



# Welcome and Introductions

- •Who is in the room?
- •What are we here to do?
- •Why is this an important event?











| Arlington Heights District 25 Strategic Plan Schedule |   |             |                         |  |  |
|---|---|-------------|-------------------------|--|--|
| Meeting   | Essential Questions                       | Date        | Time                    |  |  |
| Orientation   | Who are we and what are we changed to do? | November 12 | 3:30-5:30 pm<br>Virtual |  |  |
| Data  | Where are we now? What is                 | December 11 | 8:00-12:00              |  |  |

Data working well and what isn't? Face-to-Face Retreat 8:00-12:00 Where do we want to be? What **January 27** will be different 5-10 years from Face-to-Face

**Vision** Retreat now?

How will we get from where we are 8:00-12:00 February 24

to where we want to be 5-10 years from now?

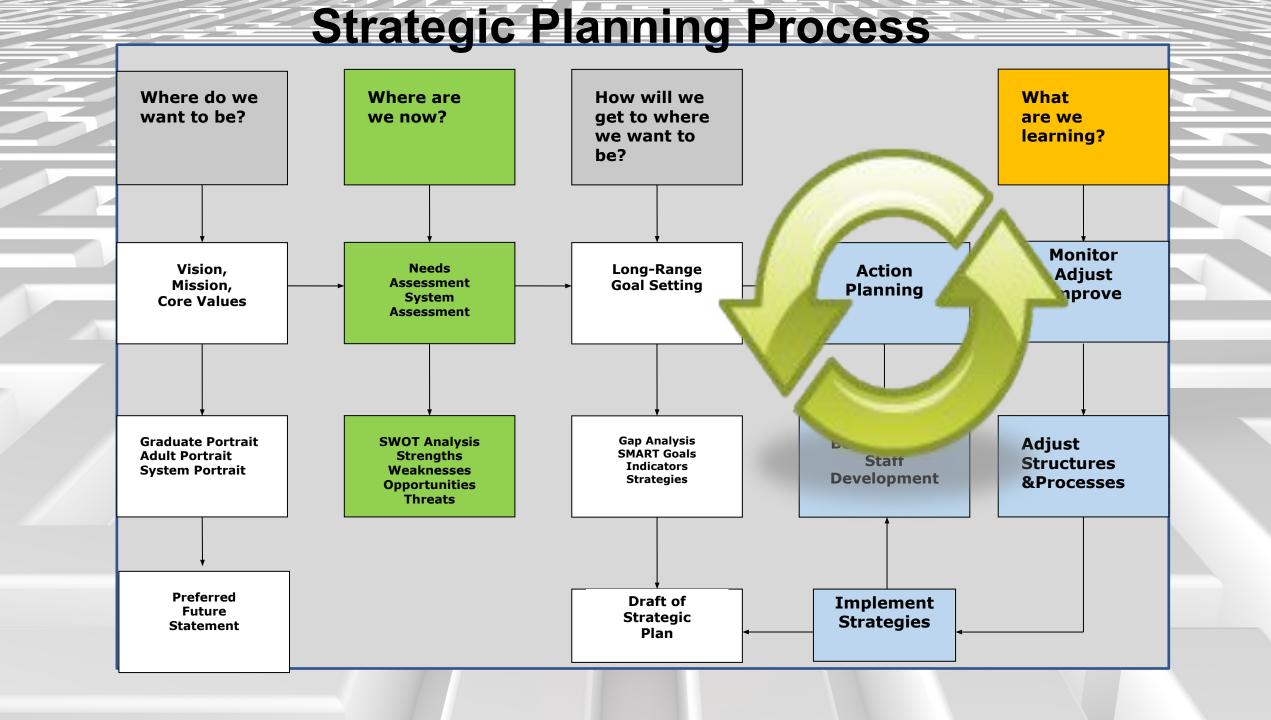
**Setting Direction** Retreat

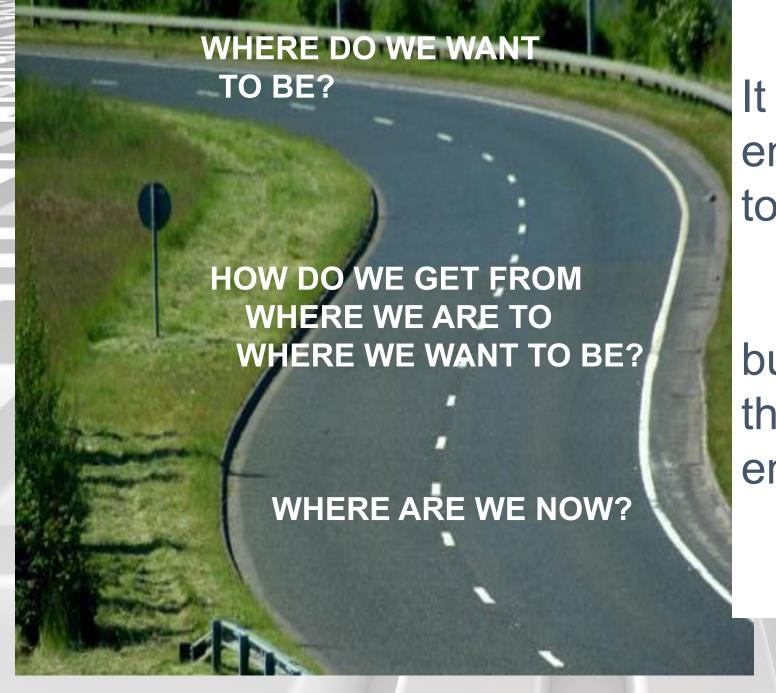
Board of Education to set future

direction

Face-to-Face 3:30-5:30 pm What will we recommend to the March 18 Recommendation

**Virtual** 





It is good to have an end to journey toward;

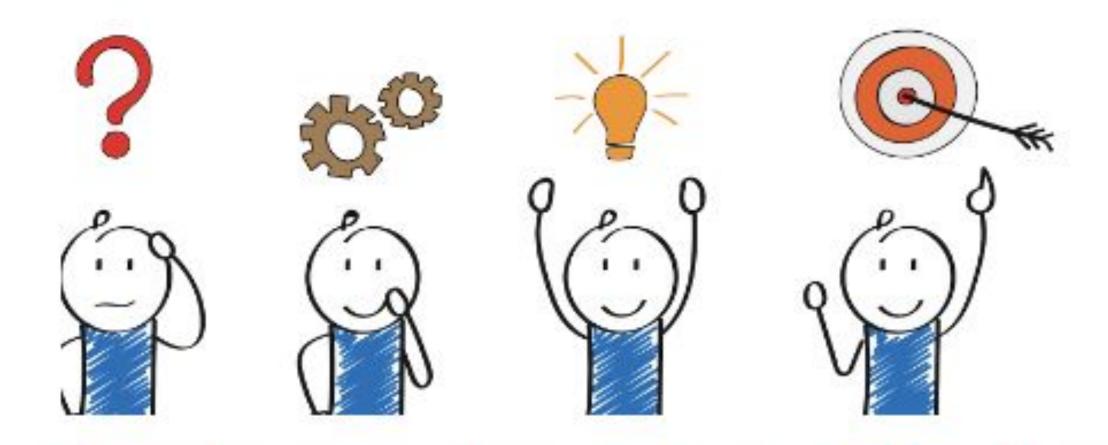
but it is the journey that matters in the end.

Ursula K. LeGuin 1999

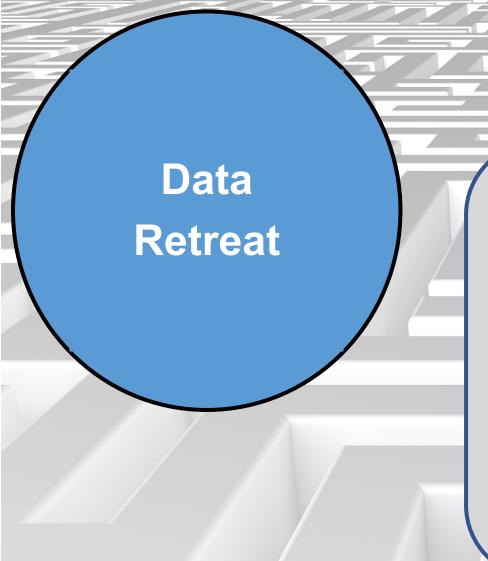


Where are you NOW?





Continuous Improvement Rocks!



- Learn about the team's perceptions of the district.
- Learn about other stakeholder perceptions of the district.
- Develop a shared understanding of district growth and achievement data and information.
- Develop a shared understanding of district climate and culture data and information.
- Develop a shared understanding of district financial, facility and technology data.
- Conduct a SWOT Analysis.



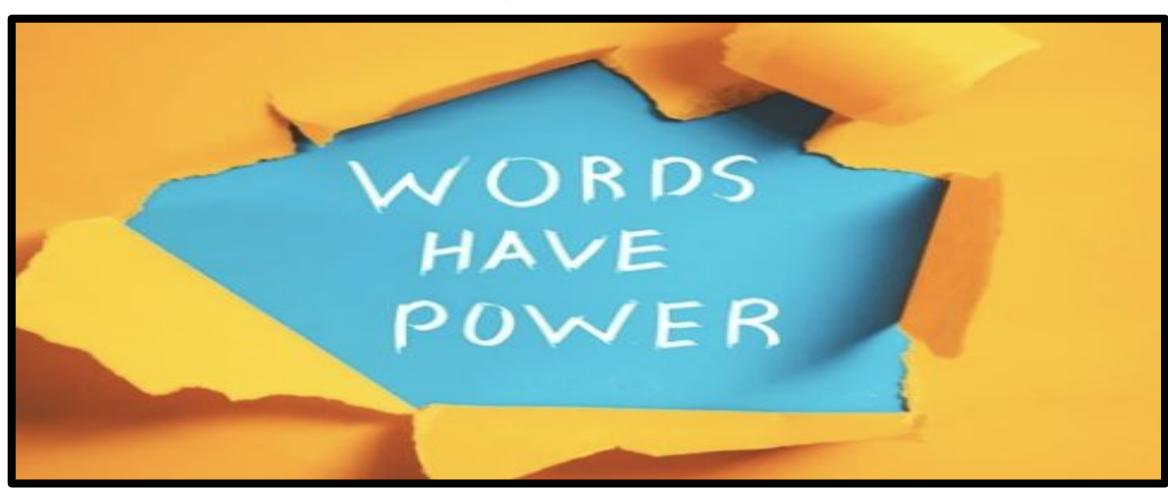


Data Retreat: Where are we now? To paint a data picture that allows us to identify our current strengths, weaknesses, opportunities, and threats.

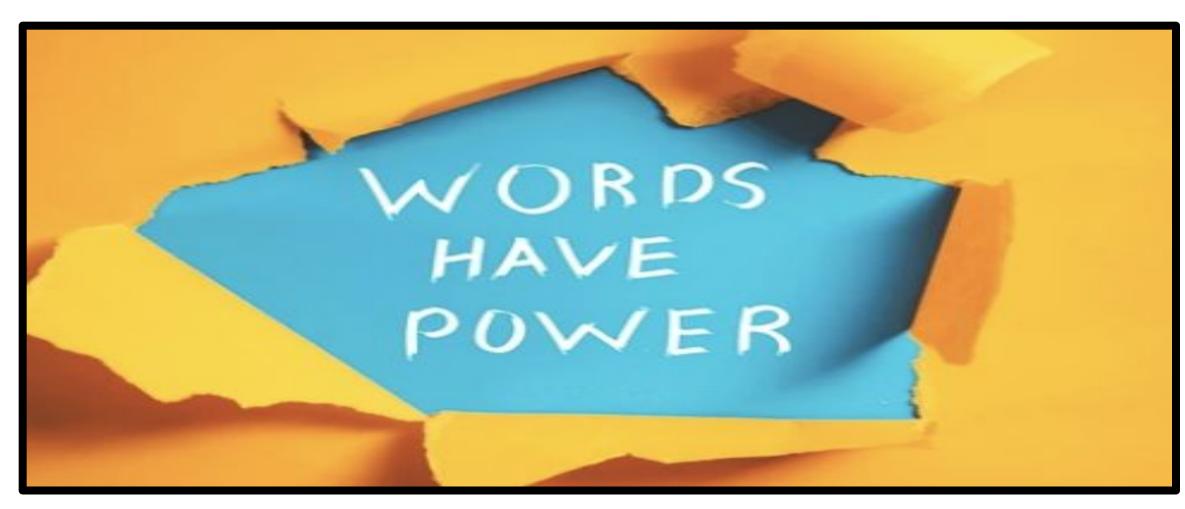
In person 6-hour session

# "Data by itself is useless. Data is only useful if you apply it." Todd Park InspirationBoost.com

# What WORDS come to mind when you think about participating in a DATA RETREAT?



# What **WORDS** come to mind when you think about the district's current use of **DATA?**



### Data Leads to New Discoveries

Data is not about adding more to your plate. Data is about making sure you have the right things on your plate.



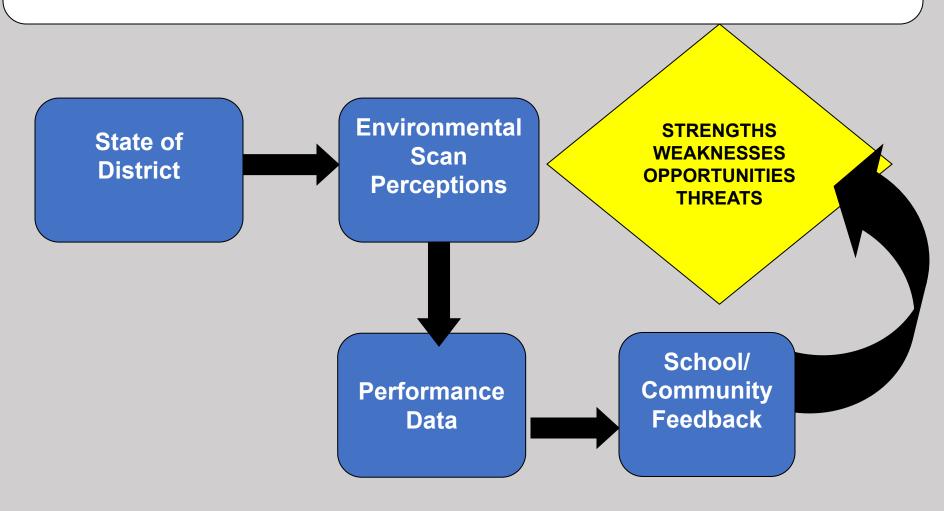
# DATA

### QUANTITATIVE & QUALITATIVE



DATA LEADS TO INSIEHT LEADS TO RESULTS

# Determine the current state of the district – Where are we now?











Consensus Draft
All Team's Thinking
Facilitator Work
From WE to US
Back to Teams for Review

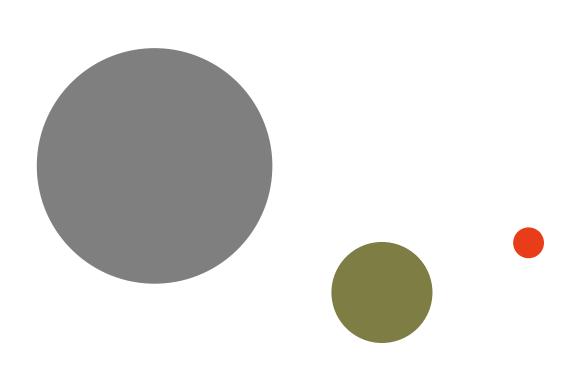


| SWOT Analysis Table Team Findings |         |         |  |  |  |
|-----------------------------------|---------|---------|--|--|--|
| District Strengths                |         |         |  |  |  |
| Table 1                           | Table 2 | Table3  |  |  |  |
|                                   |         |         |  |  |  |
| Table 4                           | Table 5 | Table 6 |  |  |  |
|                                   |         |         |  |  |  |

Findings:

| SWOT Analysis Table Team Findings |         |         |  |  |
|-----------------------------------|---------|---------|--|--|
| District Strengths                |         |         |  |  |
| Table 1                           | Table 2 | Table3  |  |  |
|                                   |         |         |  |  |
| Table 4                           | Table 5 | Table 6 |  |  |
|                                   |         |         |  |  |

Findings:





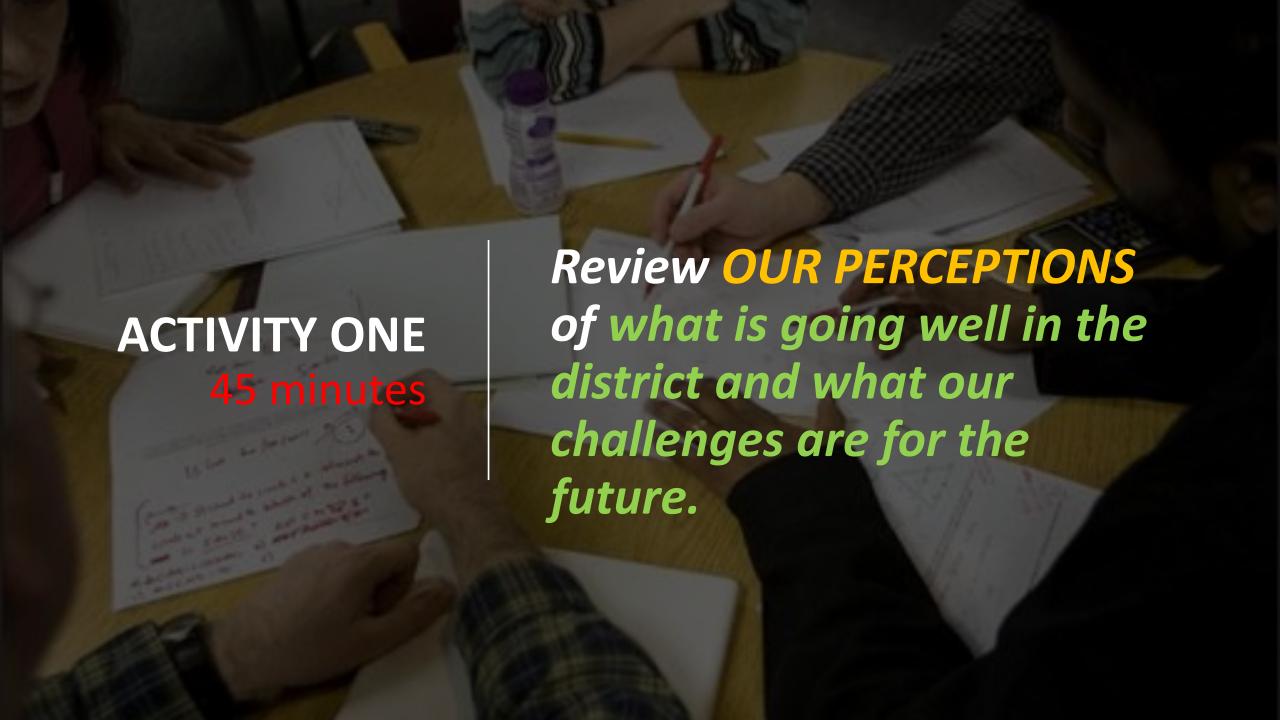
"See it big and keep it simple."

~Wilfred Peterson



Painting a
Shared Picture
of District
Performance

Where are we now!





## The Power of Perception Data

Perception data refers to information that captures how people feel, believe, or interpret something, rather than what is objectively true. It reflects opinions, attitudes, trust, satisfaction, fears, expectations, or emotional responses.



When you change perception, you change behavior—and ultimately results.

### **Activity Directions: OUR PERCEPTIONS**



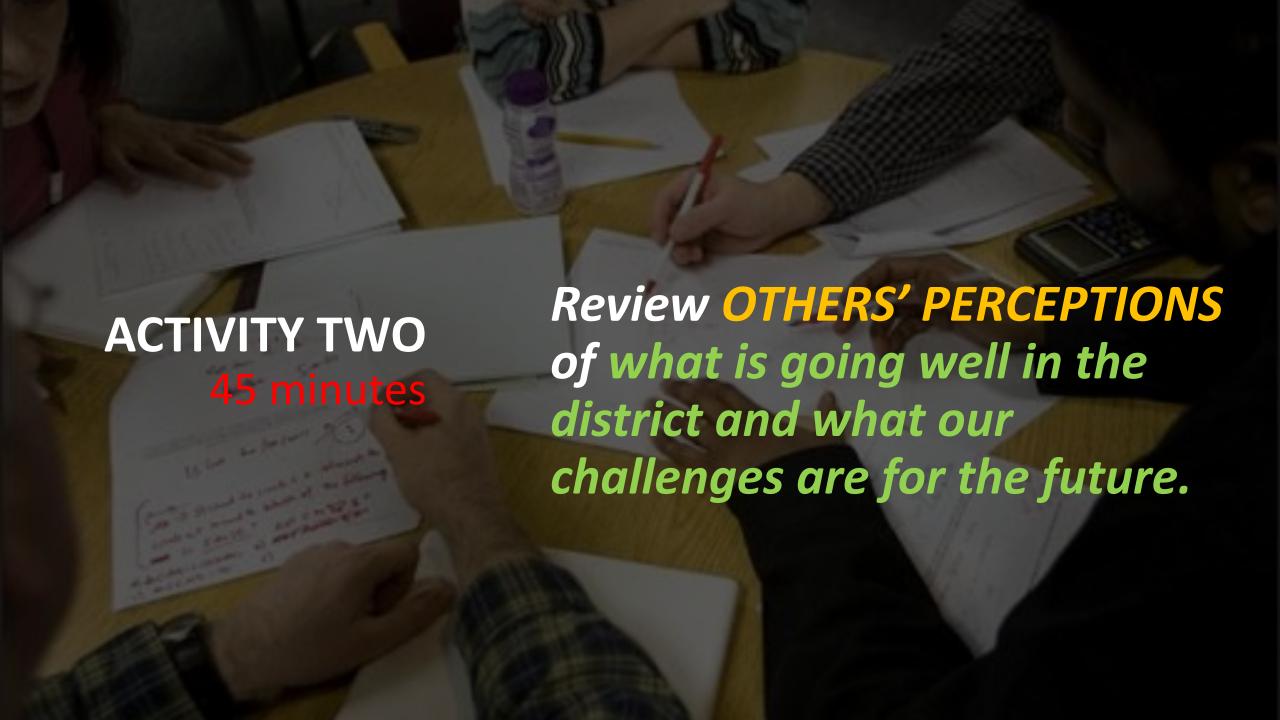
### **Table Team's Perceptions**

### **Most Proud About**

### **Greatest Challenges Ahead**

- 1. Individually identify 3-4 Points of Pride and 3-4 Challenges.
- 2. Start with Points of Pride/Strengths.
- 3. One person put sticky note on chart.
- 4. Others put sticky notes on top if they are the same, mean the same
- 5. Continue until all sticky notes are complete.
- 6. Move to Challenges/ Opportunities for Improvement
- 7. One person put sticky note on chart.
- 8. Others put sticky notes on top if they are the same, mean the same
- 9. Reduce Points of Pride/Strengths to 10
- 10. Reduce Challenges/Opportunities for Improvement to 10

Be ready to share your chart with other Table Teams





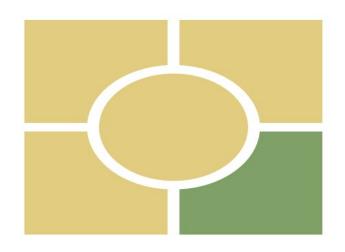
**5Essentials Student and Teacher and Insightx** 

Perception data are important for continuous improvement planning because they reveal what students, staff, and parents are thinking about the learning and working environment.





# 5Essentials 2025 Survey Results Students and Teachers participate each year reporting their feelings about the 5 Essentials



# Arlington Heights SD 25 2025 5Essentials Report

#### **Effective Leaders:**

Principals who work with teachers to create a clear vision and strategic plan for the school.

#### **Collaborative Teachers:**

Teachers who collaborate to improve their practice and support each other's professional growth.

#### **Involved Families:**

Schools that build strong relationships with families and communities to support student learning.

### **Supportive Environment:**

Schools that are safe, orderly, and where teachers have high expectations for students.

#### **Ambitious Instruction:**

Classes that are academically challenging and encourage students to apply their knowledge.

#### **Effective Leaders**

Principals and teachers work together to implement a shared vision for sustained improvement. Leaders practice shared leadership, set ambitious goals for quality instruction, maintain trusting and respectful relationships, and support professional advancement for

### **Collaborative Teachers**

All teachers collaborate to promote professional growth; are active partners in school improvement. Teachers are committed to the school and focused on professional development.

### **Ambitious Instruction**

Classes are challenging and engaging. The instruction is clear, well-structured, aligned across grade levels, and encourages students to build and apply knowledge. When combined with a Supportive Environment, Ambitious Instruction has the most direct effect on student learning.

### **Involved Families**

The entire school staff builds strong relationships with parents/guardians and are seen as partners in helping students learn. Parent/guardian input and participation is valued in advancing the school's mission.

### Supportive Environment

faculty and staff.

The school is safe, demanding, and supportive. Students feel safe in and around the school and they find teachers trust-worthy and responsive to their academic needs. Students value hard work and teachers push all students toward high academic performance.

### **5 ESSENTIALS**

### **Research Shows**

Schools strong on at least three of the five essentials were **10x more likely** to show substantial gains in student learning over time than schools weak on three or more of the five essentials. A persistent weakness in even **just one** of the essential factors reduced the likelihood of improvement to less than 10%.

Further, 5Essentials Measures (see the next page to learn more about the Measures) are positively related to a variety of outcomes, including:



Attendance



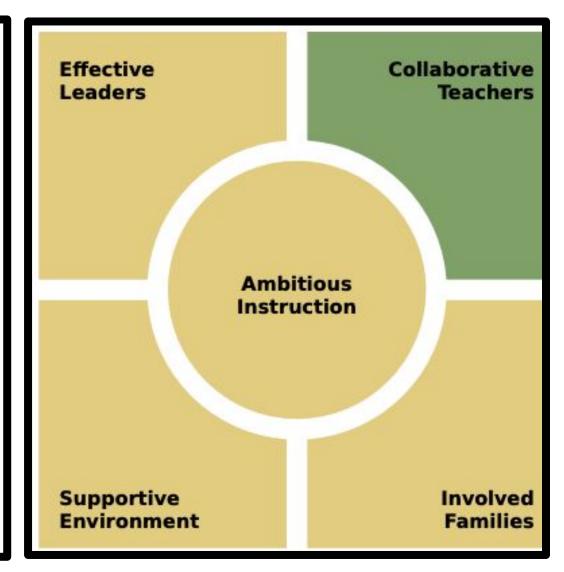
Test Score Gains

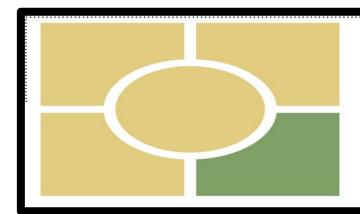


Freshman OnTrack



Graduation Rates

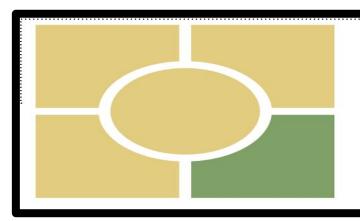




## Arlington Heights SD 25

2025 5Essentials Report

| Essentials                | Performance Acro | oss Years |      |      |         |
|---------------------------|------------------|-----------|------|------|---------|
|                           | 2021             | 2022      | 2023 | 2024 |         |
| Supportive<br>Environment | 82               | 80        | 72   | 73   | Strong  |
| Involved Families         | 69               | 68        | 70   | 72   | Strong  |
| Ambitious<br>Instruction  | 58               | 61        | 61   | 59   | Neutral |
| Effective Leaders         | 53               | 50        | 50   | 50   | Neutral |
| Collaborative<br>Teachers | 46               | 46        | 50   | 47   | Neutral |

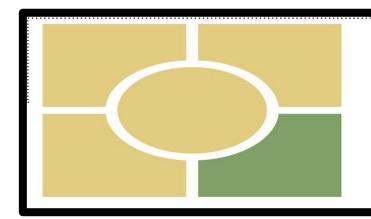


## Arlington Heights SD 25

2025 5Essentials Report

# Strengths

| Essentials                | Performance Acro | ss Years |      |      |        |
|---------------------------|------------------|----------|------|------|--------|
|                           | 2021             | 2022     | 2023 | 2024 |        |
| Supportive<br>Environment | 82               | 80       | 72   | 73   | Strong |
| Involved Families         | 69               | 68       | 70   | 72   | Strong |



## Arlington Heights SD 25

2025 5Essentials Report

# Opportunities

| Ambitious<br>Instruction  | 58 | 61 | 61 | 59 | Neutral |
|---------------------------|----|----|----|----|---------|
| Effective Leaders         | 53 | 50 | 50 | 50 | Neutral |
| Collaborative<br>Teachers | 46 | 46 | 50 | 47 | Neutral |

#### All 5Essentials Measures

How is Arlington Heights SD 25 performing on all 5Essentials measures in 2024?

| Page | Measure  | Change | Performance    | Essential              | Respondent |
|------|--|--------|----------------|------------------------|------------|
| 9    | Peer Support for Academic Work                 | - 2    | 82 Very Strong | Supportive Environment | Student    |
| 10   | Student-Teacher Trust                          | + 2    | 77 Strong      | Supportive Environment | Student    |
| 11   | Parent Influence on Decision Making in Schools | + 2    | 75 Strong      | Involved Families      | Teacher    |
| 12   | Parent Involvement in School                   | + 3    | 71 Strong      | Involved Families      | Teacher    |
| 13   | Teacher-Parent Trust                           | + 0    | 70 Strong      | Involved Families      | Teacher    |
| 14   | Academic Personalism                           | - 2    | 66 Strong      | Supportive Environment | Student    |
| 15   | Safety   | + 5    | 66 Strong      | Supportive Environment | Student    |
| 16   | Math Instruction                               | - 5    | 64 Strong      | Ambitious Instruction  | Student    |
| 17   | Academic Press                                 | - 1    | 62 Strong      | Ambitious Instruction  | Student    |
| 19   | English Instruction                            | - 7    | 59 Neutral     | Ambitious Instruction  | Student    |
| 20   | Program Coherence                              | + 2    | 58 Neutral     | Effective Leaders      | Teacher    |
| 21   | Teacher-Teacher Trust                          | - 3    | 57 Neutral     | Collaborative Teachers | Teacher    |
| 22   | Quality of Student Discussion                  | + 5    | 52 Neutral     | Ambitious Instruction  | Teacher    |
| 23   | Instructional Leadership                       | - 1    | 49 Neutral     | Effective Leaders      | Teacher    |
| 24   | School Commitment                              | - 2    | 49 Neutral     | Collaborative Teachers | Teacher    |
| 25   | Collective Responsibility                      | + 3    | 47 Neutral     | Collaborative Teachers | Teacher    |
| 26   | Teacher Influence                              | + 0    | 46 Neutral     | Effective Leaders      | Teacher    |
| 27   | Teacher-Principal Trust                        | + 0    | 46 Neutral     | Effective Leaders      | Teacher    |
| 29   | Quality Professional Development               | - 12   | 42 Neutral     | Collaborative Teachers | Teacher    |
| 30   | Collaborative Practices                        | + 0    | 38 Weak        | Collaborative Teachers | Teacher    |

# Strengths

#### All 5Essentials Measures

How is Arlington Heights SD 25 performing on all 5Essentials measures in 2024?

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| 9    | Peer Support for Academic Work                    | - 2    | 82 Very Strong | Supportive Environment | Student    |
| 10   | Student-Teacher Trust                             | + 2    | 77 Strong      | Supportive Environment | Student    |
| 11   | Parent Influence on Decision Making in<br>Schools | + 2    | 75 Strong      | Involved Families      | Teacher    |
| 12   | Parent Involvement in School                      | + 3    | 71 Strong      | Involved Families      | Teacher    |
| 13   | Teacher-Parent Trust                              | + 0    | 70 Strong      | Involved Families      | Teacher    |
| 14   | Academic Personalism                              | - 2    | 66 Strong      | Supportive Environment | Student    |
| 15   | Safety  | + 5    | 66 Strong      | Supportive Environment | Student    |

# Opportunities

| 21 | Teacher-Teacher Trust            | - 3  | 57 Neutral | Collaborative Teachers | Teacher |
|----|----------------------------------|------|------------|------------------------|---------|
| 22 | Quality of Student Discussion    | + 5  | 52 Neutral | Ambitious Instruction  | Teacher |
| 23 | Instructional Leadership         | - 1  | 49 Neutral | Effective Leaders      | Teacher |
| 24 | School Commitment                | - 2  | 49 Neutral | Collaborative Teachers | Teacher |
| 25 | Collective Responsibility        | + 3  | 47 Neutral | Collaborative Teachers | Teacher |
| 6  | Teacher Influence                | + 0  | 46 Neutral | Effective Leaders      | Teacher |
| 27 | Teacher-Principal Trust          | + 0  | 46 Neutral | Effective Leaders      | Teacher |
| 29 | Quality Professional Development | - 12 | 42 Neutral | Collaborative Teachers | Teacher |
| 30 | Collaborative Practices          | + 0  | 38 Weak    | Collaborative Teachers | Teacher |

### All Supplemental Measures

How is Arlington Heights SD 25 performing on all supplemental measures in 2024?

| Page | Measure                                      | Change | Performance    | Essential             | Respondent |
|------|--|--------|----------------|-----------------------|------------|
| 32   | Socialization of New Teachers                | + 0    | 97 Very Strong | Supplemental Measures | Teacher    |
| 33   | Human & Social Resources in the<br>Community | + 4    | 89 Very Strong | Supplemental Measures | Student    |
| 34   | Inquiry-Based Science Instruction            | - 5    | 83 Very Strong | Supplemental Measures | Student    |
| 35   | Student Peer Relationships                   | + 16   | 81 Very Strong | Supplemental Measures | Student    |
| 36   | Rigorous Study Habits                        | - 9    | 72 Strong      | Supplemental Measures | Student    |
| 37   | Student Responsibility                       | + 3    | 70 Strong      | Supplemental Measures | Teacher    |
| 38   | Academic Engagement                          | - 1    | 67 Strong      | Supplemental Measures | Student    |
| 39   | Parent Supportiveness                        | + 2    | 67 Strong      | Supplemental Measures | Student    |
| 40   | Classroom Disruptions                        | + 0    | 64 Strong      | Supplemental Measures | Teacher    |
| 41   | Classroom Rigor                              | - 5    | 60 Strong      | Supplemental Measures | Student    |
| 42   | Course Clarity                               | - 5    | 55 Neutral     | Supplemental Measures | Student    |
| 43   | Teacher Safety                               | + 5    | 49 Neutral     | Supplemental Measures | Teacher    |
| 45   | Innovation                                   | - 1    | 39 Weak        | Supplemental Measures | Teacher    |
| 46   | Reflective Dialogue                          | + 0    | 35 Weak        | Supplemental Measures | Teacher    |

# Strengths

### All Supplemental Measures

How is Arlington Heights SD 25 performing on all supplemental measures in 2024?

| Page | Measure                                      | Change | Performance    | Essential             | Respondent |
|------|--|--------|----------------|-----------------------|------------|
| 32   | Socialization of New Teachers                | + 0    | 97 Very Strong | Supplemental Measures | Teacher    |
| 33   | Human & Social Resources in the<br>Community | + 4    | 89 Very Strong | Supplemental Measures | Student    |
| 34   | Inquiry-Based Science Instruction            | - 5    | 83 Very Strong | Supplemental Measures | Student    |
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| 38   | Academic Engagement                          | - 1    | 67 Strong      | Supplemental Measures | Student    |
| 39   | Parent Supportiveness                        | + 2    | 67 Strong      | Supplemental Measures | Student    |
| 40   | Classroom Disruptions                        | + 0    | 64 Strong      | Supplemental Measures | Teacher    |
| 41   | Classroom Rigor                              | - 5    | 60 Strong      | Supplemental Measures | Student    |

# Opportunities

| 42 | Course Clarity      | - 5 | 55 Neutral | Supplemental Measures | Student |
|----|---------------------|-----|------------|-----------------------|---------|
| 43 | Teacher Safety      | + 5 | 49 Neutral | Supplemental Measures | Teacher |
| 45 | Innovation          | - 1 | 39 Weak    | Supplemental Measures | Teacher |
| 46 | Reflective Dialogue | + 0 | 35 Weak    | Supplemental Measures | Teacher |

## Drilling Down for Response

#### Safety

#### Safety

Students feel safe both in and around the school building.

#### **Essential**

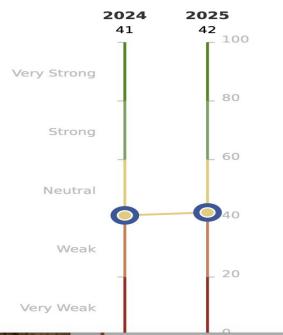


Supportive Environment

#### Respondent

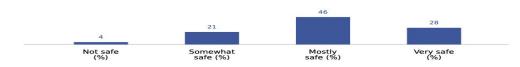
Student

#### **Performance**



#### Students report how safe they feel:

In the hallways of the school?



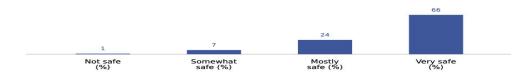
In the bathrooms of the school?



Outside around the school?



In your classes?



## 

**TEACHER-TEACHER TRUST** 

**SCHOOL COMMITMENT** 

**TEACHER INFLUENCE** 

INSTRUCTIONAL. LEADERSHIP

**COLLECTIVE RESPONSIBILITY** 

**TEACHER-PRINCIPAL TRUST** 

**QUALITY PROFESSIONAL DEVELOPMENT** 

INNOVATION AND COURSE CLARITY

| 5Essentials 2025 Sumamry Results |                        |  |  |  |
|----------------------------------|------------------------|--|--|--|
| STRENGTHS                        | OPPORTUNITIES          |  |  |  |
| INVOLVED FAMILIES                | COLLABORATIVE TEACHERS |  |  |  |
| SUPPORTIVE ENVIRONMENT           | EFFECTIVE LEADERS      |  |  |  |
| SAFETY                           | AMBITIOUS INSTRUCTION  |  |  |  |

**ACADEMIC PERSONALISM** 

STUDENT-TEACHER TRUST

STUDENT RESPONSIBILITY

**CLASSROOM DISRUPTIONS** 

**RIGOROUS STUDY HABITS** 

**RFELATIONSHIPS** 

**CLASSROOM RIGOR** 

PARENT INFLUENCE AND INVOLVEMENT

PEER SUPPORT FOR ACADEMIC WORK AND



### INSIGHTeX Growth Mindset & DEI

Full Organization Arlington Heights School District 25

October 2024

### **PURPOSE OF THE ANNUAL SURVEY**

INSIGHTeX's focus on Growth Mindset & DEI involves using the idea that abilities can be developed (growth mindset) to improve Diversity, Equity, and Inclusion initiatives, fostering environments where people learn from mistakes, see challenges as opportunities, challenge stereotypes, and embrace feedback to create more inclusive cultures where everyone feels safe to grow and contribute their best. It helps overcome fixed beliefs (like "people are just racist/not racist") to build true collaboration by encouraging self-awareness, resilience, and openness to learning about biases and differences.

#### **Dimensions**

| Dimension              | Mean   |
|------------------------|--------|
| Pride                  | 4.54   |
| riide                  | + 0.08 |
| Engage-Inspire         | 4.50   |
| Liigage-iiispiile      | = 0.00 |
| Quality                | 4.45   |
| Quanty                 | + 0.06 |
| Relationships          | 4.35   |
| Relationships          | + 0.21 |
| Satisfaction           | 4.35   |
| Satisfaction           | + 0.07 |
| Continuous Improvement | 4.33   |
| Continuous improvement | -0.07  |
| Talent/Fit             | 4.31   |
| TalentyFit             | + 0.11 |
| Communication          | 4.28   |
| Communication          | + 0.16 |
| Innovation             | 4.28   |
| IIIIOVALIOII           | -0.03  |
| Career Development     | 4.27   |
| Career Development     | + 0.20 |
| Training & Development | 4.25   |
| Training & Development | + 0.16 |
| Support-Equip          | 4.25   |
| Support-Equip          | + 0.12 |
| Mission Conscious      | 4.23   |
| IVIISSION CONSCIOUS    | + 0.17 |
| Performance Planning   | 4.20   |
| renormance rianning    | + 0.15 |
| Recognition            | 4.20   |
| Recognition            | + 0.12 |

D: Disagree

N : Neutral

A : Agree

SA : Strongly Agree

NA : Not Applicable

### Pride

| Question                                  | Mean   |         |         | Distri  | bution   |          |         |
|---|--------|---------|---------|---------|----------|----------|---------|
|   | 4.70   | SD: 2   | D: 0    | N: 10   | A: 101   | SA: 323  | NA: 0   |
| 4. I feel great pride in the work I do.   | - 0.00 | (0.46%) | (0.00%) | (2.29%) | (23.17%) | (74.08%) | (0.00%) |
|   | = 0.00 | A       |         |         | SA       |          |         |
| 14. I feel great pride in being a part of | 4.50   | SD: 1   | D: 4    | N: 23   | A: 158   | SA: 250  | NA: 0   |
| our organization.                         | + 0.11 | (0.23%) | (0.92%) | (5.28%) | (36.24%) | (57.34%) | (0.00%) |
|   |        |         | Α       |         |          | SA       |         |
| 45. I feel great pride in the team of     | 4.49   | SD: 0   | D: 13   | N: 30   | A: 123   | SA: 270  | NA: 0   |
| which I am a part.                        |        | (0.00%) | (2.98%) | (6.88%) | (28.21%) | (61.93%) | (0.00%) |
|   | + 0.04 | N       | Α       |         | 3        | SA       |         |
| 78. I feel proud of and inspired by the   | 4.46   | SD: 0   | D: 3    | N: 27   | A: 172   | SA: 234  | NA: 0   |
| success of others on my team.             |        | (0.00%) | (0.69%) | (6.19%) | (39.45%) | (53.67%) | (0.00%) |
|   |        | N       | Α       |         |          | SA       |         |

D: Disagree

N : Neutral

A : Agree

SA : Strongly Agree

NA : Not Applicable

#### Continuous Improvement

| Question   | Mean           |                  |                  | Distril           | bution             |                           |                  |
|--|----------------|------------------|------------------|-------------------|--------------------|---------------------------|------------------|
| 21. I am committed to a growth mindset to achieve my potential.                              | 4.49<br>       | SD: 1<br>(0.23%) | D: 4<br>(0.92%)  | N: 11<br>(2.52%)  | A: 185<br>(42.43%) | SA: 235<br>(53.90%)       | NA: 0<br>(0.00%) |
| 69. I am part of an organization that continues to pursue excellence every                   | 4.42           | SD: 1            | D: 2             | N: 27             | A: 187             | SA<br>SA: 219             | NA: 0            |
| day.   | = 0.00         | (0.23%)<br>N     | (0.46%)<br>A     | (6.19%)           | (42.89%)           | (50.23%)<br>SA            | (0.00%)          |
| 54. Our team continuously seeks ways to improve our performance.                             | 4.40<br>+ 0.03 | SD: 2<br>(0.46%) | D: 6<br>(1.38%)  | N: 31<br>(7.11%)  | A: 172<br>(39.45%) | SA: 223<br>(51.15%)<br>SA | NA: 2<br>(0.46%) |
| 52. I am on a team that continuously challenges me to grow and improve.                      | 4.27<br>       | SD: 2<br>(0.46%) | D: 13<br>(2.98%) | N: 53<br>(12.16%) | A: 164<br>(37.61%) | SA: 202<br>(46.33%)<br>SA | NA: 2<br>(0.46%) |
| 90. Our organization embraces diversity in people, ideas, and                                | 4.26           | SD: 1<br>(0.23%) | D: 8<br>(1.83%)  | N: 45<br>(10.32%) | A: 204<br>(46.79%) | SA: 178<br>(40.83%)       | NA: 0<br>(0.00%) |
| experiences to maximize our potential.   |                | N                |                  | Α                 |                    | SA                        | 202 2            |
| 89. Our organization demonstrates the effective use of data to guide continuous improvement. | 4.14           | SD: 2<br>(0.46%) | D: 18<br>(4.13%) | N: 51<br>(11.70%) | A: 210<br>(48.17%) | SA: 152<br>(34.86%)       | NA: 3<br>(0.69%) |
| continuous improvement.  |                | N                |                  | Α                 |                    | SA                        |                  |

D: Disagree

N : Neutral

A : Agree

SA : Strongly Agree

NA : Not Applicable

### Top Items

| Question                                 | Mean   |         |         | Distri  | bution   |          |         |
|--|--------|---------|---------|---------|----------|----------|---------|
| 2. I am fully engaged in the work that I | 4.74   | SD: 2   | D: 1    | N: 10   | A: 83    | SA: 340  | NA: 0   |
| do.                                      | + 0.08 | (0.46%) | (0.23%) | (2.29%) | (19.04%) | (77.98%) | (0.00%) |
|  | + 0.00 | A       |         |         | SA       |          |         |
|  | 4.70   | SD: 2   | D: 0    | N: 10   | A: 101   | SA: 323  | NA: 0   |
| 4. I feel great pride in the work I do.  | 0.00   | (0.46%) | (0.00%) | (2.29%) | (23.17%) | (74.08%) | (0.00%) |
|  | = 0.00 | A       |         |         | SA       |          |         |
| 1. In my role I have the opportunity to  | 4.66   | SD: 3   | D: 4    | N: 10   | A: 103   | SA: 316  | NA: 0   |
| do things that I both do well and        |        | (0.69%) | (0.92%) | (2.29%) | (23.62%) | (72.48%) | (0.00%) |
| enjoy.                                   | + 0.07 | A       |         |         | SA       |          |         |
| 8. I am driven to contribute to the      | 4.64   | SD: 1   | D: 3    | N: 9    | A: 125   | SA: 298  | NA: 0   |
| success of our organization.             | . 0.06 | (0.23%) | (0.69%) | (2.06%) | (28.67%) | (68.35%) | (0.00%) |
|  | + 0.06 |         | A       |         | S/       | Α        |         |
| 92. I demonstrate effort in building a   | 4.63   | SD: 0   | D: 0    | N: 9    | A: 143   | SA: 284  | NA: 0   |
| positive workplace culture.              |        | (0.00%) | (0.00%) | (2.06%) | (32.80%) | (65.14%) | (0.00%) |
|  |        |         | Α       |         | 5        | A        |         |

D: Disagree

N : Neutral

A : Agree

SA : Strongly Agree

NA: Not Applicable

#### Bottom Items

| Question  | Mean   |              |               | Distril              | oution               |                |               |
|---|--------|--------------|---------------|----------------------|----------------------|----------------|---------------|
| 9. I have received meaningful   | 3.71   | SD: 23       | D: 51         | N: 78                | A: 155               | SA: 125        | NA: 4         |
| recognition in the past 10 days.  | + 0.05 | (5.28%)      | (11.70%)<br>N | (17.89%)             | (35.55%)<br><b>A</b> | (28.67%)       | (0.92%)<br>SA |
| 40. In the past three months, my supervisor has discussed my successes      | 3.87   | SD: 16       | D: 45         | N: 60                | A: 157               | SA: 143        | NA: 15        |
| and progress with me.   | + 0.12 | (3.67%)      | (10.32%)<br>N | (13.76%)<br><b>A</b> | (36.01%)             | (32.80%)<br>SA | (3.44%)       |
| 82. Business decisions made are   | 3.91   | SD: 6        | D: 20         | N: 91                | A: 201               | SA: 111        | NA: 7         |
| consistent with our mission and core values.                                | + 0.07 | (1.38%)      | (4.59%)       | (20.87%)             | (46.10%)             | (25.46%)       | (1.61%)<br>SA |
| 28. I am provided the opportunity to  | 3.93   | SD: 8        | D: 31         | N: 84                | A: 167               | SA: 139        | NA: 7         |
| spend quality time with my supervisor.                                      | + 0.14 | (1.83%)      | (7.11%)       | (19.27%)<br><b>A</b> | (38.30%)             | (31.88%)<br>S/ | (1.61%)<br>A  |
| 81. Our organization provides the<br>"right" training for me to excel in my | 3.95   | SD: 5        | D: 29         | N: 77                | A: 195               | SA: 127        | NA: 3         |
| role.   | + 0.12 | (1.15%)<br>D | (6.65%)       | (17.66%)             | (44.72%)             | (29.13%)       | (0.69%)<br>SA |

| Dimension    | Mean | Change |  |  |
|--------------|------|--------|--|--|
| Celebrations |      |        |  |  |

| Pride                  | 4.54 | +0.08 |
|------------------------|------|-------|
| Engage-Inspire         | 4.50 | 0.00  |
| Quality                | 4.45 | +0.06 |
| Relationships          | 4.35 | +0.21 |
| Satisfaction           | 4.35 | +0.07 |
| Continuous Improvement | 4-33 | -0.07 |
| Talent/Fit             | 4.31 | +0.11 |

Of the 15 Dimensions 13 improved from prior survey

| Dimension     | Mean | Change |  |  |
|---------------|------|--------|--|--|
| Opportunities |      |        |  |  |

| Communication          | 4.28 | +0.16 |
|------------------------|------|-------|
| Innovation             | 4.28 | -0.03 |
| Career Development     | 4.27 | +0.20 |
| Training & Development | 4.25 | +0.16 |
| Support-Equip          | 4.25 | +0.12 |
| Mission Conscious      | 4.23 | +0.17 |
| Performance Planning   | 4.20 | +0.15 |
| Recognition            | 4.20 | +0.12 |

Of the 15 Dimensions 2 did not improve from prior survey



# Arlington Heights District 25 Perception Data 5Essentials State Student and Teacher Satisfaction Data 2025 INSIGHTEX Growth Mindset & DEI 2024

| INSIGHTeX Growth Mindset & DEI 2024                     |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| What is working: Strengths                              | What is NOT working: Opportunities                   |  |  |  |  |  |
| Involved Families- Highest 5E                           | Ambitious Instruction- Lowest 5E                     |  |  |  |  |  |
| 5E Essential Measures:                                  | 5E Essential Measures:                               |  |  |  |  |  |
| <ul> <li>Teacher-Parent Trust</li> </ul>                | <ul> <li>Math Instruction</li> </ul>                 |  |  |  |  |  |
| <ul> <li>Parent Involvement in School</li> </ul>        | <ul> <li>○ English Instruction</li> </ul>            |  |  |  |  |  |
| ○ Safety  | <ul> <li>Collaborative Practices</li> </ul>          |  |  |  |  |  |
| <ul> <li>Student-Teacher Trust</li> </ul>               | <ul> <li>○ Academic Press</li> </ul>                 |  |  |  |  |  |
| <ul> <li>Parent Influence on Decision-making</li> </ul> | ○ Teacher-Principal Trust                            |  |  |  |  |  |
| <ul> <li>Program Coherence</li> </ul>                   | <ul> <li>Quality Professional Development</li> </ul> |  |  |  |  |  |
|   | <ul> <li>Instructional Leadership</li> </ul>         |  |  |  |  |  |
|   | Teacher Influence                                    |  |  |  |  |  |
| 5 <u>E Supplemental Measures:</u>                       |  |  |  |  |  |  |
| Inquiry-based Science Instruction                       | ○ E Supplemental Measures:                           |  |  |  |  |  |
| <ul> <li>Parent Supportiveness</li> </ul>               | Academic Engagement                                  |  |  |  |  |  |
| <ul> <li>Student Responsibility</li> </ul>              | Reflective Dialogue                                  |  |  |  |  |  |
| <ul> <li>Course Clarity</li> </ul>                      | Classroom Rigor                                      |  |  |  |  |  |
| <ul> <li>Human * Social Resources in</li> </ul>         |  |  |  |  |  |  |
| Community   |  |  |  |  |  |  |
| <ul> <li>Classroom Disruptions</li> </ul>               | <ul> <li>Socialization of New Teachers</li> </ul>    |  |  |  |  |  |
| Teacher Safety  |  |  |  |  |  |  |
| <ul> <li>Student Peer Relationships</li> </ul>          |  |  |  |  |  |  |
| Rigorous Study Habits                                   |  |  |  |  |  |  |
|   |  |  |  |  |  |  |
|   |  |  |  |  |  |  |

#### INSIGHTEX TOP FIVE

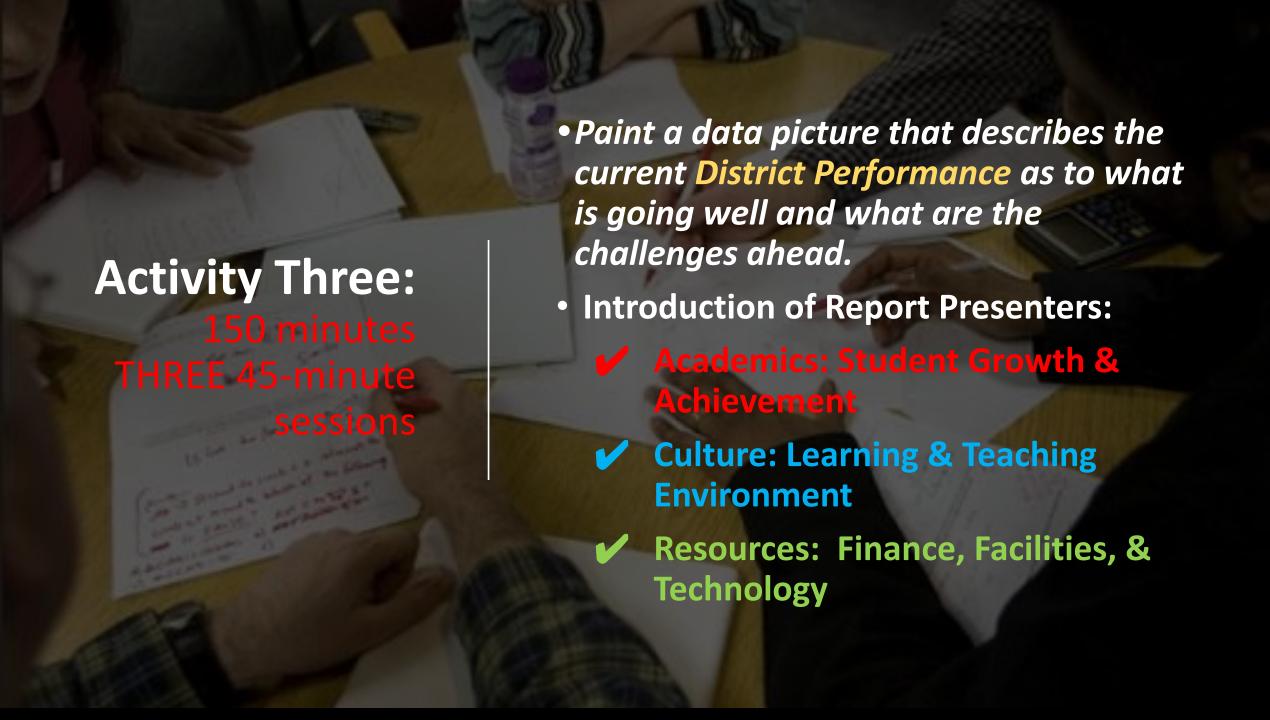
Pride
Engage-Inspire
Quality
Relationships
Satisfaction
Continuous Improvement
Talent/Fit

- o I am sully engaged in the work that I do
- o I feel great pride I the work I do
- In my role I have the opportunity to do things that I both do well and enjoy.
- I am driven to contribute to the success of our school.
- I demonstrate effort in building a positive workplace culture

#### SIGHTEX BOTTOM SEVEN

Recognition
Performance Planning
Mission Conscious
Support-Equip
Training & Development
Innovation
Career Development

- I have received meaningful recognition in the past 10 days
- In the past three months, my supervisor has discussed my successes and progress with me.
- Business decisions made are consistent with our mission and core values.
- I am provided the opportunity to spend quality time with my supervisor
- Our school provides the right training for me to excel in my role.





STUDENT LEARNING ACHIEVEMENT ENVIRONMENT GOAL DATA



### Current Student Achievement Goal

Refine and extend instructional practices, programs and services to ensure all learners are academically ready for high school and beyond

- Refine and extend our continuum of services to better meet the needs of all students and close performance gaps for identified student subgroups
- Ensure high student engagement and ownership of their learning through hands-on, authentic, and real-life learning opportunities, as well as innovative teaching practices





## Strengths

- Differentiated professional learning opportunity focused on foundational literacy instruction
- Addition of Advanced Learning Specialists, Instructional Coaches, and Student Services Specialists to provide differentiated support that helps both students and teachers grow
- Development of a robust program review process that pairs curriculum-based professional learning with high-quality instructional materials

## **Opportunities**

- Expanding the consistent implementation of the curriculum
- Increase the cohesiveness of the continuum of services provided to all students including subgroups
- Continued focus on continuous school improvement
- Continued work on building based instructional leadership
- Increase the cohesiveness of the continuum of services provided to all students including subgroups

## Current Learning Environment Goal

Cultivate a healthy climate and culture that creates conditions and supports to meet the needs of all learners.

- Address the growing social, emotional and mental health needs of our students, families, and staff.
- Foster a sense of belonging, mutual understanding and competence to address diversity, equity, social justice, racism and inclusion in our everyday practices.





## Strengths

- Social Emotional Supports
  - Implementation of EC-8th grade Social Emotional Learning RULER curriculum
- Student Supports
  - Health Management Procedures
  - Standard Response Protocol
  - IEP Continuum of supports
- Family Supports
  - Community Agencies
  - Parent Academy

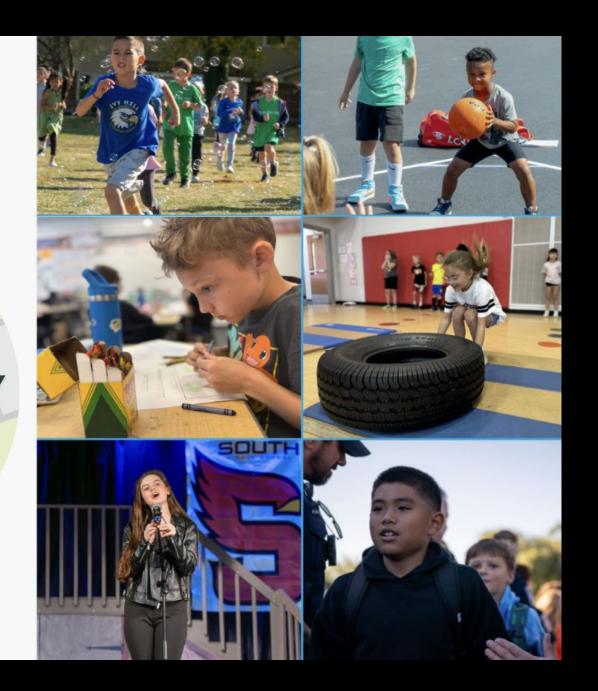
## Opportunities

- Restorative practices
- Bullying prevention
- Trauma informed practices



## HIGH-QUALITY STAFF GOAL

FAMILY & COMMUNITY GOAL



### CURRENT HIGH QUALITY STAFF GOAL

## Attract, develop, and retain diverse, high-quality, innovative employees.

### **Goal Strategies:**

- Improve policies, procedures and hiring practices with our employees to enhance internal relationships, trust, respect, commitment, collaboration, communication and satisfaction.
- Refine and extend data collection, analysis, progress monitoring and reporting to promote continuous improvement at all levels of the system.





## Strengths

- Teacher Retention
- Teacher Education- master degree or above
- Teacher Evaluation Rating
- Student-Staff Ratio
- I enjoy what I do and want to do it here

## Opportunities

- Teacher Attendance
- Teacher Demographics similar to Student Demographics
- Teacher certified salary approaching state average when in past higher than state average
- Student-Teacher Trust

## Current Family & Community Goal

# Strengthen family and community relationships to enhance learning, teaching, and partnerships.

- Improve classroom, school and district connections, collaboration, and communication with our families and community to enhance external relationships, trust, respect, commitment, engagement and satisfaction.
- Develop effective partnerships with community agencies, higher education and District 214.





## Strengths

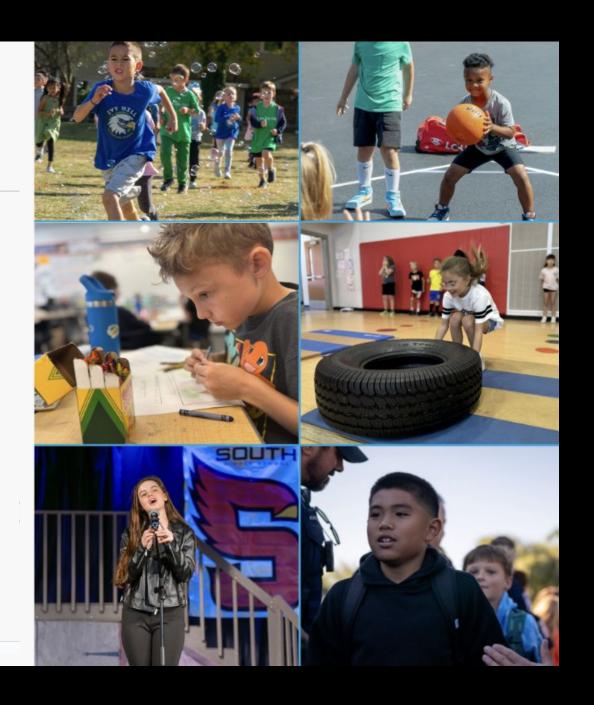
- Involved Families
- Parent Involvement in Schools
- Teacher-Parent Trust

## Opportunities

- Supportive Environment
- Human and Social Community Resources



# STEWARDSHIP OF RESOURCES GOAL



## CURRENT STEWARDSHIP OF RESOURCES GOAL

## **Goal Strategies:**

- Address time, space and aging facilities to ensure an optimal learning and teaching environment.
- Explore and develop new financial strategies to respond to the changing nature of school funding and projections to continue to offer equitable, high-quality programs and services to our students and families.





## Strengths

- Highest state financial rating: RECOGNITION
- Strong record of financial stability over time 32 years Certificate of Excellence
- Triple A. BOND rating
- Healthy Fund balance- savings
- Short term borrowing
- Expenditures to Revenue Ratio
- District 25 spends \$2,304 less than the average of the other D214 feeder district

## Strengths

- Safety and Mandatory, Preserve Schools and Grounds, Extend Life of Schools and Grounds, Capital Improvements, Improve Efficiency, Enhancements PRIORITY FACILITES
- Long range facility plan- prioritized by facility, projected costs and timelines

## Opportunities

- Long term borrowing
- EAV increasing thus residents picking up more of the district tax bill.
- Future costs

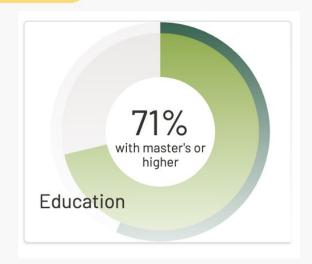
## Reflection

- What did you learn from each report that let's you know how the District is performing?
- Performing compared to others.
- Performing compared to the past/
- Which are STRENGTHS?
- Which are OPPORTUNITIES?

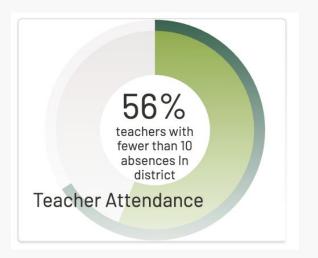


## **Certified Staff**









\*24-25 Illinois School Report Card



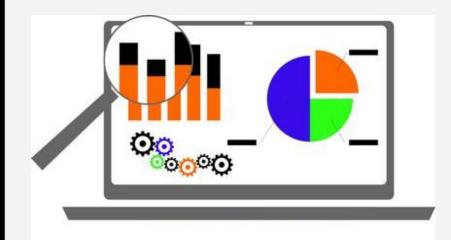


## **ACTIVITY THREE DATA REPORT: STUDENT ACHIEVEMENT RESULTS**

| What did you learn from the student achievement report? |               |  |
|---|---------------|--|
| Strengths   | Opportunities |  |
|   |               |  |
|   |               |  |
|   |               |  |
|   |               |  |
|   |               |  |
|   |               |  |
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|   |               |  |

## Where are we NOW? District PERFORMANCE





# Activity Directions

- •Each presentation is to be approximately 30 minutes with an additional 10-15 minutes for questions.
- <u>Take notes on the participant</u> <u>handout or PowerPoint handout.</u>
- Thanks to the Presenters.

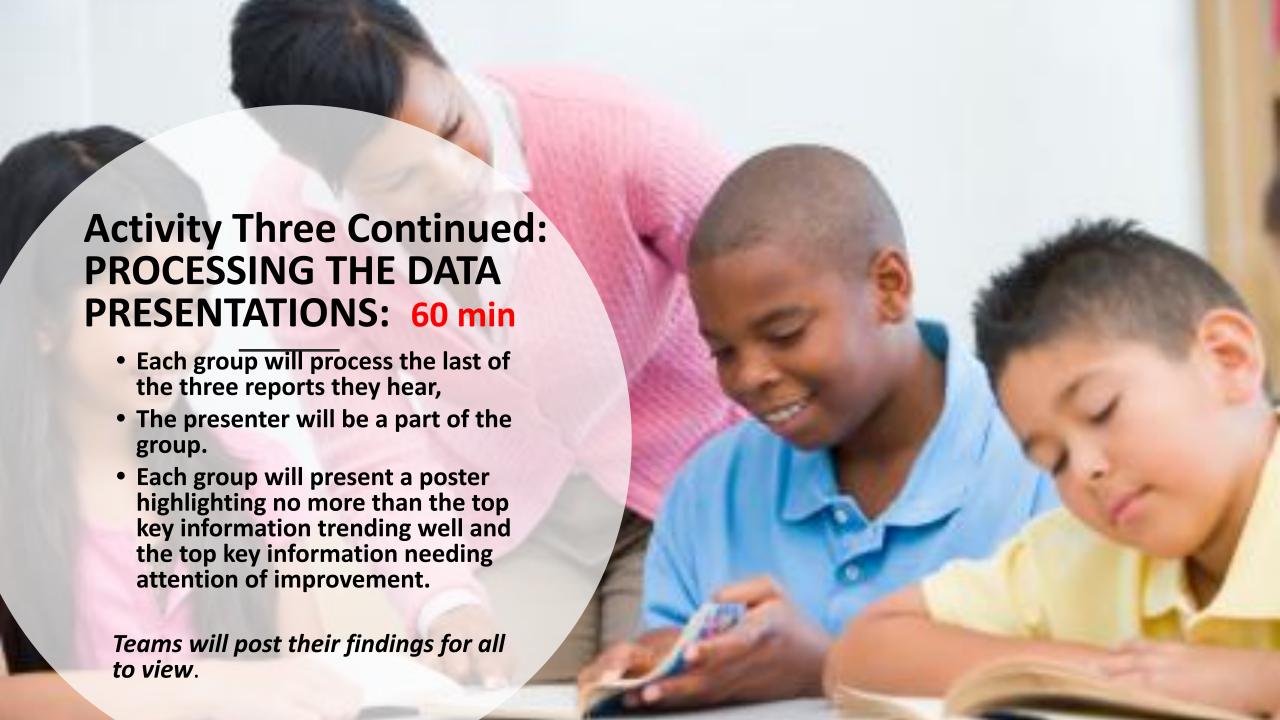
| ROTATION 1: |        |             |  |
|-------------|--------|-------------|--|
| Location    | Tables | Time        |  |
| MPR         | 1/2 3  | 8:45-9:30   |  |
| Tech Lab    | 4/5/6  | 8:45-9:30   |  |
| Room 110    | 7 / 8  | 8:45-9:30   |  |
| ROTATION 2: |        |             |  |
|             | T      |             |  |
| Location    | Tables | Time        |  |
| MPR         | 7 / 8  | 9:30-10:15  |  |
| Tech Lab    | 1/2 3  | 9:30-10:15  |  |
| Room 110    | 4/5/6  | 9:30-10:15  |  |
| ROTATION 3: |        |             |  |
|             |        |             |  |
| Location    | Tables | Time        |  |
| MPR         | 4/5/6  | 10:30-11:15 |  |
| Tech Lab    | 7/8    | 10:30-11:15 |  |
| Room 110    | 1/2 3  | 10:30-11:15 |  |

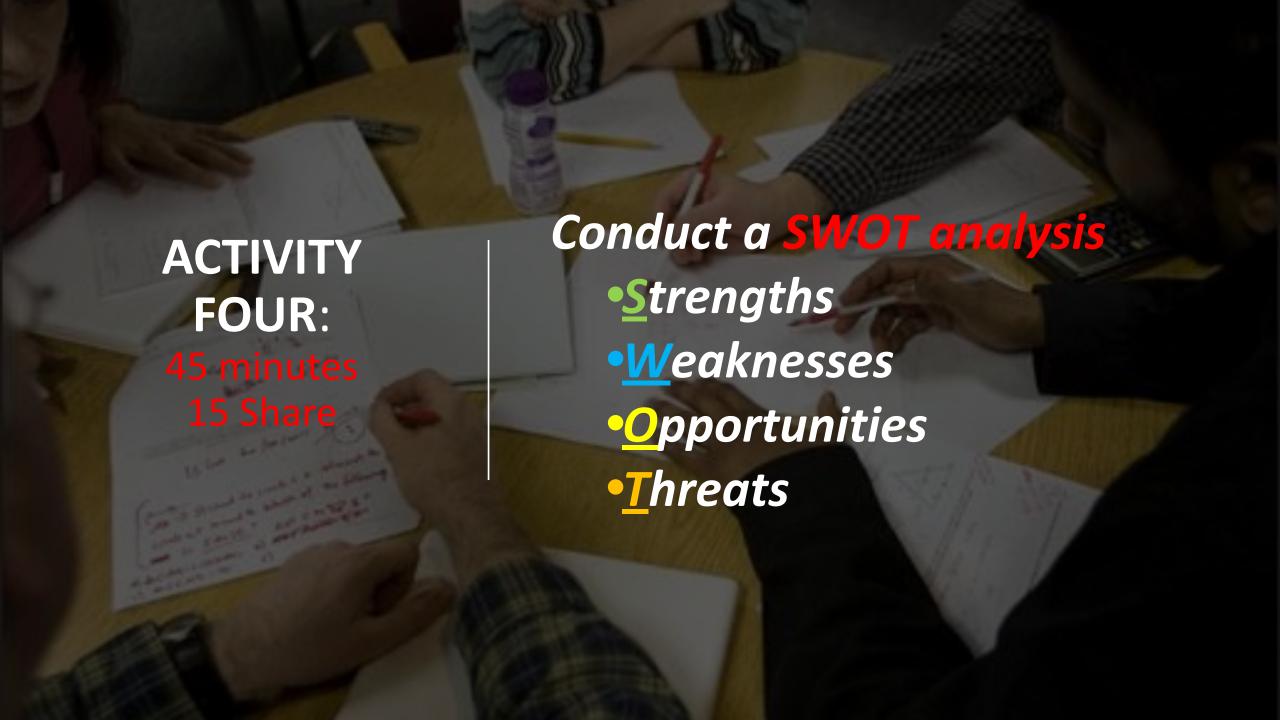


**Evidence-based practice is** about making better decisions, informing action that has the desired impact. An evidence-based approach to decision-making is based on a combination of using critical thinking and the best available evidence. It makes decision makers less reliant on anecdotes, received wisdom and personal experience – sources that are not trustworthy on their own. It's important that people professionals to adopt this approach because of the huge impact management decisions have on the working lives and wellbeing of people in all

sorts of organizations

worldwide.





# SWOT ANALYSIS

- Strengths
- Weaknesses
- Opportunities
- Threats



- What do we consider to be our strengths?
- What advantages to do have?
- What do others say our strengths are?

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

**STRENGTHS** 

**WEAKNESSES** 

### **OPPORTUNITIES**

- What opportunities for improvement do we know about but have not addressed?
- Where with a little work could we change a weakness into a strengths?

#### **THREATS**

- Who or what threatens us the most?
- What challenges are coming that we must respond to?
- What might block our progress?

### **SWOT ANALYSIS EXAMPLE**

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

- Dedicated, caring, and invested staff and administration
- High quality academic program
- Strong financial management; balanced budgets
- Bond rating, and state financial profile rating
- Community and family involvement
- Perceptions of the district
- Technology devices, access, and infrastructure
- Whole child philosophy
- Value and appreciation for diversity
- Safe schools with nurturing learning environments
- Fine Arts and Physical Education programs

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

- Student performance above state average, but below community expectations
- Achievement gaps
- Differentiated instruction with impactful interventions and enrichments and supports to meet academic and social and emotional needs of all students
- Consistencies in practices school-to-school, classroom-to-classroom
- Homework and grading practices with a positive impact on student learning
- Competitive salaries and benefits to attract and retain high quality staff
- Variability in class sizes, admin to student and admin to staff ratios
- Aging facilities with deferred maintenance
- Meaningful technology integration with teaching and learning
- Limited and inconsistent opportunities for student

voice, choice, collaboration, and empowerment

Managing & responding to student stress & anxiety

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

- Collaborate with high school district to develop a pathway to new college, career & life readiness expectations
- Reimagine definition of student success
- System for data collection, use, analysis & management
- Additional social and emotional supports and implementation
- Early learning & full-day kindergarten options to ensure improved readiness for school
- Instructional tools and strategies to provide clarity and consistency expectations for family engagement
- New opportunities to energize & support initiatives and change management through professional learning
- Exploring options to make better use of time & space
- Offer global language in younger grades
- Higher quality bilingual programs and services

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

- State and federal funding
- Resistance to change; fixed mindset
- New state assessment
- Balance of ability to pay taxes with critical support to maintain a high quality educational program
- Economic disparity and equity throughout the district
- Health, wellness, stress, anxieties for students and their families
- Social media
- Safety and security

## **Activity Directions:**

## Examine what you learned today:

- Your perceptions of Strengths and Opportunities for improvement
- Others' perceptions of Strengths and Opportunities for improvement
- Data and information from the Four Reports that are strengths, weaknesses, opportunities or threats
- Impact findings that present opportunities or threats



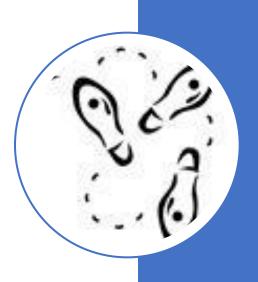
## **Activity Directions:**

- •Brainstorm with your table strengths, weaknesses, opportunities and threats.
- •Copy your list to the SWOT chart and post the chart to share with the whole strategic plan team.



## **NEXT STEPS**

- Data Retreat Findings.
- •All Data Retreat resources on website.
- SWOT Analysis
- Community Engagement
- Encourage feedback participation
- READY OURSELVES FOR THE VISION RETREAT



## Community Engagement Opportunities

Survey

Examine each quadrant

- •Did we get it right?
- ·What did we miss?
- •What did we get wrong?
- Other advice to the plan team



Vision Retreat: Where do we want to be?
To envision a future that moves individuals, the school, and the district to a higher level of satisfaction and performance.

In person 6-hour session



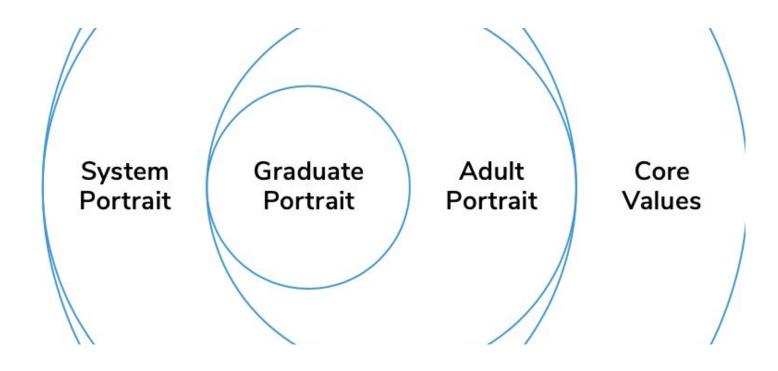


"If schools are not imagining a different future, they will amplify their efforts to do what they have always done."



-Grant Lichtman, #EdJourney: A Roadmap to the Future of Education





# Vision 2030

Thanks to the Santa Clara Unified School District and their Vision 2035 process

