school
- Facilities limited in size should all day Kindergarten be offered for all or any other expansion
- Facilities maintained to be safe, warm and dry
- Facility and life safety plan/needs without financial backing
- Flexible learning environment
- Geothermal system...resolve humidity levels
- Maintain buildings and grounds
- One adult restroom in a building
- Parking – making the school accessible to make people feel part of the community
- Quality water
- Safety and security
- Space considerations

#### **Staffing – Professional Development:**

- Aide placement by skill and ability
- Aides more well trained in special needs assignments
- Classroom assistant in every classroom to address a variety of learning needs, i.e. ELL, special needs, etc. all in one classroom
- Coordinate need for substitutes with PD and/or meetings across buildings

- Devote more resources to teachers to help them learn how to help children
- Examine need for all meetings with teachers leaving the classroom
- Grow a growth mind set – some staff need to grow professionally, need to teach for the future not their past
- Helping some staff set limits – what concerns are worth the stress, bridging the gap that some teachers have with administrators and board members
- Hiring and retaining quality teachers and administrators
- Inconsistent curriculum delivery by teachers – need uniformity of expectations, content should be the same
- Increase special education staff
- Mentoring – formal process for all
- More collaboration for program assistants
- More professional development opportunities to attend conferences, seminars, etc.
- More social workers – social/emotional health is a growing issue
- More support, i.e. reading, interventions
- Over-loaded staff from state mandates, rules & regulations
- Professional development – include the assistants
- Retention of qualified staff
- Review expanded role of 1:1 aide who may be assisting other students past their job assignment
- Social worker – only one social worker for 500 students, social emotional needs are increasing
- Some isolation between staff – used to be closer, fewer social opportunities
- Staff asked to do more with less
- Substitute teacher shortage
- Support person for special education and EC Coordinator – no dedicated administrator
- Teacher retention – develop the profile of a successful teacher
- Teachers miss instructional time because of meetings during the day
- Teachers wear a lot of hats
- Training for classroom teachers on use of an aide
- Training in technology

## **Parents and Community Engagement:**

- Balance school with life issues in place of parent roles
- Connection with non-parent base in community
- Continue to engage high leverage parents
- Embrace parent roles in schools
- Engaged with diverse community representatives of school population
- Expanded partnerships with community
- Expectations for parent involvement and support for all families
- Harder to get to know families – grade level centers
- More partnerships – share more
- Need more engagement with households without children in the district and some parents
- Parent involvement...getting parents involved; grade level centers hinder strong parent involvement
- Parent university – discipline, technology, curriculum, using technology effectively
- Volunteering seems more restricted and parents less available

**Learning Climate/Conditions:**

- Class sizes in grade 1 too large (27)
- Discipline – needs to be handled consistently
- Kids with depression, anxiety, socialization issues
- Make right student placement decisions for highly disruptive special needs students in the regular education setting...placement should serve needs of child
- Need more transition for students advancing to the next grade or new building
- Teacher centered classroom discipline resolution

# **APPENDIX A**

## **APPENDIX A**

### **Notes from the Focus Group Meetings**

The structure of the focus groups was open, allowing for participants to build upon each other's comments. Participants were asked to respond to the following questions.

- Describe the "tradition" or "culture" of District 23
- What words would you use to describe a "successful" graduate of District 23?
- What do you see as the greatest strengths of District 23?
- What is the District not providing/doing currently that you would like to see in the future?
- What are the most significant issues you would like your district to address in the next three years?

## Administrators 8 Participants

### Describe the “tradition” or “culture” of District 23.

- Administration makes thoughtful well-reasoned decisions
- Administration working more closely with the union
- Board stays in the balcony
- Buddy reading across grades
- Close administrative team – collaborative
- Closeness, family feel, close proximity to one another...able to partner with teachers better by being close together
- Community values education very highly...tradition of excellence and high expectations
- Culture of continuous improvement
- D23 unique...small with lot of diversity...languages and cultures represented bring more to classroom experiences
- Environment for kids – quality education for everyone
- Everybody knows everybody
- Everyone knows district office staff by name
- Family atmosphere at each school
- Family centered at building level
- Family friendly
- Family oriented – caring environment
- Feeling of “whole district” team exists across district
- Focus on teaching
- Fund raising for people – very generous community
- Great place to work
- Group efforts
- Hardworking staff
- Keep an innovative learning culture
- Keeping district solvent
- Less bureaucracy
- Like to have fun – enjoy each other’s company
- More efficient, effective and consistent procedures
- Multi-generational component
- Music program a proud tradition
- Nice community
- Others are involved in the decision-making process, information is provided
- Parents happy with D23 and successful matriculation to high school
- Parents vocal and supportive
- Partnerships
- Past strike, feel and hear vestiges left over; trust being rebuilt...purposeful efforts
- Positive
- Positive Behavioral Systems (PBS)...safe, respectful, responsible themes
- Professional development
- Small town feel – We do things in our own way
- Small town, family oriented
- Staff appreciates district office team

- Stay current with needs of kids
- Staying in community...many return to reside in D23
- Superintendent and Assistant Superintendent are highly visible in buildings
- Superintendent and Assistant Superintendent know everyone
- Support for children
- Supportive parent base
- Teacher involvement is important
- Traditional practices not always aligned to current needs
- Trust in district
- Value parent engagement
- Well respected district
- Whole district staff meetings to hear common messages, messaging consistent (4-5 times per year)
- Working to rebuild PTO and how to work together

### **What words would you use to describe a “successful” graduate of District 23?**

- Able to be successful in the world; future ready
- Academically prepared for high school
- All students leave D23 as well rounded individuals, able to be successful in high school
- Basic literacy skills
- Be involved in lots of opportunities
- Collaborative learning experiences
- Communication skills
- Decision maker
- Empathetic – cares about other people
- Enjoys other activities besides school – open to exploring other experiences
- Flexible and collaborative – can work with anyone
- Foreign languages
- Foundation to go to the next level – District 214
- Function as a team
- Go getter
- Good citizen of the world
- Good organizational skills
- Help enable teachers to teach critical thinking skills, research, solve problems, Project Based Learning experiences, i.e. garden planning at a school
- How to function in the real world
- Independent
- Independent learner
- Inquisitive learner; curiosity; humble
- Involved in school and community activities
- Listener
- Literate
- Live a robust healthy and prosperous life
- Look forward to high school
- Mastery of rigorous curriculum
- Open to interacting with people who are different
- Plan for success after high school – know how to advocate for self
- Prepared for high school – good foundation
- Prepared to attend high school

- Productive citizens
- Proud to be a graduate of district
- Ready for the next step
- Reasoning abilities
- Reflective
- Skills in any discipline and apply to task needed
- Social emotional tools
- Solve things accurately
- Star values...valuable citizens, SEL, safe, respectful and responsible
- STEM programs
- Student has strong connection to kids and family
- Study skills
- Take higher level courses
- Team skills – people skills
- Technology capable, responsible citizen in using technology
- Technology skills...presentations, public speaking
- Time management
- Tools to be successful in life
- Use high school as stepping stone to college or career
- Want kids to aspire to be successful
- Want kids to be in accelerated classes at high school
- Well rounded individual

### **What do you see as the greatest strengths of District 23?**

- 10 year Facilities Plan
- Able to be honest and open, model for others
- Able to do a lot and provide for kids...innovation, leverage talents and strengths for kids
- Able to respond more quickly to population of 1,600 kids
- Adequate number of custodial staff
- Administrative team – working more cohesively together
- Administrative team wants to support the staff processes – willing to try new things, try to plan deliberately
- Applied technology
- Buildings well maintained in good condition
- Close to two high schools
- Collaboration
- Communication with district leadership...well established process with new hires, organized, set boundaries, communicating a process
- Community supportive
- Community trust, responsible financially, positive support
- Dedicated teachers
- Diversity – socio-economic and ethnically
- Diversity among students
- Don – creative, strong people skills, listener
- Early childhood
- EL and bilingual programming
- Facilities – clean, well-cared for
- Families
- Family engagement

- Financially responsible and strategic – always asking if new initiatives can be sustained
- Fiscally responsible – We do a lot with a little
- Fostering relationships with kids and between kids – SEL, advisory, core curriculum
- Good staff, retention and new hires
- Great families, focused on kids' education; come here for schools and small community feel
- Great teachers, forward thinking, risk takers
- Growing people
- Improving communication
- Innovation – professional development, student services, collaboration
- Instituted PD cohort groups among teachers with common themes aligned to C&I strategies; keynote speakers
- Knowledge and passion in leadership team
- Leaders have many responsibilities
- Leadership models good behavior
- Leadership team at the district level, superintendents are awesome
- Leadership Team brings good experience to the district
- Maintain financial stability
- More strategic decision making at the administrative level
- Music program
- Navigated a collaborative change in leadership
- Overall culture
- Parents care – try to be involved
- PD opportunities for staff
- People – strong group of adults who care about children
- Planning for the future
- Relationship building
- Relationship with the high school
- Relationships with teachers, superintendent, and administration
- Small district – 4 schools, can connect with many people
- Small size district
- Students come ready to learn – excited about school
- Support services
- Supportive families that want to be involved
- Targeted needs can be addressed
- Teacher input
- Teachers and principals care about kids
- Technology, embedded in classroom culture, technology literate
- Traditions and cultures...social emotional with students, visible and act on it...walk the talk
- Trust one another...team feeling
- Try to communicate – communicate has gotten better,
- Very qualified and caring staff

**What is the District not providing/doing currently that you would like to see in the future?**

- Biased grading system relative to needs of kids
- Change is difficult for teachers – people need to have buy-in for new initiatives or programs in order to support them
- Communication to ensure consistent implementation and expectations
- Consistency across schools...SEL, PBS, PD for staff
- Continued focus on after school programming

- Cultural celebrations, staff relationship at building events
- Curriculum is pretty much the same across the district and between schools – now need to concentrate on delivery and engagement
- Do better job of outlining and detailing curriculum; viable K-8 curriculum
- Educating parents on financial status of district in relation to learning standards
- Educating parents on learning standards at each grade level
- Expand foreign languages at middle school
- Explore how tech is used now and how it should be used
- Finance – show people where the money is and plan for the future
- Foreign language – more options and offered in earlier grades
- Geothermal system...resolve humidity levels
- Grade levels – some scope & sequence; little at K-8...gaps in instruction, some repetitive instruction
- Grow a growth mind set – some staff need to grow professionally, need to teach for the future not their past
- Hard to articulate and follow through with a vision
- Hard to follow the procedures and policies that are in place – What are our expectations? How should people be held accountable?
- Holding people accountable – iPads not used in some classrooms
- How long it takes to make changes
- Look at length of school day...short day at elementary...30 minutes more?
- Maintain relationship building efforts with staff
- Mentoring – formal process for all
- More partnerships – share more
- More technology devices in buildings
- Need more engagement with households without children in the district and some parents
- Offer world languages
- PBS...consistency in application, expectations, training, build relationships with kids
- Professional development – include the assistants
- Reach into needs of diverse learners; mind-set
- Reaching the kids who have not been successful in schools
- Rebuilding trust from prior strike
- RtI and support services at different tiers; what do different tiers look like and include?
- SEL...like to see homeroom time for consistent SEL and community learning projects
- State audit for ELL services...put recommendations in place; strengthen procedures of some requirements/recommendations
- Support person for special education and EC Coordinator – no dedicated administrator
- Technology support for families...evening programs, especially for younger grades
- Transparency with parents and learning expectations

**What are the most significant issues you would like your district to address in the next three years?**

- All day Kindergarten
- Be strategic in how to arrive at solutions
- Better job of connecting with all families
- Build autonomy for student choice of learning, student-directed
- CBA up for renewal
- Competency-based education
- Connection with broader community and aging residents

- Control growth of initiatives
- Curriculum and instruction – process to review how to assess growth and continuous improvement
- Decisions to make financially, resources, programming...dependent on property taxes
- Early Childhood – grow the program
- Eastern European families coming in...challenge in language connection with rest of school and community...relationship building across communities
- EL population ... how to communicate with parents who don't speak English...how they interact with the school community
- Finances – deficit spending
- Flexible learning environment
- Foreign language – more options and offer in earlier grades
- Helping some staff set limits – what concerns are worth the stress, bridging the gap that some teachers have with administrators and board members
- Lack of a common vision and commitment to the district – renew commitment to District 23 and the community
- Lack of resources...money
- Maintain buildings and grounds
- Maintaining buildings – day-to-day ok, long-range facilities plan for roofs, outside parking, etc.
- Music program – part of the school day right now, difficult schedule conflicts
- Parking – making the school accessible to make people feel part of the community
- Relationship between the Union and Administration
- Remaining fiscally responsible
- Small district – money is always part of the discussion
- Space could be an issue depending on programming i.e. all day kindergarten, extra-curricular program, cost and space
- Structure of leadership team at the building level...what are our priorities? Team leadership designs to help leadership team prioritize what is important in terms of load expectation and consistent delivery of priorities.
- Sustainable financing to go to the next level in order to sustain new initiatives, develop program enhancements, maintain the buildings
- Teacher retention – develop the profile of a successful teacher
- Technology integration for meaningful demonstrations of learning (i.e. video demonstration, student choice)
- Uncertainty of future grant funded programs

### **Are there any other comments that you would like to share?**

- 43 languages spoken in the district
- Achievement gap of subgroups
- CBA...hope for smooth negotiations
- Expectations for parent involvement and support for all families
- Hard to be fiscally responsible with a heavy reliance on property taxes and conflicting interests
- Keep working on relationships among staff
- Leadership team moving in right direction
- Strike had a big impact on the school district and community
- We need to understand each other's perspective i.e. impact of strike

## Board of Education 7 Participants

### Describe the “tradition” or “culture” of District 23.

- Board role is something that I can give back to the community
- Engaged administration
- Excellent student output
- Experienced two major cuts to the budget
- Family centered; superintendent answers own phone
- Few layers of administration
- Fiscally responsible
- Get most out of our dollars spent
- Good relationship between Board and Administration
- Great continuity with leadership...past two superintendents with district for long time
- Have held prior community forums on various issues
- Lived within our financial means
- Low class sizes
- Maintained high performing test scores
- No turn-over with experienced certified staff
- Not a fractured community after transition to grade level centers
- Organization of district
- Parents need to be more instrumental in student accountability, nurturing
- People move back to the district to raise their children
- Pride in schools
- Quality of schools and education provided
- Reflect will and desire of community
- See people from around community at grocery, church,
- Sense of community
- Size of district
- Small class size
- Small district, close neighborhood feel
- Small school district with small community reputation
- Straight-forward, transparent
- Tradition of quality education with future readiness for success
- Well performing

### What words would you use to describe a “successful” graduate of District 23?

- Able to enter in honors or AP curriculum
- Able to use SEL skills, well-rounded individuals
- Able to use technology effectively for unknown future jobs/careers
- Academically and socially prepared for high school
- Adequately prepared students with basic tools for future success
- Apply knowledge as needed
- Basic education in a strong sense, educated
- Emotionally ready for high school

- Ensure student is ready for high school
- Involved in fine arts, athletics, clubs, etc.
- Knowledge base needed for high school
- Learn how to study, how to manage time, balance co-curricular activities
- Learn to be open minded as productive members of society's goals, dreams to give back to my community and world
- Provided services in fiscally responsible manner
- Ready for a bigger school, bigger pool with kids from wealthier districts
- Ready for real life things
- Students 100% ready for high school
- Understand there is more to learning than fact-based knowledge
- Well-rounded, balanced
- Whole person, respectful, well-rounded, thoughtful

### **What do you see as the greatest strengths of District 23?**

- Academic level of students
- Administration
- All work effectively together to make school better
- Amazing Board – cares about taking care of teachers, quality administrative staff, cares about achieving and preparing students for success in life
- At-risk full day Kindergarten provided
- Board of Education who have equal voices
- Board works well together
- Buildings & grounds in good shape; AC throughout
- Class sizes at a manageable level
- Collegial among staff, parents, administration
- Community outreach, i.e. STEM lab
- Do well on student growth
- Early childhood campus separate
- Everyone working together for common goal
- Exceptional ESL and special education programs
- Fiscally responsible
- Flatter organization with decision making faster and more responsive
- Fundamentals – tools in staff hands so they can do their jobs
- Geothermal HVAC, environmentally friendly systems
- Good opportunity
- Great community, dedicated to children
- Hired bi-lingual teachers
- Longevity of administrators
- Maintain tradition in a small town feeling
- Most recent curriculum
- Motivated staff
- Music program
- Music, athletics, clubs
- Parent involvement
- Parent organizations
- People live here for the quality schools
- Prepare students for life, emotionally and academically
- Safe schools

- Size of the district
- Small campus setting
- Small district able to adapt and identify problems quicker
- Small neighborhood feeling
- Sports, health, clubs, activities
- Staff, dedicated, incredible, care about students; understands students' future pathway of needs
- Standardized facility rental rates; passive income for facility improvement
- Strong community
- Strong family nurturing
- Strong in managing resources
- Strong in relationship building
- Strong leadership and teachers
- Strong superintendent – caring, fully inclusive, smart, building community of leaders
- Students
- Superintendent is a forward thinker
- Synergy with Board of Education
- Teachers
- Teachers, amazing staff, not have high turn-over rate
- Technology – iPads, access to technology, white boards in classrooms
- Thoughtful about what we do; not go after latest fad; research and pilot programs
- Whole organization with leadership and right people in place

**What is the District not providing/doing currently that you would like to see in the future?**

- Be more transparent – better communication on things that happen in the schools; more information available to the community in a user-friendly manner
- Better communication about the ESL and special education programs so that parents don't think regular education kids are missing out on opportunities because of these programs
- Buildings & site improvements
- Changing population: ELL, special education, multi-family dwellings, lower income families, etc.
- Communicating, extend pride on our schools
- Community engagement
- Cost of special education and ESL
- Develop broader set of opportunities – after school, technology, foreign language, PTO is filling the gaps (foreign language)
- Financial constraints
- Full day Kindergarten
- Greater cash reserves
- How do we keep community at a point where we can maintain a strong economic home value related to financial resources?
- How to engage more parents (25% of parents with children are involved)
- How to fund what may not be funded appropriately?
- How well are we educating the regular classroom population?
- Legislative issues
- Meeting the needs of students in the middle
- Money for personnel costs
- More statistically relevant ability in tracking student performance over D23 career – prepared for next steps. Able to identify what skills might have been missing for future career success.

- Need more challenge for some kids – differentiation starts in fourth grade
- Over-loaded staff from state mandates, rules & regulations
- Save for future building projects
- Services for increasing low income and Hispanic speaking students
- Student body shifting to needing more help; Rtl taking too long to identify a child for special education placement
- There is demand that exceeds availability for after school programs and PTO sponsored programs
- Whole day kindergarten – money and space

**What are the most significant issues you would like your district to address in the next three years?**

- Buildings & grounds improvements needed
- Communication – how to educate community on financial needs?
- ESL loops from year to year – perception that kids are not being taught English and not mingling with other children;
- Facilities limited in size should all day Kindergarten be offered for all or any other expansion
- Facilities maintained to be safe, warm and dry
- Facility and life safety plan/needs without financial backing
- Facility improvements
- Finances limited for new programs like all day Kindergarten
- Financial issues, state uncertainty
- Future referendum possible if cash becomes more challenging
- Maintaining and magnetizing people into the district
- Parking lots need attention
- Pension cost shift proposal
- Perception that ESL and special education scores are dragging down the aggregate achievement scores
- Property tax freeze proposal damaging to district
- Referendum on future needs?
- Strike and union contract approaching – made strides in communicating and being transparent on issues
- Student stress
- Succession planning for future leadership turn-over
- Two major budget cuts in past...nothing left to cut

**Are there any other comments that you would like to share?**

- Administrative team brought us to new levels of control
- Administrative team train from within for leadership positions
- Advocate legislatively...seems to make no difference in IL
- Keeping the Board engaged – Brian is the only board member with children in the district
- Small district concerned about finances, consolidating with another school district could be a necessity in the future

## Community Members 22 Participants

### Describe the “tradition” or “culture” of District 23.

- Attention and willingness to deal with musical bands they have developed; great events for community to attend
- Community engagement, asking for input, collaborate with community organizations
- Community leaders have a collaborative relationship with D23
- Great experience in D23, great team here and effort to focus on education
- Great teachers, never a bad word about any teacher here
- High academic achievement
- Sense of pride in traditions and community; shared sense of caring and student-based decision making
- Students see and know police in buildings, visible, sense of community, see police officers in a positive light

### What words would you use to describe a “successful” graduate of District 23?

- Ability for growth mindset...teaching a student how to grow
- Able to operate independently of parent(s)
- College and career ready
- Critical thinking skills
- Diverse community understanding
- Do well on standardized tests
- Dual language experience, i.e. Spanish
- Help students be exposed to all the things that life brings
- How to read through pros/cons of issues
- Inquisitive, able to work in groups
- Life skills...how to fill out an application, correctness, interviewing
- Positive choices
- Problem solving skills, critical thinking skills
- Recognize redefining readiness efforts of D214
- Social emotional understanding (SEL)
- Socialization, caring about the human person, social justice experiences
- Strong literacy skills...able to communicate in writing, speaking, prepare for a future not even imagined, form opinions, decipher text
- Time management
- Well rounded child....open to pursue whatever a student wants or is interested in

### What do you see as the greatest strengths of District 23?

### What is the District not providing/doing currently that you would like to see in the future?

### What are the most significant issues you would like your district to address in the next three years?

- Balance school with life issues in place of parent roles
- Connection with non-parent base in community

- Embrace parent roles in schools
- Engaged with diverse community representatives of school population
- Engaged with legislative issues
- Examine compensation issues with certified staff, leaders
- Examine gentrification and age difference of neighborhoods; demographics of new residents
- Expanded partnerships with community
- Facility reinvestment
- Finances
- Focus on fundamental skills
- IL issues, lack of a state plan, business and people leaving IL
- IL may legalize marijuana in the future...police department now teaching social skill readiness relating to drug awareness...8<sup>th</sup> grade need a strategy class on marijuana
- Lack of growth in property values
- Length of school day with other competing academic needs....only so much time
- Maintain focus on mission of school district within resources available
- PD for teachers
- Retention of qualified staff
- Revisit handwriting
- Safety and security
- Staying current with technology
- Teaching critical thinking skills, core skills transferrable to college and career

## Parents 42 Participants

### Describe the “tradition” or “culture” of District 23.

- Close knit, small community
- Community feel
- Community supportive and encouraging
- Diverse – 53 languages
- Diversity
- Family feeling
- Nurturing
- Parent involvement is encouraged
- Parental support for academics
- Parents have a positive outlook
- People want to send their kids to school here – multi generational
- Personal – everyone knows everyone
- Size of district
- Teachers seem to stay here
- Very inclusive
- Visible superintendent and administrators

### What words would you use to describe a “successful” graduate of District 23?

- Able to work with others
- Academically competitive with students from other feeder schools
- Accepting of others
- Balance of academics, technology, social/emotional health
- Bi-lingual
- Common sense
- Common sense around the use of technology
- Compassionate
- Competent in math, reading and learning, communication skills, able to understand thought
- Competitive curriculum
- Confident
- Creative thinker
- Curious
- Embrace individuality
- Executive management skills
- Flexible
- Good decision-making skills
- Growth mindset
- Handwriting
- Highly literate
- Independent
- Interpersonal skills in any situation
- Keyboarding
- Kindness
- Knows how to seek help

- Knows when and how to use technology
- Likes school
- Literate
- Love to learn and know how to learn; active learner
- Motivated learner
- Nurturing intellectual curiosity
- Organized
- Passionate learner
- Prepared for high school
- Problem solver
- Receive comparable schools as the other feeder schools
- Responsibility, accountable
- Self-advocacy
- Self-motivated
- Sense of community
- Soft skills
- Study skills
- Tech savvy
- Time management skills
- Well rounded – understand diversity; appreciate arts, music, PE, technology, LMC; healthy school
- Works well with others

#### **What do you see as the greatest strengths of District 23?**

- Academic curriculum get the kids ready for high school
- Band and orchestra offerings
- Best teachers and staff – hard workers
- Dedicated teachers
- Differentiated instruction practices
- Good technology rollout
- Great community
- Great teachers and administration...sense of freshness and being involved
- Involved parents
- Many opportunities – sports, clubs, activities
- Music program
- No request is considered unreasonable – D23 is accommodating
- Nurturing – close relationships
- Open communication with teachers; teachers are available
- Responsive teachers
- Right aides assigned to special education students
- Safe environment – kids like to come to school
- Science curriculum
- Small district – everyone knows everyone
- Staff is receptive to parents
- Students prepared for high school
- Support from families and co-workers
- Support staff for kids and teachers
- Teachers are welcoming
- Technology
- Use of social media

## **What is the District not providing/doing currently that you would like to see in the future?**

- Balance between the use of technology and books – use the appropriate tools at the appropriate time
- Clarity communications with bussing schedules at start of year
- Clarity in communicating and criteria for placement. Where is my kid at? Seems secretive. Can kids be placed by teacher style?
- Communication - Community member without students in the schools doesn't know what is going on in the district, social media doesn't help
- Communication – social media doesn't reach community members without children
- Communication and input valued on larger topics
- Devote more resources to teachers to help them learn how to help children
- Does the district have a clear vision of gifted education and/or acceleration?
- Examine length of the school day
- Examine school start times with grade centers for coordinating student/parent transportation
- Explore extended school year program
- Foreign language provided by the district at elementary level
- Full day K
- Gifted options in earlier grades
- Grow after school activities
- Half day K; iPad time for logging in is excessive in half day program
- Harder to get to know families – grade level centers
- Inconsistent curriculum delivery by teachers – need uniformity of expectations, content should be the same
- Need more involvement from some parents
- No recess at K (half day program); limited recess time
- Reconsider math curriculum – Everyday Math challenging for parents to help; strengthen home supports for parents to assist with math curriculum
- School communications coming out on short notice...need more timely and clear communications to home
- Some confusion on special classes for Polish speakers?
- Some isolation between staff – used to be closer, fewer social opportunities
- Strengthen communications in accessing lunch system
- Strive for balance with too much technology
- Teachers pulled out for testing, professional development, special education staffings
- Team building with kids – more articulation across the grades especially when kids go on to high school
- Too much technology at K?
- Transition work from middle school exit to high school(s)
- What is the future of the Smart boards?
- Wider variety or choice for exploratory offerings at the middle school
- Work on a welcoming tone to parents and others at school entrances
- Worry about teacher morale after the strike

## **What are the most significant issues you would like your district to address in the next three years?**

- Aging facilities, maintaining adequate systems
- Bilingual student population, resources and teaching to help kids succeed
- Communicate teacher assignments earlier in the summer

- Communication – Teachers become aggressive and overly defensive when parents bring up an issue. No closure on issues
- Communication is an issue – explain decisions
- Concern on geothermal and climate control, cost of installation, high humidity levels
- Continue to engage high leverage parents
- Coordinate the supply lists – don't penalize kids if parents can't find items. Stores run out
- Discipline – needs to be handled consistently
- District student population projections
- Explore Best Practice – what are other doing well?
- Explore uses of resources
- Facilities – cramped nurses' offices, inadequate staff restroom
- Facilities – update facilities, explore the idea of a new school
- Finances
- Find something to spend money on rather than geothermal
- Foreign language – more options, earlier grades
- Full day Kindergarten
- Kids need more active learning opportunities and recess every day
- Leaders matters – implement procedures for how parents should be treated
- Need teacher and principal follow through – return phone calls
- Parent involvement...getting parents involved; grade level centers hinder strong parent involvement
- Parent university – discipline, technology, curriculum, using technology effectively
- Quality water
- Reliance on residential property tax base
- Resources – what is the big picture?
- Social/emotional curriculum – structure for kids and adults
- Social/emotional health – get kids ready for the world
- Space
- Technology – teachers need to use in consistent manner (School of G)
- Website is not user friendly

## Support Staff 10 Participants

### Describe the “tradition” or “culture” of District 23.

- Art, music wonderful experiences and work to keep programs at high level
- Family oriented, especially among staff
- Good teachers expect and get high achievement
- High academic expectations
- Kids well prepared for high school
- My kids went to school here and I want to now work here
- Respect for students and each other
- Service learning projects, i.e. veterans celebration with service personnel, Jump Rope for Heart, community service
- Staff wants to be here and work together
- Want to work in a district where tradition and culture are important

### What words would you use to describe a “successful” graduate of District 23?

- Being your own individual
- Believe in yourself
- Believe that education is a priority in life
- Collaborative, able to work with others
- Confidence
- Eagerness to want to learn
- Give back to community
- Goal oriented
- Happy
- Kind, respectful of diversity
- Knowing what is expected after high school, especially in technology
- Leave D23 feeling important
- Prepared for success
- Problem solving and critical thinking skills
- Reach maximum potential
- Well rounded

### What do you see as the greatest strengths of District 23?

- Acceptance and inclusion of those with special needs
- B-Pack meetings for bi-lingual parents
- Communication, especially photos, with parents on student progress, activities
- Dedicated staff
- Inclusion
- People come to D23 for its schools
- Staff adapting with technology
- Staff has high expectations for themselves as professionals
- Staff responsive to bullying issues and educating students
- Staff stay abreast of new issues, i.e. social issues, academic needs, etc.
- Way get information/communication to community in a variety of methods

**What is the District not providing/doing currently that you would like to see in the future?**

- Classroom assistant in every classroom to address a variety of learning needs, i.e. ELL, special needs, etc. all in one classroom
- Coordinate need for substitutes with PD and/or meetings across buildings
- Examine need for all meetings with teachers leaving the classroom
- Flexibility with password access; access to wireless system with personal devices
- Full day K
- Improved wireless access in buildings
- Substitute shortage....pull ESPs from position to sub elsewhere, vacating previous position and student needs
- Technology devices for assistants; has been improving
- Training in technology

**What are the most significant issues you would like your district to address in the next three years?**

- Aware of long term effects of so much technology with young people, i.e. social issues
- Building space
- Finances
- Kids with depression, anxiety, socialization issues
- No commercial or industrial tax base; heavy reliance on homeowner property tax base
- Social aspects of kids in future
- Staff asked to do more with less
- State of IL

## Teachers 32 Participants

### Describe the “tradition” or “culture” of District 23.

- Able to share information with colleagues
- Award winning music program
- Community and staff like being here
- Community service
- Community support
- Continuity
- Diversity
- Family atmosphere
- Good communication among district schools
- Great place for a child to grow
- Growth mind set
- Hard working and caring teachers, committed
- Involved parents
- Kids know district leaders...buddy lunches with superintendent
- Not afraid to have a conversation with district leaders
- Personable district leaders, accessible
- Small – multigenerational
- Smaller district, able to recognize and know other staff by name
- Staff commitment to district
- Staff knows superintendent by name and other district leaders
- Strong partner with the community
- Supportive parents
- Teachers are team players, collaborative

### What words would you use to describe a “successful” graduate of District 23?

- Able to use technology
- Accepting of differences
- Aware of the outside world
- Caring, kind, empathetic
- Collaborative
- Common sense
- Confident
- Cooperative
- Creative
- Creative thinkers
- Culturally aware
- Curious
- Empathy for others
- Flexible thinker
- Gives back to the community
- Good foundation

- Hard working
- High achieving academically
- Independent
- Life-long learner
- Literate
- Manners – socially adept
- Motivated
- Open-minded
- Persevering
- Problem solver
- Read and write...fundamental communication skills
- Respectful
- Responsible
- Risk-takers
- Safe choices
- Self-advocate
- Successful in whatever they hope to do
- Understand others' point of view
- Well rounded
- Worldly

#### **What do you see as the greatest strengths of District 23?**

- Ability for PD and teacher training
- Community service even in early grades
- Data is used to make decisions
- District trying new opportunities
- Family and consumer science
- Flexibility
- Kids achieve at a higher level than the average nationwide
- Kudos to Board for their support
- Many opportunities for children
- Many related services
- Music – wonderful and well supported
- Positive staff interactions – adults are good role models for children, positive work environment
- Release time for teachers, especially for those without common plan time
- Resources available for communication with parents
- Small class sizes
- Small district – hopefully easier to implement change
- Special education – inclusive mentality
- Special education and bilingual programs
- Special education outreach meetings with parents
- Teacher collaboration
- Teacher empowerment – influence decisions
- Teachers don't have to teach same way
- Teachers supported in risk-taking; trying new strategies; able to reflect and grow as a teacher
- Teaching staff
- Technology resources
- Time for meetings with colleagues

- Trust in teachers
- Well rounded education
- Whole group social/emotional lessons

**What is the District not providing/doing currently that you would like to see in the future?**

- Activity bus – we need one
- Aide placement by skill and ability
- Aides more well trained in special needs assignments
- Class sizes in grade 1 too large (27)
- Communication needs to be more consistent between and within buildings
- Curriculum needs review – teachers are supplementing with worksheets, curriculum is inconsistent grades 4-8
- Demographic change – not meeting the needs of all students
- Discipline needs to be more consistent, need more support from administration, teachers feel blamed when children misbehave
- Faculty meetings – need to be meaningful, need more focus
- Fiscal responsibility sometimes becomes negative – each year more things are taken away and put on the classroom teacher, need more support
- Full day K
- How are our students faring in high school?
- Less time in upper grades to do fun, collaborative projects with parents and students
- Make right student placement decisions for highly disruptive special needs students in the regular education setting...placement should serve needs of child
- More collaboration for program assistants
- More PD opportunities to attend conferences, seminars, etc.
- More social workers – social/emotional health is a growing issue
- More support, i.e. reading, interventions
- Need more collaboration between teachers and administrators – work in progress
- Need more transition for students advancing to the next grade or new building
- PBS delivery not PBIS...student discipline issues unresolved. Staff training in PBIS
- Placement issues – teachers are disheartened because of so many changes to the class lists over the summer
- PST process – feels rushed, watered down, less collaborative
- Review class size guidelines, especially at early grades
- Review expanded role of 1:1 aide who may be assisting other students past their job assignment
- Staff bathroom at Ross
- Substitute teacher shortage
- Teacher centered classroom discipline resolution
- Teachers miss instructional time because of meetings during the day
- Teachers wear a lot of hats
- Training for classroom teachers on use of an aide
- Volunteering seems more restricted and parents less available

**What are the most significant issues you would like your district to address in the next three years?**

- Achievement gap is growing
- Budget constraints

- Data driven – implement plans based on what we know so that achievement improves
- Examine decision making with intended outcome; identify needs first
- Finances: 5 year projection forecasts look dim
- Full day Kindergarten
- Increase special education staff
- iPads – need support for parents on how to use them, responsibility, and holding students accountable
- Meet the needs of students when they are young especially in reading
- One adult restroom in a building
- Poor communication leads to mistrust – teachers and administrators needs to develop mutual trust
- Review role of TIS (technology integration specialist) for consistency across grades
- Review scope and sequence of expected technology skills across grades
- Social worker – only one social worker for 500 students, social emotional needs are increasing
- Space considerations
- Space considerations for special education and specials
- Steady sight of changing cultural and student demographics
- Too much push for technology; too much screen-time for students
- Trust issues – teachers don't feel comfortable speaking to administrators about problems, staff culture is not a safe place either
- Will district be able to function in same way in the future without sufficient financial resources?

#### **Are there any other comments that you would like to share?**

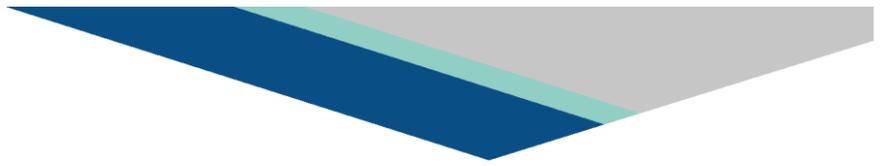
- Addressing the needs of all kids from students receiving special services to gifted
- Grade level buildings changed teams – relationships had to be rebuilt
- Hard for a lifetime educator to understand management decisions
- How can we maintain a family feeling? What does this mean and what are our common goals?
- Make sure committee work and committee decisions are honored so that people feel that someone listened. Don't make decisions before asking for input.
- Relationships were impacted when the GLC's were created
- Them vs us mentality
- We can't have everything, fiscal constraints, not the wealthiest district
- Work on cultural awareness and sensitivity among students and adults

## **APPENDIX B**



Prospect Heights School District 23  
Strategic Planning Survey Report

**HYA** | HAZARD  
YOUNG  
ATTEA  
ASSOCIATES



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## METHODOLOGY

The Strategic Planning Survey process engaged stakeholders from the classroom to the community, providing an opportunity to learn what works well in the District and identifying areas for improvement.

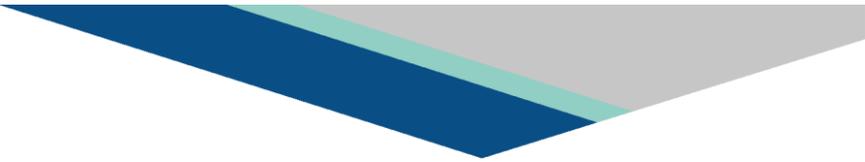
### Interviews

All Board of Education members participated in individual, structured interviews. Each participant was asked to share his or her opinions on a variety of topics, including: expectations of the strategic planning process, district strengths, significant issues, quality of education, curriculum and standards, financial state, facilities, communication, and vision for the future.

### Surveys

Strategic planning survey data were collected during January 2018. The survey was offered in English and Spanish. Administrators, support staff, community members, teachers, parents, and students were surveyed online. The District communicated with stakeholders, inviting them to share input regarding their experiences with the District. A range of questions were asked on the survey regarding the quality of education, programs and curriculum, teaching and learning environment, communication, community relations, operations, and priorities for the future. A total of 820 stakeholders completed the survey.

Participants were asked to rate the District in a number of areas on a scale of 1 to 5: Unsatisfactory (1), Poor (2), Average (3), Good (4), and Excellent (5). For the purpose of this report, a respondent was considered to rate the District favorably if the respondent selected either Good (4) or Excellent (5). Results were reported based on the percentage of respondents in each stakeholder group who selected Good/Excellent on each survey question.



## EXECUTIVE SUMMARY

The Prospect Heights School District 23 Strategic Planning Survey was completed by 820 stakeholders. The largest stakeholder groups that participated in the survey were students. Parents and teachers represented approximately 22 percent of all respondents. Administrators, community members, and support staff, cumulatively, totaled under 10 percent of all respondents.

### STAKEHOLDER DEMOGRAPHICS

	Frequency	Percent
Administrator	10	1.2
Teacher	82	10.0
Support Staff	30	3.7
Community Member	12	1.5
Parent	93	11.3
Student	593	72.3
<b>Total</b>	<b>820</b>	<b>100</b>

# SECTION I: STATE OF THE DISTRICT

## ITEM ANALYSIS

Percentages of all stakeholder groups selecting 5 (Strongly Agree) or 4 (Agree) for each item are presented below.

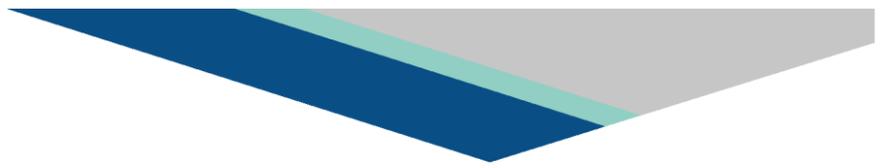
	ALL (820)	ALL – No Students (224)	Administrator (10)	Teacher (82)	Support Staff (30)	Community Member (12)	Parent (93)	Student (597)
<b>VISION AND VALUES</b>								
The district provides a clear, compelling vision for the future.	63%	59%	80%	77%	63%	33%	41%	64%
The district is heading in the right direction.	69%	63%	90%	83%	60%	42%	45%	71%
The district has high standards for student performance.	72%	75%	70%	85%	83%	50%	63%	71%
The district makes decisions based on information from data and research.	56%	70%	70%	91%	80%	58%	46%	51%
The district is working to close the achievement gap.	61%	66%	70%	84%	70%	50%	47%	59%
<b>TEACHING AND LEARNING</b>								
The district provides a well-rounded educational experience for all students.	76%	73%	80%	90%	83%	67%	53%	77%
Teachers personalize instructional strategies to address individual learning needs, special education and gifted.	72%	72%	40%	94%	80%	67%	52%	72%
District schools are safe.	83%	86%	80%	93%	83%	58%	82%	81%
The social and emotional needs of students are being addressed.	65%	73%	80%	87%	77%	42%	60%	62%
Students are on track to be college and career ready.	67%	73%	80%	93%	73%	58%	54%	65%
Technology is integrated into the classroom.	91%	94%	80%	99%	97%	92%	88%	89%
<b>COMMUNITY ENGAGEMENT</b>								
The district engages the community as a partner to improve the school system.	64%	57%	50%	71%	63%	33%	45%	66%
There is transparent communication from the District.	61%	62%	80%	78%	53%	25%	52%	61%
The district engages with diverse racial, cultural and socio-economic groups.	64%	69%	70%	82%	80%	42%	55%	61%
<b>MANAGEMENT</b>								
Facilities are well maintained.	74%	75%	80%	87%	57%	58%	71%	73%
The district is fiscally responsible.	68%	58%	80%	68%	57%	42%	48%	72%
The district employs effective teachers, administrators and support staff in its schools.	76%	79%	80%	94%	90%	67%	61%	75%
Employees are held accountable to high standards.	68%	70%	60%	90%	77%	67%	48%	67%
District technology infrastructure is sufficient to support use of technology in the classroom.	72%	74%	80%	89%	60%	67%	63%	71%

# SECTION II: QUALITY OF PROGRAMMING

## ITEM ANALYSIS

Percentages of all stakeholder groups selecting 5 (Excellent) or 4 (Good) for each item are presented below.

	ALL (798)	ALL - No Students (208)	Administrator (8)	Teacher (79)	Support Staff (25)	Community Member (12)	Parent (88)	Student (591)
<b>OVERALL</b>								
Please rate the overall quality of education in the District.	77%	77%	88%	92%	76%	58%	61%	76%
<b>PROGRAMS</b>								
Advanced Placement, talented and/or gifted	58%	37%	38%	47%	24%	33%	30%	66%
Career education	44%	26%	25%	35%	20%	42%	16%	51%
English/language arts/reading	80%	70%	75%	82%	76%	67%	55%	83%
English Language Learners (ELL)	57%	53%	63%	70%	60%	67%	32%	58%
Extra-curricular	71%	63%	88%	78%	60%	67%	43%	74%
Fine arts (visual arts, music, theatre)	74%	80%	100%	91%	80%	83%	65%	72%
Intramurals and/or athletics	74%	69%	88%	84%	72%	67%	51%	75%
Math	79%	70%	75%	84%	80%	58%	53%	82%
Physical education (PE) and health	80%	78%	50%	90%	84%	75%	66%	80%
Science	73%	66%	88%	81%	64%	58%	49%	75%
Social studies/history	75%	66%	63%	78%	68%	58%	52%	79%
Special education	59%	65%	88%	92%	88%	58%	31%	56%
World languages (foreign language)	44%	31%	38%	44%	28%	17%	20%	48%
Student services (counseling, social work, nursing)	63%	66%	88%	86%	84%	58%	40%	61%
Library and other resource centers	78%	71%	75%	82%	80%	75%	61%	79%
	ALL (807)	ALL - No Students (217)	Administrator (8)	Teacher (81)	Support Staff (27)	Community Member (12)	Parent (89)	Student (590)
<b>ACADEMIC EXPECTATIONS</b>								
The academic expectations in this district are:								
Percent responding Too Low:	12%	21%	13%	11%	11%	17%	35%	8%
Percent responding Just Right:	57%	64%	88%	84%	52%	42%	49%	54%
Percent responding Too High:	7%	2%	0%	1%	11%	0%	1%	9%
Percent responding Don't Know:	24%	13%	0%	4%	26%	42%	15%	29%



## SECTION III: PRIORITIES

### ITEM ANALYSIS

Respondents were asked to select 4 statements that best represent what they believe should be the priorities and focus of the Board of Education and Superintendent in the next 3-5 years. Results by constituent group are presented below. Each constituent group’s Top 4 most frequently selected statements are depicted by colored cells (reading the chart vertically); consensus is illustrated as multiple constituent groups selected the same statements (reading the chart horizontally).

	ALL (824)	ALL - No Students (225)	Administrator (9)	Teacher (85)	Support Staff (30)	Community Member* (12)	Parent (89)	Student (599)
Addressing the achievement gap	23%	16%	33%	21%	17%	8%	10%	26%
Addressing students’ social and emotional needs	34%	37%	33%	47%	27%	25%	33%	33%
Ensuring a well-rounded experience for all students	48%	56%	44%	62%	57%	83%	47%	45%
Ensuring facilities can support a modern learning environment	22%	27%	22%	27%	33%	33%	24%	21%
Ensuring fiscal health	23%	19%	22%	16%	23%	25%	18%	24%
Ensuring high student achievement on standardized tests	25%	11%	0%	4%	7%	8%	20%	30%
Hiring and retaining quality teachers and administrators	39%	61%	44%	56%	60%	67%	66%	31%
Integrating current technology into teaching and learning	23%	19%	22%	8%	20%	8%	29%	25%
Maintaining a positive relationship with the community	20%	17%	44%	27%	13%	0%	9%	21%
Preparing students to be ready for the next grade and ultimately college and career ready	60%	55%	33%	47%	57%	58%	64%	6%
Providing a safe environment for students and employees	40%	35%	0%	32%	43%	33%	38%	42%
Providing individualized instruction for students	24%	27%	56%	26%	27%	17%	27%	23%

\* The respondent counts were too small to define 4 distinct areas