



## DRAFT SWOT ANALYSIS STAKEHOLDER FEEDBACK

### D113 Strategic Plan SWOT Survey

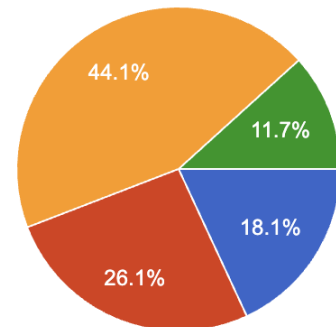
This report presents the comprehensive results of the D113 Strategic Plan SWOT Survey. The survey, designed to gather stakeholder feedback for the district's five-year strategic plan, was accessible from March 5th to March 12th at 5:00 PM. Participants were provided with the following directions:

[Township High School District 113](#) has embarked on a strategic planning process that will shape the direction of the school district for the next five years. A strategic plan team that includes students, parents, teachers, staff, community members, and administrators has begun work to create a draft of a plan that will be presented to the Board of Education for its consideration. As part of that process, the district is asking for your feedback to ensure the direction of the strategic plan team is informed by the thoughts and opinions of all stakeholders. Your feedback is critically important to the process.

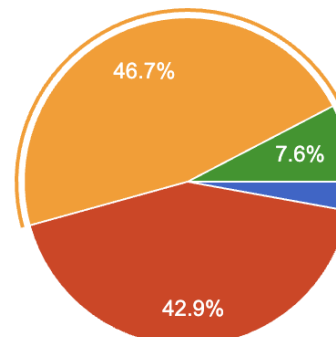
The survey will be open from **March 5 to March 12** at 5:00 pm. No personal information is collected.

TOTAL RESPONDENTS	188	100%
Current D113 Student	34	18.1
Staff Member	49	26.1
Parent with children in D113	83	44.1
Community Member	22	11.7

*Additional Focus Group participants ~ 75*



FEEDER SCHOOL	105	100%
Bannockburn School District 106	3	2.9
Deerfield Public Schools District 109	45	42.9
North Shore School District 11	49	46.7
Other	8	7.6





## SWOT SURVEY FEEDBACK

**SURVEY DIRECTIONS:** During its most recent meeting, the strategic plan team created a SWOT analysis (image below). A SWOT analysis identifies the strengths, weaknesses, opportunities, and threats of the school district.

The team reviewed past and current data and information to assess the performance of the district to date. It examined perception and evidenced-based data and information. Data that was reviewed is housed on the strategic plan page of the district website.

The following series of questions will ask you to provide your opinions related to the SWOT analysis that was created by the strategic plan team.

### STRENGTHS

To create a list of school district strengths, the strategic plan team was asked to consider the following questions:

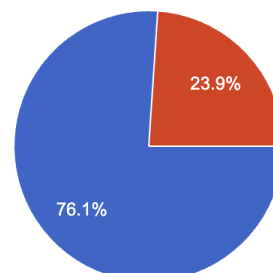
**(1) What do we consider to be our strengths? What advantages do we have? What do we do well?**

**(2) What do others say our strengths are? What are we most proud of?**

Please review the list of strengths below that were identified by the strategic plan team:

- **Academic Achievement:** High graduation rates, state benchmark scores, and significant student gains reflecting strong academic programs
- **Evolving Student Support System:** Comprehensive resources and supports to address some students' academic, social-emotional, and resource needs (MTSS).
- **Inclusive and Supportive Culture:** Welcoming community with positive teacher-student relationships and family connections.
- **Dedicated Staff:** High teacher retention, strong teacher-student relationships, and a commitment to professional development and collaboration.
- **Strong Community and Resource Base:** Stable funding and community support enable access to quality financial, technological, and physical resources.
- **Extracurricular Enrichment:** Diverse opportunities for student engagement in extracurricular activities, athletics, and student-led initiatives.

Can you support the strengths listed?	188	100%
YES	143	76.1
NO	45	23.9





Please list any strength you DO NOT feel should be included.

## Ranking by Number of Mentions:

1. Inclusive & Supportive Culture: 19
2. Evolving Student Support System: 13
3. Dedicated Staff: 6
4. Academic Achievement: 3
5. Extracurricular Enrichment: 2

## 1. Inclusive & Supportive Culture:

### • Mentions: 19

- o "Inclusive & supportive culture" - 1
- o "culture of inclusiveness as a student within the larger student minority community" - 1
- o "Dedicated Staff & Inclusive and Supportive Culture" - 1
- o "inclusive and supportive culture" - 1
- o "Inclusion and supportive culture" - 1
- o "Inclusive & supportive culture" - 1
- o "Inclusive and Supportive Culture" - 1
- o "Inclusive and supportive culture - is not felt by all staff nor is felt by all students." - 1
- o "Inclusive and Supportive Culture- I think this is uneven, with some teachers being welcoming and others not so much." - 1
- o "inclusive culture" - 1
- o "Inclusivity is not a strength." - 1
- o "No DEI, SEL, social emotional learning, diversity, inclusive" - 1
- o "remove inclusive" - 1
- o ""Inclusive and Supportive Culture" : although I agree with the intention, I don't think we actually accomplish this for some marginalized populations." - 1
- o "Support for students with 504 plans who are academically high performing, but need support with executive functioning is non-existent. My student falls through the cracks because his test scores are high, he is in honors. When asked for support, we were told the student caseload is too high to support my student." - 1
- o "There is not enough support, and part of this is that it isn't an inclusive culture." - 1
- o "inclusive and supportive culture. " - 1
- o "inclusive and supportive cultures" - 1
- o "I agree with all the listed strengths except inclusive and supportive culture. I was an HPHS parent for 8 consecutive years ending in 2023. I believe that you want to be inclusive and supportive, and many staff and students achieve this in practice. Unfortunately, many do not, and the same is true of the community. On multiple occasions, my children reported being uncomfortable with how their Hispanic friends, especially from lower income families, were treated by peers and adults. They reported staff treating students with disabilities unkindly or unfairly in class. Being a special educator, I reported those incidents to administrators. Empathy and support for students seemed to depend on individual qualities rather than being a campus-wide, supported, accountable expectation. When staff do not uniformly model respect



and acceptance, there is no chance that students will follow those expectations. I appear to be criticizing staff here, but I wish to highlight the extreme pressures that 113 staff faced throughout those eight years. During that time, I taught in a very high-need, under-resourced district. My working conditions were extremely difficult and the pay was very low, but nearly every time I watched a 113 board meeting I was grateful that I did not teach in 113. The 113 board and administration - and often the parents - were disrespectful and contemptuous of building staff. That attitude inevitably trickles down. You cannot expect students and building staff to value every member of their community until the board and administration do." - 1

## 2. Evolving Student Support System:

- **Mentions: 13**

- "Evolving Student Support System" - 5
- "Evolving MTSS" - 1
- "Evolving Student Student Support System" - 1
- "Evolving Student Support System: Comprehensive resources and supports to address some students' academic, social-emotional, and resource needs (MTSS)." - 2
- "I don't understand Evolving student support system" - 1
- "Student support system (more of an opportunity for growth)" - 1
- "Student Support System--the current structure needs "evolving" as stated" - 1
- "Student support" - 1

## 3. Dedicated Staff:

- **Mentions: 6**

- "Dedicated staff" - 3
- "Dedicated Staff & Inclusive and Supportive Culture" - 1
- "Dedicated staff, academic achievement" - 1
- "High teacher retention." - 1

## 4. Academic Achievement:

- **Mentions: 3**

- "Academic achievement" - 1
- "Dedicated staff, academic achievement" - 1
- "Some of the "academic achievement" items are true such as high graduation rates, but academic departments are not supported in having rigorous programs. Our academic programs are average for what we're capable of providing." - 1

## 5. Extracurricular Enrichment:

- **Mentions: 2**

- "Extracurricular Enrichment" - 1
- "Extracurricular. Too many groups are not inclusive." - 1

Please list an urgent strength you would like to see ADDED to the list.

### Ranking by Number of Mentions:

1. Teacher Quality/Effectiveness: 8
2. Facilities/Resources: 4
3. Community Involvement/Support: 4



4. Student Outcomes/Achievement: 3
5. School Climate/Culture: 3
6. School Operations/Administration: 2
7. Student Conduct/Discipline: 1
8. Special Education: 1
9. High School Preparation: 1

## 1. Teacher Quality/Effectiveness:

- **Mentions: 8**

- o "Highly qualified, highly educated Licensed Staff members who are the constant in the district - the consistency factor - the humans who have endured the 'chaos' of significant administrative turnover the past number of years. Students benefit from consistency."
- o "I also think the teacher bullet is insufficient. Teacher retention is fine only if the teachers we are retaining are great. I want them to be great teachers and I want our kids to express that they have great teachers. My kids had some truly great but also terrible and mediocre 112 teachers. Student input should be valued. They know if they have a good or mediocre teacher."
- o "Identify specific criteria and evidence of teachers who are highly dedicated. There are many."
- o "Teacher responsiveness"
- o "Autonomy and passion for content areas should be addressed as a potential strength of our district as it can be inspiring and could be a reason why we do so well" - 1
- o "Staff is well-prepared and highly qualified" - 1
- o "Staff is well-prepared and highly qualified" - 1
- o "I think D112 excels in allowing students to specialize in "non-core" areas, e.g. the applied/engineering program or performing arts." - 1

## 2. Facilities/Resources:

- **Mentions: 4**

- o "I think facilities due to the referendum should also be addressed as this is a strength and gives comfort to our taxpayers to note how valuable those renovations were."
- o "excellent facilities at DHS"
- o "Updated facilities"
- o "Community financial resources" - 1

## 3. Community Involvement/Support:

- **Mentions: 4**

- o "Community is included in the district."
- o "Honor the unique strengths of this district. Generational excellence and ongoing community support. Not all "best practices" or evidence-based initiatives "fit" the unique strengths of this district. The community pride in public education is very deep well - it is not Friday Night Lights (like most of the country), but it is an everyday academic and emotional investment in students."
- o "Strong communication between parents/community and school"
- o "Students are courteous and polite, to staff and accepting of fellow students, in my experience. This says a lot about the community, 113 as well as at home, reflected in the students." - 1

## 4. Student Outcomes/Achievement:

- **Mentions: 3**



- o "Acceptance of students into competitive colleges"
- o "How many students go to college or get high paying jobs? GPA average?"
- o "Students gaining practical skills / life-readiness"

## 5. School Climate/Culture:

- **Mentions: 3**
  - o "Actually caring for the education of kids"
  - o "Building strong moral character"
  - o "Safety and Being Secure"

## 6. School Operations/Administration:

- **Mentions: 2**
  - o "early stage security measures taking place"
  - o "Fiscal responsibility"

## 7. Student Conduct/Discipline:

- **Mentions: 1**
  - o "The school is trying. That's all I can say. I am so frustrated by the lack of consequences for students when they run late for class on a daily basis. When my 3 now adult children attended HPHS, if they ran late too many times in a row, they would have to do a Saturday detention. I feel that detentions need to be brought back. I am also annoyed that students are allowed to retake tests several times."

## 8. Special Education:

- **Mentions: 1**
  - o "Special education services"

## 9. High School Preparation:

- **Mentions: 1**
  - o "well-prepared for high school"



## WEAKNESSES

To create a list of school district weaknesses, the strategic plan team was asked to consider the following questions:

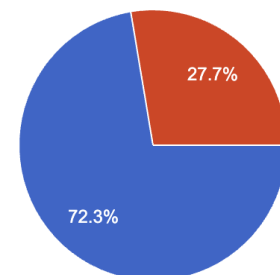
**(1) What do we consider to be our weaknesses? What have we started to do but could improve?**

**(2) When the district puts effort behind it, what do we seem to have a hard time doing well?**

Please review the list of weaknesses below that were identified by the strategic plan team:

- **Equity Gaps:** Disparities in achievement, engagement, and resource access, particularly impacting marginalized student subgroups.
- **Inconsistent Practices:** Variability in grading, curriculum, learning expectations, and classroom experiences, as well as articulation, lead to inequitable student outcomes and a lack of clarity.
- **Data and Accountability Deficiencies:** Limitations in data collection, clarity, and analysis, lack of accountability measures, and an inability to understand the full student experience through available data.
- **Student Support Deficits:** Inadequate support for English learners, students with IEPs, and those needing social-emotional assistance, coupled with high absenteeism rates and staff/student burnout.
- **Operational and Systemic Inefficiencies:** Challenges in change management and approaches to problem-solving.
- **Learning Culture and Climate:** Over-reliance on technology without a defined purpose and intention, a competitive culture, and a lack of student agency create barriers to student well-being and engagement.

Can you support the weaknesses listed?	188	100%
YES	136	72.3
NO	52	27.7





Please list any weaknesses you DO NOT feel should be included.

## Ranking by Number of Mentions:

1. **Equity Gaps/Disparities:** 10
2. **Inconsistent Practices/Curriculum:** 7
3. **Student Support Deficits:** 5
4. **Learning Culture/Climate:** 4
5. **Operational and Systemic Inefficiencies:** 4
6. **Competitive Culture:** 2
7. **Over-reliance on Technology:** 2
8. **District/School Leadership Turnover:** 1
9. **Data Deficiency:** 1
10. **DEI/SEL:** 1
11. **Student Agency:** 1

## 1. Equity Gaps/Disparities:

- **Mentions: 10**
  - "Disparities should be addressed in early childhood where they begin - especially by making English learning non-optional."
  - "Equity Gaps" - 6
  - "equity gaps" - 2
  - "Equity gaps are not a weakness for the district, they are an opportunity to uplift those students whose socio economic state is not as high as others. Socioeconomic diversity is a factor of city / suburban life and should not be included in SWOT for schools." - 1
  - "I don't see issues with equity gaps or student support deficits. I think the culture is fine it is competitive which I see as a strength" - 1
  - "I believe that HPHS inherits equity gaps from the feeder districts and actually does much more to try to close these gaps. This is a strength." - 1

## 2. Inconsistent Practices/Curriculum:

- **Mentions: 7**
  - "Inconsistent Practices" - 2
  - "grading and curriculum is consistent in my department; instructional practice alignment is tough - to truly do instructional practice alignment you would have to make sure that everyone does the same "practice" in the same way. I think that is impossible if we are to meet the needs of the students in front of us. So if you are going to use terms like instructional practice or even a word like accountability, it must be very specifically defined. and to write those definitions you need the people who are actually DOING the instruction." - 1
  - "Inconsistent practices" - 1
  - "Inconsistent Practices- across multiple departments, grades, teachers and students I have never heard/seen any parent reference this topic in any forum. The reason for identifying these weaknesses





needs to be better understood. The rationale for its inclusion must not be to drive a specific outcome." - 1

- "It has been an expectation to have common curriculum maps by the time we will have a plan through senior year. So, I believe the inconsistent curriculum statement is inaccurate. I don't know what "as well as articulation" means. Is it inequitable student outcomes or unequal student outcomes? Based on the preceding comments it would seem we are wanting equality over equity." - 1
- "Test retakes are inconsistent" - 1
- "There will ALWAYS be inconsistent practices: we are dealing with humans not robots. Teachers and students strongly resist standardization - and that is a good thing! Things should be tailored to the specific student and situation. The two schools are different; forcing them to be in lock step is going to inevitably fail and cause harm." - 1

### 3. Student Support Deficits:

- **Mentions: 5**

- "Student Support Deficits" - 4
- "I don't think any of these are weaknesses. I think we have way over coddled these kids and it leads to a lot of people becoming disengaged." - 1
- "I don't see issues with equity gaps or student support deficits. I think the culture is fine it is competitive which I see as a strength" - 1
- "I don't believe, in the 4th bullet point, that "coupled with high absenteeism and staff/student burnout" falls under the category of student support deficits. This should be a separate point." - 1

### 4. Learning Culture/Climate:

- **Mentions: 4**

- "I do not think that Learning Culture and Climate is a weakness." - 1
- "Learning culture" - 1
- "Learning Culture and Climate" - 1
- "I would not categorize the learning climate as "competitive", compared to a more cut-throat nature of other schools/ districts" - 1

### 5. Operational and Systemic Inefficiencies:

- **Mentions: 4**

- "Operational and Systemic Inefficiencies: Challenges in change management and approaches to problem-solving." - 1
- "I also think operational and systemic inefficiencies are entirely too vague." - 1
- "I would like clarity on Operational and Systemic Inefficiencies. What is meant by change management? I think it has been a strength of our district employees to challenge top-down decision making in favor of a more collegial, "grass roots" approach. So is the weakness because of perceived stubbornness or resistance to change from faculty and staff, or because district leadership has not approached change in a manner that gets folks on board?" - 1
- "What is this? Not clear...Operational and Systemic Inefficiencies" - 1



## 6. Competitive Culture:

- **Mentions: 2**
  - "“A competitive culture” ... competition promotes grit. Without practice at this age our kids will fail in the real world” - 1
  - "I don't see issues with equity gaps or student support deficits. I think the culture is fine it is competitive which I see as a strength" - 1

## 7. Over-reliance on Technology:

- **Mentions: 2**
  - "I don't accept the last bullet about over-reliance on technology." - 1
  - "Student Support Deficits and Over-reliance on technology without a defined purpose and intention" - 1

## 8. District/School Leadership Turnover:

- **Mentions: 1**
  - "A revolving door of district and sometimes school leadership that frequently does not take time to understand the culture here."

## 9. Data Deficiency:

- **Mentions: 1**
  - "Data deficiency"

## 10. DEI/SEL:

- **Mentions: 1**
  - "DEI, equity, inclusion, SEL social emotional learning,"

## 11. Student Agency:

- **Mentions: 1**
  - "I might argue students have had a bit too much agency, especially with regards to course selection. Was this not a factor in the newer policies with regards to preventing a change of level mid-semester?"

Please list an urgent weakness you would like to see ADDED to the list.

### Ranking by Number of Mentions:

1. **Student Stress/Mental Health: 12**
2. **Administrative/Leadership Issues: 12**
3. **Curriculum/Instructional Issues: 11**
4. **Communication/Transparency: 9**
5. **Teacher Quality/Effectiveness: 7**
6. **Equity/Inclusion Issues: 6**
7. **Student Support Deficits: 6**



8. **Grading/Assessment:** 5
9. **Discipline/Accountability:** 5
10. **Scheduling:** 4
11. **Safety/Security:** 4
12. **Technology:** 4
13. **College Preparation/Guidance:** 3
14. **Community Involvement:** 2
15. **Financial Issues:** 2
16. **Learning Environment:** 2
17. **Alternative Learning:** 1
18. **Data Analysis:** 1
19. **Hiring Practices:** 1
20. **Student Voice:** 1

## 1. Student Stress/Mental Health:

### ● Mentions: 12

- "1) Overly complicated schedules which add to student stress"
- "3) Constant focus on safety and emotional vulnerability which increases student anxiety and their fixation on negative emotions"
- "Student Burnout: Too much stress & homework; teachers do not care about students' mental well-being in relation to stress."
- "student safety and mental health."
- "Drugs in the school and no support for that. No support with students individually, deans and staff only care about the drugs and not your own self. staff don't care about your mental health. Deans or even the assistant principal won't help you if you go to them for changes until it's far too late."
- "Lack of action taken to address issues with known bullies. Bad behavior is allowed to negatively impact the mental health and well-being of classmates."
- "vaping and drug use among students"
- "4) Corollary to #3 - dog's patrolling the school sniffing for weapons and narcotics promotes paranoia and distrust rather than a sense of wellbeing"
- "School spirit. Not everyone gets included and their absence goes unnoticed. Not all kids are finding their way or their friends. Some kids, due to Covid, are behind in many ways. If the student can't get the courage, no one seems to assist, and the student falls behind, and is unnoticed. Despite requirements, there is no support for students if they, for example, want to start a club and can't do it alone. Clubs can be babyish (anime, casual game, Minecraft) and not reflective of the sophistication of some students. Some kids don't have enough friends to start a club and might need help, but faculty won't sponsor, guide, or return emails."
- "Adequately addressing bullying (not just among students) to prevent violence, social exclusion and other malicious behaviors."
- "bring back consequences for poor behavior. I understand that parents might object to Saturday detentions, but students need consequences and discipline."
- "Student Discipline & Enforcement of Acceptable Behavior/Appropriate Consequences. Specific



subgroups of students are permitted to act as they please without their behavior being addressed. Students do not follow rules because they know that there is no punishment/consequence for their actions. Staff do not have trust (or have confidence) that student behavior that takes away from learning is being addressed by administration."

## 2. Administrative/Leadership Issues:

- **Mentions: 12**

- "admin visibility and accountability."
- "Communication is poor from the administrators. Parents are not communicated with clearly regarding expectations"
- "Distrust between staff and administration"
- "Evidence-based decision making, capable and qualified leadership, and follow through on building and district-level initiatives"
- "Hire and retain innovative educational leaders that are invested in the community and do not flee after 6 years and 6 bullet points of initiatives to another district and a higher rank - or retiring in Illinois to move and double dip in another state. Frequently, this investment means time and patience."
- "Lack of Administrator Retention and Effectiveness: Our main weakness today is the revolving door of administrators that our staff has to "bring up to speed" every year."
- "lack of transparent leadership; Us against them culture; Admin don't bother to see us as professionals leading to reduced agency and cognitive risk taking in classroom which leads to uniform and conventional thinkers in a world where we need creativity and innovation"
- "Poor communication from district leadership. This is a continual weakness of this district."
- "Transparency and implementation of future goals/ direction: It seems like changes are being made without a plan of how it will be executed fully; Certain roles/ jobs have been created without a clearly defined purpose as to how they differ or interact with existing roles"
- "An seemingly entirely new administration: Most if not all of the administration in the coming year will be new to their position/ the district. It concerns me that decisions will be made before the administration has a chance to understand how the district operates."
- "Turn over of upper admin and new people not being curious enough to truly learn about our people and programs, and not bringing in our current staff to have true meaningful discussions about change."
- "Inability to transition out poor leaders and educators"

## 3. Curriculum/Instructional Issues:

- **Mentions: 11**

- "2) Excessive focus on achieving equitable outcomes which undermines teaching that the key to success is individual effort"
- "add rigor to curriculum"
- "Bring survey classes back! It's all about meeting the students where they are at and not putting them in an environment where they can't find success no matter how hard they (or their teachers) try!"
- "curriculum built for students not adults"
- "I feel like an alternative way of teaching math should be approached"



- "I think addressing the constantly changing schedule is a tremendous need."
- "Inconsistencies among teachers within a department are a big one. Some teachers also don't follow extended time rules and other allowances under IEPs."
- "Inconsistency in instructional quality and student engagement"
- "Courses offerings with an appropriate level of difficulty. We no longer offer courses at an appropriate academic level to meet the needs of our struggling students. We eliminated courses where students could find successes and feel good about themselves. Putting students who lack foundational skills/knowledge/comprehension in courses significantly above their readiness level sets them up for failure. We have students who are not at grade level and yet continue to push them ahead at faster levels rather than address their specific needs."
- "parents having to pay for private tutoring shows an instructional weakness. the school should be taking care of students' learning needs."
- "Too wide class offering especially on non-essential academics diluting budget that could be used for more pedagogic support"

#### **4. Communication/Transparency:**

- **Mentions: 9**

- "Communication is poor from the administrators. Parents are not communicated with clearly regarding expectations"
- "clear way to report, advocate, and resolve student support deficits"
- "Interdepartmental communication (standardization in the department)"
- "Lack of parental/community involvement when departments/programs/initiatives are decided to no longer be offered"
- "Poor communication with parents (principal newsletters don't meet the need)"
- "Poor communication from district leadership. This is a continual weakness of this district."
- "Transparency and implementation of future goals/ direction: It seems like changes are being made without a plan of how it will be executed fully"
- "Inability to call and reach anyone at the high school by phone"
- "Support services for students with IEP.. Many changes made over the last 3 to 4 years, not in a positive way."

#### **5. Teacher Quality/Effectiveness:**

- **Mentions: 7**

- "Better Teacher awareness. Hire better teachers"
- "Increase the involvement of department head and admin as it relates to supervising and evaluating the effectiveness of new teachers."
- "It's not just variable grading but variable teaching. Deans or department heads should attend a class unannounced to review what is being taught and the manner in which it is taught at least once every semester."
- "Quality of teachers and a balanced curriculum are severely lacking and an overabundance of wokeness clouds classroom conversations."
- "Remediation for teachers who do not demonstrate the value system of 113."
- "Teachers more accommodating to a child in an IEP program"



- "Teachers not being available for additional help before or after school to provide extra help"

## 6. Equity/Inclusion Issues:

- **Mentions: 6**

- "Athletic programs often show bias based on someone's background/race, not giving all athletes the same opportunities and would like teams to be more inclusive/diverse."
- "Character development and strong values- which is different from being "nice"; our kids are being taught the wrong things; why do we need to put the major emphasis on "inclusion"? Of course, kids should not exclude or bully, if they have strong values and strive for excellence"
- "DEI has become a secular religion that has overtaken concerns about achievement."
- "Equity gaps"
- "Lack of diversity. And emphasis on Stem"
- "Remove the division of students. Everyone is equal."

## 7. Student Support Deficits:

- **Mentions: 6**

- "clear way to report, advocate, and resolve student support deficits"
- "Counseling services - no bridge between 8-9th grade for kids and parents. no help planning for college until 11th grade"
- "For Student Support Deficits, include inadequate support for students needing executive functioning assistance"
- "more special education support, communication, and alignment"
- "Student Support Deficits should also include students that do NOT have or qualify for an IEP,



## OPPORTUNITIES

To create a list of school district opportunities, the strategic plan team was asked to consider the following questions:

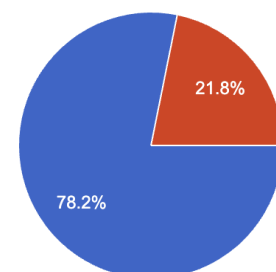
(1) What opportunities for improvement do we know about but have not started to address?

(2) Where, with a little work, could we change a weakness into a strength?

Please review the list of opportunities below that were identified by the strategic plan team:

- **Aging Infrastructure:** Repair and update facilities to support safety and student learning experiences.
- **Advance Equity and Belonging:** Ensure all students thrive through fair grading, expanded access to advanced courses, strong support for English learners, and a welcoming school culture.
- **Enhance Teaching and Learning:** Personalize education, align curriculum and use data and technology to improve instruction and student outcomes.
- **Prioritize Student Well-Being:** Strengthen mental health and social-emotional supports to improve attendance and create a caring school environment.
- **Strengthen Community Connections:** Build partnerships with all families and the greater community to support student success and provide leadership opportunities.
- **Optimize School Operations:** Improve efficiency, use resources wisely, and make data-driven decisions to enhance student opportunities, including refining attendance policies, improving transportation logistics, and expanding dual credit opportunities.
- **Empower and Connect Staff:** Prioritize staff development, foster collaboration, and understand staff experiences to improve the workplace.
- **Drive Improvement with Data:** Use data analytics to inform decisions, refine assessments, and integrate social-emotional and academic information.

Can you support the opportunities listed?	188	100%
YES	147	78.2
NO	41	21.8





Please list any opportunity you DO NOT feel should be included.

## Ranking by Number of Mentions:

1. **Equity and Belonging: 8**
2. **School Operations/Administration: 4**
3. **Infrastructure/Facilities: 3**
4. **Student Achievement/Learning: 3**
5. **Social Emotional Learning (SEL): 2**
6. **Staff Empowerment: 1**
7. **Grading Practices: 1**
8. **Data Analytics: 1**

### 1. Equity and Belonging:

- **Mentions: 8**

- "Advanced equity and belonging" - 1
- "Advance Equity and Belonging- this is a reworded repeat of Weaknesses:Inconsistent Practices. I've not heard any parents reference this situation or complain in this area. Putting this in to support a specific desired outcome is putting the cart before the horse" - 1
- "Enhance equity and belonging" - 1
- "Stop DEI, diversity, equity, inclusion, SEL, social emotional learning," - 1
- "The belonging part of Advance Equity and Belonging should be a separate point as it doesn't fit with the other qualities" - 1
- "We need a deeper understanding of "Equity and Belonging" ." - 1
- "Inclusive and supportive culture - not for all" - 1
- "The social emotional part. Caring about students doesn't mean having no expectations. The entire caring piece is not approached correctly in our district. We teach avoidance behavior instead of holding students accountable while supporting them." - 1

### 2. School Operations/Administration:

- **Mentions: 4**

- "Optimize School Operations" - 2
- "Optimize school operations. This is because you can't make decisions based on data when the data you're receiving is completely false. No one takes any of your surveys seriously." - 1
- "In optimize school operations, expanding dual credit doesn't fit in this category" - 1

### 3. Infrastructure/Facilities:

- **Mentions: 3**

- "Aging Infrastructure- the schools in D113 are light years better than any schools on the Southside of Chicago, in North Chicago, Waukegan, etc." - 1
- "Aging Infrastructure, some of the old architecture is better the way it is and truthfully is not worth an "upgrade" of sorts." - 1
- "We just upgraded the school facilities. Why are we listing aging infrastructure? The language of all the





above items seems to not be the core point of what education is about." - 1

#### 4. Student Achievement/Learning:

- **Mentions: 3**
  - "Enhance teaching and learning is vague how about improve test scores" - 1
  - "I think that the focus should be on student learning and achievement. Our students should be the best at the standard curricular areas such as reading, writing, math and civics." - 1
  - "spending money on facilities will not help kids learn" - 1

#### 5. Social Emotional Learning (SEL):

- **Mentions: 2**
  - "If you want to improve student wellbeing, stop engaging them in activities that fixate on their negative feelings (like SEL programs)." - 1
  - "Stop DEI, diversity, equity, inclusion, SEL, social emotional learning," - 1

#### 6. Staff Empowerment:

- **Mentions: 1**
  - "The teaching staff does not need to be more empowered- they already run the show. Empower strong administrators."

#### 7. Grading Practices:

- **Mentions: 1**
  - "this idea of "fair" grading is interesting...I'd probably use a different word"

#### 8. Data Analytics:

- **Mentions: 1**
  - "The last point, about data analytics, seems like an implementation solution rather than an opportunity. We already mention "data driven" where appropriate; adding the last point may lead the discussion too much into "analytics as a silver bullet" and underuse the professional judgement & experience also available."

Please list any urgent opportunities you would like to see ADDED to the list.

#### Ranking by Number of Mentions:

1. Student Support & Well-being: 18
2. Curriculum & Academic Opportunities: 15
3. Communication & Collaboration: 9
4. School Culture & Equity: 7
5. Administrative & Staff Issues: 6
6. Infrastructure & Safety: 5
7. Data & Decision Making: 3
8. Financial Responsibility: 2
9. School Image: 1



## 1. Student Support & Well-being:

- **Mentions: 18**

- "1. Accessing the support we have."
- "2. Allowing kids to fail"
- "Allow for more spaces for students to relax"
- "Applying feedback from LSMs"
- "Concern about supporting learning differences-I hear that leveled courses will disappear. If there is a need to strengthen support for those with 504 and IEPs, getting rid of leveled courses is not a good solution. It's a step backward."
- "integrate communication partners for non-verbal students with autism in the classroom (tier 1)"
- "lack of counseling support reaching out to 8th grade parents making connections and providing information and support"
- "Providing 1-to-1 tutoring by LSMs when needed as an intervention (with co teaching going away) needs a replacement for those supports for struggling students, absenteeism, anxiety, etc."
- "reduce the competitive environment in school. ie, attempt to reduce pressure to get A's and above in a school environment."
- "teach executive functioning skills for all students"
- "teach resilience, perseverance, mental health not a crutch"
- "Teach time management in advisory. SEL competencies for all students"
- "teaching soft skills (executive functioning) to all kids not just diverse learners"
- "Whole child well being emphasis"
- "How do we collect meaningful, reliable, and valid data to identify and progress monitor students whose nervous system responses are interfering with their ability to access school? In doing this, I want to be very careful about relying too heavily on quantitative data but use meaningful data collection systems that are focused on the "whole child" and not just on numbers."
- "ban cellphones in academic spaces"
- "Not necessarily urgent but related: it is very important to not overburden teachers or add things that will lead to extreme burnout. Educators already deal with chronic sensory overload and decision making fatigue."
- "Real life skills"

## 2. Curriculum & Academic Opportunities:

- **Mentions: 15**

- "1. More diverse pathways for students that are unsure of college as a next step 2. More dual enrollment courses for college credit, which can ultimately help ease the financial college cost burden"
- "Allow for more new/challenging opportunities and experiences for the accelerated students who aren't being challenged enough inside of school."
- "Begin advancing equity by raising standards for the lowest performing kids instead of catering to them and lowering standards"
- "coordination between feeder schools for coherent curriculum at elementary and middle levels"
- "curriculum does not yet leverage prompt engineering or responsible usage of AI tools"
- "Dual Credit Courses and Dedicated staff creating career exploration opportunities, workplace learning"



or internship credit."

- "More AI courses, technology in general (engineering, AP graphic design, etc)"
- "More AP opportunities at DHS because there are so many high achieving, not enough spots."
- "multiple ways to show learning - UDL"
- "new college majors alignment and skills to support and prepare (AI, tech, etc.)"
- "Privacy and security, coding classes, graphic design, college credits"
- "Providing Survey, Standard, Advanced, Honors level classes across more subjects (eg English) driving better alignment of student abilities and expectations and so better outcomes. Survey is still needed to avoid creating a Standard level too broad and focused predominantly on the Survey students. Negatively impacting and slowing the development of the true Standard students."
- "WE MUST IMPROVE OUR KIDS SCORES AND GET back to classical lib arts education. NO DEI."
- "Increase AP course offerings and offer comparable AP opportunities between schools"
- "Extracurriculars could accrue credit, partnership with universities, research labs, etc."

### 3. Communication & Collaboration:

- **Mentions: 9**

- "Better collaboration with the Administrative Building and Building Leaders and Teachers would be a great opportunity. Administrative Building Leaders being in the High Schools more to know culture and students and staff could also be a great opportunity."
- "communication between departments"
- "EDIT: Strengthen Community Connections - add feeder schools to engage in integrated education"
- "EDIT: Strengthen community connections - add including understanding college pathways based on interest as early as 8th grade"
- "Look at Deerfield's communication, it is a little more clear. Sometimes I find myself looking at their newsletter to understand what is going on."
- "When speaking about strengthening community connections, one needs to involve community members willing to volunteer and or provide a skill to the schools"
- "You can't expect every family to know how things work in high school, or what all of the acronyms mean. A note that starts from scratch, versus a list of items and dates without explanation would be so much more helpful. There is such a reliance upon Facebook pages for answers because folks don't understand what's going on or what they should be doing, or what it all means. Questions begin pouring in about ie: parking, which classes to take, what the class requirements are, clubs not listed but some know about them. The information for some people just doesn't make sense because they aren't aware of the back story- they might not have gone to public school and things aren't done the same way."
- "The academic gap referred to throughout the survey starts and has grown in recent years in district 112... without further collaboration and leadership across districts, these problems will not improve."
- "Model Stevenson"

### 4. School Culture & Equity:

- **Mentions: 7**

- "honoring cultures. fair isn't always equal but based on needs/language"
- "Improve a sense of belonging for *all* students through a multitude of "school spirit opportunities".



Engage students as one big Warrior family through pep rallies with teacher and staff and student involvement."

- "inclusive culture focus"
- "Build student grit and resilience"
- "Bring back the Pledge of Allegiance at DHS"
- "Seeing more instructional coaches of color or staff members in advisory roles may be a lighter lift to change this weakness into a strength."
- "Begin advancing equity by raising standards for the lowest performing kids instead of catering to them and lowering standards"

## 5. Administrative & Staff Issues:

- **Mentions: 6**

- "Changes in district leadership: find leaders who are on the vanguard and will passionately, enthusiastically inspire the staff and students; administrators who teach classes daily, who are willing to try new strategies, who are getting in the classroom and seeing how the big picture plays out."
- "EDIT: Optimize school operations and drive improvement data - need to optimize the right people on these teams"
- "I would revise: Empower, Connect and VALUE Staff."
- "Not necessarily urgent but related: it is very important to not overburden teachers or add things that will lead to extreme burnout. Educators already deal with chronic sensory overload and decision making fatigue."
- "take a cue from 112- identify teachers who do not meet expectations and terminate them without worrying about their tenure status."
- "Improved Hiring practices. We do not hire people from within often enough, and therefore spend so much time trying to build relationships, getting to know the culture, understanding the district rather than actually getting things done. By looking for opportunities to promote within, we value the people within our own buildings and recognize that their experience within the district is a strength---it is then that we can begin to make valuable and necessary change."

## 6. Infrastructure & Safety:

- **Mentions: 5**

- "Fully utilize security: not having every student screened by the weapons detection system makes the whole thing pointless."
- "Privacy and security, coding classes, graphic design, college credits"
- "To create better and bigger parking lots so that students, parents and staff can have an easier and safer time getting to the facilities."
- "Want to stress the importance of infrastructure/facilities. Our facilities are significantly behind schools in the area. I often find it embarrassing to bring members of the community or from other schools into our schools. We often select the cheapest/fastest option and then have to "redo/fix" rather than doing things correctly the first time."
- "Infrastructure should include expanding the parking spaces available."

## 7. Data & Decision Making:

- **Mentions: 3**



- "AI oversight"
- "Ensure consideration of biased data"
- "When speaking about strengthening community connections, one needs to involve community members willing to volunteer and or provide a skill to the schools"

## **8. Financial Responsibility:**

- **Mentions: 2**
  - "DBR Chamber"
  - "Improve financial budgeting and cost saving process, allocate savings for these strategic plans."

## **9. School Image:**

- **Mentions: 1**
  - "Improvements to the curb appeal of DHS, HPHS and the Ad Building/Wolters Field."



## THREATS

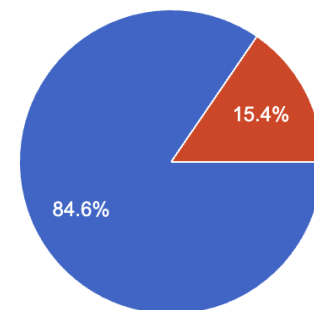
To create a list of school district threats, the strategic plan team was asked to consider the following questions:

- (1) Who or what outside the district threatens us the most?
- (2) What challenges are coming externally that we must respond to? What might block our progress?

Please review the list of threats below that were identified by the strategic plan team:

- **Declining Enrollment:** A major and recurring concern impacting staff stability and the allocation of district resources.
- **Financial Instability:** Uncertainty regarding federal funding, increased costs with stable revenue streams, and financial projections for the future.
- **Social Media and Community Issues:** Negative comments, community incidents, and misinformation spread through social media can challenge the school's reputation and climate.
- **Technology and AI:** Rapid advancements in AI, over-reliance on technology, and its impact on student attention spans present opportunities and threats.
- **Political and Legislative Uncertainty:** Changes in federal and state policies and the uncertain political landscape create instability.
- **Security and Safety:** Concerns about school safety, including the aftermath of traumatic events and the tension between security and a sense of belonging, remain a priority.
- **External Pressures:** Standardized testing, college application processes, and the impact of private tutoring create external pressures that affect student outcomes.

Can you support the threats listed?	188	100%
YES	159	84.6
NO	29	15.4





Please list any threat you DO NOT feel should be included.

**Ranking by Number of Mentions:**

1. Technology and AI: 6
2. Security and Safety: 5
3. Financial Instability: 4
4. Political and Legislative Uncertainty: 3
5. Declining Enrollment: 3
6. External Pressures: 3
7. Social Media and Community Issues: 1
8. Private Tutoring: 1
9. Standardized Testing: 1
10. Administrative Spending: 1

**1. Technology and AI:**

- **Mentions: 6**
  - "Technology and AI" - 3
  - "How is AI a threat and not an opportunity?" - 1
  - "Technology and AI is not a threat - it's a reality that needs to be incorporated in a positive way." - 1
  - "Technology and AI. It should be taught to us and made useful instead of treating it as a "threat"" - 1

**2. Security and Safety:**

- **Mentions: 5**
  - "Security and Safety" - 2
  - "I do not see any of these items as "threats" except for security and safety. This is a HUGE threat that has not yet been approached reasonably." - 1
  - "Security and safety the new system is ridiculous" - 1
  - "While safety is a concern, we have had no actual security incidents in the last two years. had several false threats and incidents at other schools, but still no incidents here, yet security measures increase in both intensity/intrusiveness and cost. Also leads to a sense of in-security at school, i.e. makes individual students feel like they're being seen as a threat, not being protected from it. Feels like school has airport level security." - 1

**3. Financial Instability:**

- **Mentions: 4**
  - "financial instability" - 2
  - "Financial Instability and Political/Legislative Uncertainty - not important enough given the relative stability of our community." - 1
  - "Financial instability. DOGE to the moon!" - 1

**4. Political and Legislative Uncertainty:**

- **Mentions: 3**
  - "political and legislative instability" - 1
  - "Political and Legislative Uncertainty: Changes in federal and state policies and the uncertain political



landscape create instability." - 2

## 5. Declining Enrollment:

- **Mentions: 3**
  - "Declining enrollment" - 2
  - "I don't see declining enrollment as a threat. We are a financially stable district so I don't understand that one either." - 1

## 6. External Pressures:

- **Mentions: 3**
  - "All external pressures and tech changes can be addressed as effectively as possible on an ongoing basis." - 1
  - "I think "external pressures" is vague and minor compared to the others. Exclude it in order to keep focus." - 1
  - "External Pressures: - the district should figure out ways to enhance the teaching process and support process so they are not threatened by outside tutors and standardized testing. There should be a curriculum that supports learning that will enhance the testing process." - 1

## 7. Social Media and Community Issues:

- **Mentions: 1**
  - "Social Media and Community Issues: - this is not a threat but the way of the world."

## 8. Private Tutoring:

- **Mentions: 1**
  - "Private tutoring"

## 9. Standardized Testing:

- **Mentions: 1**
  - "I think standardized testing is also an internal pressure"

## 10. Administrative Spending:

- **Mentions: 1**
  - "Administrative salaries"

Please list an urgent threat you would like to see ADDED to the list.

### Ranking by Number of Mentions:

1. Political/Ideological Issues: 9
2. Teacher Quality/Effectiveness: 7
3. Student Well-being/Safety: 6
4. Academic Rigor/Standards: 6
5. Technology/AI: 4
6. Administrative Issues: 3
7. Community Issues: 2
8. Anti-Semitism: 1

### 1. Political/Ideological Issues:

- **Mentions: 9**





- "MISSION CREEP: The district should not engage in politically and ideologically motivated activities. Nor should the district attempt to solve the ever increasing emotional and behavioral problems of its students and staff. The role of a publicly funded school system is not political activism, psychological counseling, or policing. These elements should be stripped out of the district's curriculum and programs so that resources can be properly focused on teaching core academic subjects - math, science, English, history, civics and the arts."
- "political changes and AI opportunities"
- "stop DEI, stop SEL, woke teachers, socialism, Marxism, boys in girls bathrooms and locker rooms, cameras in bathrooms / locker rooms, gangs, violence, wasteful spending, high taxes, tax levy increases,"
- "Related to political uncertainty, is voters' attitude to a strong, well-funded public education system. D113 should get ahead of this threat by marketing its integral place in our community, etc."
- "stop DEI"
- "Emphasize concerns about the threat of current federal administration policies."
- "An entitled community, often aging, who press for cost cutting with narrow and harmful intentions."
- "Diversity of thought is a serious internal threat."
- "Administrators that are not aligned with the community."

## 2. Student Well-being/Safety:

- **Mentions: 7**

- "Clear way to communicate bullying, racism, etc. issues to the counseling department"
- "metal detectors at ALL doors EVERYDAY"
- "Privacy,"
- "Religious Hatred"
- "threats of violence towards students, teachers being underpaid, not doing lengthy enough background checks on new hires (several incidents)"
- "The grading scale can also pressure kids and affect their well being."
- "Recording devices in the bathrooms."

## 3. Teacher Quality/Effectiveness:

- **Mentions: 6**

- "Higher quality of teachers and the need to expand teaching methodology (don't just teach to the test, teach to help students understand the material)."
- "Students who have tutoring don't struggle so teachers and admin don't realize there is an instructional issue. Teacher effectiveness is not equitable, instruction and support are not either."
- "Teachers not being the driver of change."
- "Tenured teachers who do not support students and their learning"
- "The biggest threat we have is how will our kids compete for jobs in a global economy that is doing a far BETTER job educating our children than we are. The US ranks 38 of 40 countries in quality of education. That is the THREAT we are not addressing."
- "threats of violence towards students, teachers being underpaid, not doing lengthy enough background checks on new hires (several incidents)"



## 4. Academic Rigor/Standards:

- **Mentions: 6**

- "Other High schools with better offerings. I especially see this with summer school. Many HS you can take 8 classes without an early bird and I worry about my child's ability to be competitive with kids coming out of New Trier, Stevenson etc."
- "The number of kids lacking basic reading and math abilities has been growing in district 112, and it will carry through high school where it is likely too late to fix... collaboration and leadership across district is critical"
- "need for every student to take an AP (college level) course in high school."
- "De-leveling/De-tracking under the guise of "access/inclusion". These are not the same."
- "The need for our 2 schools within the district to be exactly the same. While there are inequities that need to be addressed, there should never be a response of "we can't do that because the other school/building cannot". We cannot continue to lower the bar to the least common denominator. We should be focused on raising up."
- "Standardized testing impacting student outcomes as it is white normed and does not represent the full student experience should be added."

## 5. Technology/AI:

- **Mentions: 4**

- "Automation opportunities"
- "keypad entry"
- "lean into tech training and self-regulation"
- "political changes and AI opportunities"

## 6. Administrative Issues:

- **Mentions: 3**

- "Dramatic changes to and removal of any and all current practices is the most significant "threat" facing us right now."
- "district should not be so reactive to social media"
- "threats of violence towards students, teachers being underpaid, not doing lengthy enough background checks on new hires (several incidents)"

## 7. Community Issues:

- **Mentions: 2**

- "An entitled community, often aging, who press for cost cutting with narrow and harmful intentions."
- "Some parents and their lack of inclusiveness"

## 8. Anti-Semitism:

- **Mentions: 1**

- "Anti-Semitism"