



**COMMUNITY ENGAGEMENT FOR
STRATEGIC PLANNING REPORT
ELMHURST SCHOOL DISTRICT 205**

APRIL 2022

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INTRODUCTION

Elmhurst School District 205 engaged with Hazard, Young, Attea & Associates (HYA) to conduct a strategic planning process. A customized process was developed in collaboration with District 205 leadership and the School Board to meet the community's unique needs. An overview of the process is depicted in the graphic below.

Phase 1: Engage	Phase 2: Focus	Phase 3: Execute
<ul style="list-style-type: none"> ● Introduction call with Superintendent and Cabinet ● Planning Meeting with Strategic Plan Committee ● Review current mission, vision, guiding principles, District report card, prior strategic plan, and District performance data for an environmental scan of the District ● Provide a written communication guide ● Community engagement sessions: <ul style="list-style-type: none"> ■ Superintendent, individual Board members, individual cabinet level administrators interviews ■ Focus groups to engage stakeholder populations (district administrators, teachers, school administrators, faculty, staff, parents, community and students) ● Community survey and report of findings ● Community Engagement Report to the Board and Superintendent ● Presentation of Report to Superintendent's Cabinet 	<ul style="list-style-type: none"> ● Work session with the Strategic Plan Committee to review Community Engagement for Strategic Planning Report ● Draft strategic plan document to serve as a broad framework to guide direction for the District based on the data from Engage Phase, Mission, Vision, Portrait of the Graduate, Core Values, Strategic Goals with Objectives ● Work Sessions with the Strategic Plan Committee to create and refine drafts of The Portrait of a Graduate ● Committee presents the Portrait of the Graduate to the Board for approval ● Work Sessions with the Strategic Plan Committee to create the Strategic Plan including Vision, Mission, Strategic Goals, and Strategic Objectives ● Review of Strategic Plan final draft with Superintendent and Cabinet before School Board Approval ● Committee to present the final Strategic Plan to School Board for approval 	<ul style="list-style-type: none"> ● Work session with the Superintendent and Cabinet to create framework for Strategic Plan Design Teams to follow to create Implementation Plans ● Strategic Design Teams work sessions to create complete District level implementation plans ● Principals and school based teams to align school improvement plans to District Strategic Plan ● Delivery of strategic dashboard and training session focused on Dashboard creation, use, and maintenance ● Quarterly check-in from HYA Associate during first year of implementation

PURPOSE

This report presents the findings of the ENGAGE Phase of the Strategic Planning Process facilitated by Hazard, Young, Attea & Associates (HYA) in Winter of 2022 for Elmhurst School District 205. The data contained herein were obtained from input the HYA Associates Dr. James Gay and Richard Nogal received when they met with individuals and groups in either individual interviews or focus group settings, the results of the online survey completed by stakeholders and other reports provided by the administration.

PROCESS

Perception data was gathered from stakeholders through a series of interviews and focus groups structured to gather input to assist the Board in reviewing and/or developing its Mission, Vision, Guiding Principles, Strategic Goals and Objectives. The structure of the focus groups was open, allowing for participants to build upon each other's comments.

The stakeholder interviews and focus groups provided information regarding:

- The District's current strengths,
- The most significant issue(s) they want the District to address in the next 3-5 years, and
- Expectations for graduates
- The preferred picture or vision of the District's future.

Perception data was also gathered using a community survey that included the following sections:

- The current state of the District,
- The quality of programming,
- Strategic plan priorities,
- Student support
- Customized questions developed by the Elmhurst District 205 Administration

DATA ANALYSIS

Focus groups were facilitated, and data was captured by Dr. James Gay. Dr. Gay took notes as she facilitated the focus groups. In addition, interviews were conducted by Dr. Gay and Mr. Rick Nogal. Notes were taken during the interviews and analysis was conducted by Dr. Gay and Mr. Nogal.

Focus groups and interviews are categorized as qualitative research, and as such, findings must be based on the words and phrases of the participants and not the researcher. Notes were meant to capture individuals' or groups' perspectives, feelings, opinions, values, attitudes, and beliefs about their personal experiences with their schools and District.

Thematic analysis was the primary method of data analysis for this process. Braun and Clarke (2006) define a theme as something that "captures something important about the data in relation to the research question and represents some level of *patterned* response or meaning within the data set" (p. 82). They explain that there is not a specific number of responses needed to determine the presence of a theme and that the basis for identifying a theme is the recurrence of a topic and its applicability to answering the question posed.

PARTICIPATION

The numbers of participants, by stakeholder group are listed below. It should be emphasized that the data are not a scientific sampling, nor should they necessarily be viewed as representing the majority opinion of the respective groups to which they are attributed. Items are included if, in the associates' judgment, they warranted the Board's attention.

Survey	
Community Member	420
Current Parent of D205 Student	939
PSRP Staff	58
Students	70
Teachers & Licensed Staff	108
Administrator	47
Total	1,642

Interviews & Focus Groups	
School Board	7
Administration	14
Teachers	11
PSRP Staff	4
Parents	10
Community members (parents included)	87
Students	24
Total	157

OVERALL FINDINGS

There is close alignment between the overall themes from the survey and the focus groups and interviews. The focus groups added some nuance to the survey findings particularly in the area of college/career readiness, desire to retain and recruit high quality employees, and a need for leadership stability in light of recent turnover in district leadership and its impact on district and school operations.

Overall, stakeholders indicate satisfaction with their schools and appreciation for the work of the teachers, staff, leaders, and board. The areas stakeholders would like to see addressed are ongoing improvements, rather than glaring concerns or dissatisfaction. In many cases, the strengths were also mentioned as areas for continued growth. This indicates satisfaction with the District with understanding that continuous improvement is necessary.

The environmental scan (data review) also shows a clear picture of a high achieving school district in which students are likely to attend school regularly, receive instruction in college preparation courses, and to graduate in four years. Student achievement data from the Illinois State Report Card was reviewed as well as Fast Facts data shared on the school district website.

Elmhurst District 205 has a strong history of community support and student success. The District has the capacity to make improvements that will result in world class schools that prepare students to become not only successful, but leaders in their communities and fields.

The district previously established the following Belief Statements, Vision and Mission support for which were reflected in the data.

BELIEF STATEMENTS

HOLISTIC BELIEF: Education is highly valued, and schools should provide the highest quality education to all students, preparing them for success in life while adding value to the greater community.

ACADEMIC STANDARDS, ACHIEVEMENT AND ALIGNMENT: High educational standards are critical to student achievement, and students of all backgrounds and ability levels should be challenged to their full potential through differentiated learning techniques, consistently and equitably across the entire district.

CURRICULUM AND INSTRUCTION: Students learn through innovative, engaged teaching methodologies taught by highly qualified, dedicated and inspiring professionals.

TECHNOLOGY: State-of-the-Art technology which is integrated into the lives of both students and teachers - in and out of the classroom -enhances student learning and better prepares them for the 21st Century workforce.

HUMAN RESOURCES AND STAFF DEVELOPMENT: Hiring and retention of high quality administrators, teachers and other professional staff are critical to student success. District personnel must be provided with opportunities and expectations for continuous learning through professional development, training and collaboration.

RESEARCH AND ASSESSMENT: Decisions are best made in a collaborative environment based on research and data drawn from an assessment program aligned with educational best practices and state and national standards.

COMMUNICATION: Transparent and timely communication among all stakeholder groups will engage community support, promote an understanding of a District 205 education and demonstrate the benefits of District 205 schools.

DIVERSITY: In today's global society, it is essential for school systems to embrace diversity, including ethnicity, ability level, and socioeconomic status, and implement initiatives to ensure the needs of all students are met.

CLIMATE/ENVIRONMENT/CULTURE: Learning environments that are caring, nurturing and safe promote success by all students and positive school climates.

FINANCIAL RESPONSIBILITY: Student and school needs should be equitably met while maintaining district fiscal restraints in the spirit of fiduciary responsibility.

CITIZENSHIP AND CHARACTER: Good character must be developed and nurtured to promote citizenship at the community level and in a global society.

VISION AND MISSION

Four belief statements support the District Mission of accelerating learning for all students.

They are:

- **ALL** students must learn and grow
- We accept shared responsibility for *student growth*
- We make decisions based on what is best for *students*
- We are a future-focused community of *learners*

A comprehensive review of the data can be summarized in four key areas: Strengths, Priorities, Expectations for Graduates, and Vision for the Future.

Strengths of the District

- Dedicated and effective teachers, leaders, and staff who care about students
- High standards for students and high student achievement
- Well-rounded educational experience for students
- Strong focus on college preparation
- Safe schools
- Supportive families and communities
- Variety of extra-curricular programs including athletics and clubs
- Special services available for students who need extra support
- Recent facility improvements are an investment in teaching and learning

Priorities for the future

- Instructional program – what does it mean to be college AND career ready in the 21st century? How can we continue to ensure a well-rounded experience for students?
- School culture – how can we foster safe and secure school culture that consistently supports student academic and emotional growth?
- Community support - how can we bridge the societal divides created by the pandemic?
- Leadership stability – how can stability be assured in district leadership to promote stability for district and school operations?
- Facilities – how can we capitalize on the recent facility improvements to serve teaching and learning
- Quality workforce – how can we ensure that our salaries, benefits, working conditions, and professional development support a world-class faculty and staff?
- Finance – how can we ensure that we have the resources necessary to support high levels of student learning for all?
- Communication – how can we leverage resources to most effectively share District strengths and areas of focus?

Expectations for Graduates

- Prepared for life after graduation on whatever path they choose - two-year or four-year college, trades, workforce, etc
- Future-ready - whatever that looks like to the individual
- Able to defend their thinking, solve problems, adapt to changes
- Able to deal with setbacks - resilience
- Critical thinkers, able to defend their thinking
- Communication skills

- Global citizenship - awareness of the diversity around them - celebrate differences
- Social Emotional skills
- Empathetic
- Read and write well
- Intellectually curious

Vision of the District's Future

- Students receive an academically challenging education that prepares them for success in college, careers, life
- All employees are effective, supported, engaged, understand their impact
- School culture and climate promotes feelings of connection and optimism about the future
- Consistency in the learning experience across schools and across the district that capitalizes on the strengths of a unit district
- All students receive the right level of support – enrichment for students who master concepts quickly and timely, targeted support within the school for those who need extra assistance
- Leaders build strong culture that support student success
- Processes are aligned to support agreed upon priorities

Summary of Comments from Focus Group Meetings by Stakeholder Groups

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

- What are the current district and school strengths? Upon what successes should we build?
- What are the one or two most significant issues you would like your District to address in the next three years?
- What are your expectations for students graduating from your school system? In other words, what should students know and be able to do as a result of their experience in school?
- Visualize 5 or 10 years into the future; visualize the various areas of success for the District. What is that vision, your preferred picture of the District's future?

Parent Focus Groups

Elementary Parent Focus Group

What are your expectations for students graduating from your school system?

- **Post-Secondary Preparation**
 - prepared for life after high school - college - trades
 - future-ready - whatever that looks like to the individual
 - opportunities to experience different career choices while in school
 - rigorous expectations but a variety of offerings
 - focus on the executive functions - problem solving
 - opportunities to experience different career choices while in school
 - be able to defend their thinking
 - be able to adapt to changes - be flexible
- **Essential Skills**
 - robust civic skills
 - Independent
 - find and look for information
 - focus on the executive functions - problem-solving
 - be able to deal with setbacks - resilience
 - be able to adapt to changes - be flexible
 - critical thinking skills - be able to defend their thinking

What are some current district strengths?

- **Human Resources**
 - the teachers are the strength of the district
 - good administrators - they are skilled
 - administrators are responsive - accept ideas from the community
 - great teachers - the first year teacher did a great job - that is a reflection of the good administrators - great principals
- **Facilities and Resources**
 - access to resources
 - good financial status
- **Instructional Resources**
 - all the programs are great - athletic, sports , fine arts

- People are drawn to the district because of the offerings - academics. clubs. arts. STEM.athletics
- many opportunities at the Elementary level other than athletics
- Community Support
 - active community
 - parents want to be involved
- Communication
 - communication has been great

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

- Community Support
 - there is a lot of divisiveness within the district/community need to find common ground to support our kids
 - there needs to grow the trust throughout the community - said by multiple participants
 - focus on the kids not the politics of the day
 - help families that need are less privileges - equity issues
- Instructional Resources
 - not everything needs to be done on a chromebook or other devices
 - need to put the device and have human interaction - a challenge
 - students are not in the best place to learn right now - get them in a better mind space
 - the younger kids (preschool and Kindergarten) missed out on a lot due to Covid - curriculum most address the deficiencies - students need more SEL support
- Human Resources
 - disconnect between the teachers and district office
- Communication
 - there is not a clear path of communication between the schools and administration

Visualize 5 or 10 years into the future; visualize the various areas of success for the district. What is that vision, your preferred picture of the District's future?

- Facilities and Resources
 - maintain fiscal strength of the district
 - update all the buildings throughout the district - all are equal

- maybe there needs to be cuts - a more streamlined administration
- maintaining fiscal responsibility - integrity
- Human Resources
 - need staff retention - less of a turnover of staff
 - Administrative retention as well
- Instructional Resources
 - the district should produce independent adults - making positive career choices
 - need to focus on raising students to be productive citizens - and move away from sexual identification - should focus on skills students need to enter the real world
- Community Support
 - when people hear that you went to D205 it is prestigious - a level of excellence
 - continues or improved parents involvement - maybe a training program/resources/ education for parents to be less hurtful - less antagonistic towards administrators - create a more positive environment between parents and administrators - need to partner with one another
 - need to get more parents involved and engaged - there is a small group of parents that are very loud and powerful

Middle School Parent Focus Groups

What are your expectations for students graduating from your school system?

- Post-Secondary Preparation
 - be career ready - solid sense of where the careers are -
 - maybe start at the JR. College and then move on to the four year college
 - let them know that there is many choices - once they graduate
 - make sure that all the students have the skills they need to be successful after high school - regardless of their choice of 2-4 college, trade, work, military
- Instructional Resources
 - SEL wellbeing
 - make sure that they are actually learning something and not dependent on the phone
 - oral and communication skills

What are some current district strengths?

- Communication
 - communications via Dr. Campbell is fantastic

- especially getting Board updates after the board meeting
- videos are great - from Dr. Campbell
- continue to use best practices when it comes to communication
- need to do more videos to help the loud voices get the true information
- like the postviety of the district
- Human Resources
 - believes that the teachers really care about their students - they have caring hearts
 - Counselors are great
- Instructional Resources
 - love all the extra curricular activities - many opportunities for the students
 - electives are amazing ie: guitar
 - there is continuity between Elem-MS and HS
 - be more able to make changes that benefit all students - things take so long to make the correct decisions and changes

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

- Instructional Resources
 - the disruption at the HS level with the use of the phone - there is no accountability for the students and no power for the staff
 - students getting thousands of notifications from their phone throughout the day - it hinders their ability to concentrate
 - Need more tough love at all levels in regards to the phone and other technology
 - teach students how to handle money - ie how :compounded interest works, how not to go in debt in college, learn how to invest, this is what taxes are- we need practical math at the HS - Intro to Business does not deal with the real issues ie: they took a whole week on how to write a check
 - need continuity between the math levels - big difference between AP and Honors - Honors easy - AP very difficult
 - Leadership/Organizational Structures
 - the leadership is too concerned with what the parents want and not what is best for students
 - vaping issues in the bathrooms
 - Community Support

- COVID make the community polarized on certain issues - need to get people on the same page and have the community rally together
- unify the district

Visualize 5 or 10 years into the future; visualize the various areas of success for the district. What is that vision, your preferred picture of the District's future?

- Facilities and Resources
 - maybe a magnet school for the district - currently on hold
- Community Support
 - having a unified district
 - a sense of community within the district - all three MS and the HS act as one District
- Instructional Resources
 - learning opportunities for ALL students
 - a more progressive district - not a sit and get curriculum - a more practical curriculum
 - more Project Lead the Way curriculum
- Leadership/Organizational Structures
 - be more able to make changes that benefit all students

High School Parent Focus Group

What are your expectations for students graduating from your school system?

- Post-Secondary Preparation
 - College or work ready - the choice is there for the students
 - College or work classes should be available for all students
 - good experiences and prepare for real work life
 - be prepared for multiple careers
 - exposed to college and career options while in High School - options
- Instructional Resources
 - well rounded - not just sports or studies
- Essential Skills
 - strong communication skills
 - problem solving skills
 - advocate for oneself
 - think flexibility - a good balance

What are some current district strengths?

- Instructional Resources
 - Well rounded - the ability to do academics - fine arts - (said multiple times)
 - not everything is STEM
 - dual credit - AP offerings are great - a cost savings for parents
 - not all students learn at the same pace - allow for re-takes - supported by many parents
 - Standard Based grading at MS - is a good idea
 - like that fact that students do community service
- Co-curriculars
 - debate and speech programs are strong
 - athletic programs are strong
 - many opportunities for students besides academics
 - great number of clubs
- Human Resources
 - teacher s are approachable - responsive
- Facilities and Resources
 - they like the Math labs - and study tables
- Communication
 - appreciate Dr. Campbell's messages

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

- Instructional Resources
 - they wish fine arts was not dropped at the Middle Schools - now must choose between fine arts and language courses
 - STEM got all the focus - made students choose zero hour classes for electives
 - keep the amount of choice of courses at the Middle School
 - encourage the District to do work with EOS - Equal Opportunity Schools - part of College Board
 - not sure all groups are represented at York HS
 - too many students tracked due to EL issues
 - make sure everyone is represented in the curriculum
 - update the materials in the Library
 - appreciate the shift away from homework but many students still may need to learn how to study and be prepared a bit better

- organizational skills - help them be prepared for life after HS

Visualize 5 or 10 years into the future; visualize the various areas of success for the district. What is that vision, your preferred picture of the District's future?

- Community Support
 - community as a whole is more inclusive
 - see through the eyes of another - more brave with the hard conversations
- Essential Skills
 - prepared for the global world - have the difficult conversations
- Instructional Resources
 - SEL - need much work in this area - hope it gets better in the future - especially with Social Media - and pressure on technology - said multiple times
 - we expect York to be on the forefront of technology - especially in the classroom - not sure what that will look like
 - be a leader in the Arts. academics and athletics
- Human Resources
 - that all teachers are engaged and challenging and want to teach
- Facilities and Resources
 - all facilities are kept up
 - continue to be fiscally responsible

Staff Focus Groups

District Leadership

What are your expectations for students graduating from your school system?

- Post-Secondary Preparation
 - prepared for whatever comes next
 - be confident in their choices - trades, college, military
- Instructional Resources
 - authentic experiences - so they are prepared for their future
 - academic and future-focused
 - SEL competencies - this is critical
- Continue with the Castle Framework
 - be able to build resilience
 - innovative - to be prepared for the future
 - being good communicators - this was stifled due to the pandemic

- SPED students - as they plan for their transition plans - make sure that related services are afforded to our students - part of their Portrait of a Graduate
- Essential Skills
- cognitive skills - critical thinkers - think outside the box
- an understanding or identify the skills they have to help others - a well rounded individual
- a person who gives back to the community
- global citizenship - awareness of the diversity around them - celebrate differences
- Community Support
- to feel celebrated for who they are and not different because who they are
- some hispanic families do not feel welcome in the community
- Life long learners (what does that mean), college and career ready, think for themselves, be able to problem solve.

What are some current district strengths?

- Human Resources
 - our biggest strength is our people - talented students, teachers, admin
 - The district has hired many staff for supported (related) services - SW, Psychologist. Speech
- Leadership/Organizational Structures
 - we are student-focused - our decisions should always ask if it is going to benefit all students in the district
 - good teams established at the district office - lasered focus
- Community Support
 - many people who grow up in Elmhurst come back to live as an adult
 - There are some areas of the community that needs to feel more welcomed
 - parents are very involved in the school
- Facilities and Resources
 - the financial stability of the district is great
 - the district provide a lot of resources to the school
 - currently they are properly using Title I money - that should continue
- Instructional Resources
 - HS and MS offer great vocational programs - ie shop, sewing
 - the community supports the schools in offering vocational programs
 - Early Childhood experiences at D205 are outstanding

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

- Instructional Resources
 - we struggle with SPED on how students are services across the district - different models at MS than at the HS - Co-taught at the HS only
 - no MTSS model at the district - not as much resources at the elementary level - no manual - not consistent across the District - need to be better organized
 - Data is a big area we need to grow on - help teachers learn what data is important.
 - need work on instructional practices - to much teacher talk and not enough student talk - out data pedagogy
 - we are currently not expecting a high quality of work from our students
 - need three year plan for dual language across the district
 - parents need to learn the SEL competencies - ie: offer Parent Universities
 - need systemic curriculum review guidelines and timelines in all departments.
 - Meeting the needs of students other than the “white middle class” student, don’t support students that need more support.
 - Focus needs to be on all schools, not just York. Middle school feels secondary to the high school. Feel unimportant compared to the high school.
 - Math interventions. Need resources to help our most vulnerable. Pass on the problems from elementary to middle school. Large number of students are failing and left behind. Subgroups ie black, hispanic, low income, special ed struggle academically and get left behind, don’t get what they need in terms of support. Summer school doesn’t target the right students or offer the right curriculum. Sets the teachers up for failure.
- Leadership/Organizational Structures
 - some of the processes and systems need to be better organized across the system. Not always sure who to talk to in order to get certain resources
 - some inequitable disbursement of resources across the District - ie: the way teachers are evaluated - different across the district - it could be very costly
 - lack of systems and processes- we are paralyzed in indecision - emails are responded two months later - way after the information was needed
 - need to be more consistent across the district - curriculum, resources, staffing
 - need to shift to be a learning environment - what is the target that we are aiming for - make it clear - clear markers of success - and then monitor or success and failures

- need to focus in on what is important to us - this should come from District Office
- need to reorganize what happens at Board meetings - try to control the political comments at the meetings
- moral of the teaching staff is low due to the bad comments made at Board meetings - need to take a stance
- Board needs to continue to respond to the false statements made by the public at board meetings
- And sometimes people at the district office end up being a bottleneck when multiple people across the district are trying to accomplish a variety of things.
- Don't have administrative policy and procedures. Need clear communication. All the schools do it differently. Assistant principals don't get the information or are included in the principal meeting. 15-20 administrators at the high school but split AP at elementary schools.
- AP feel that they are not valued or important. Pulled in every direction and no one is communicating.
- People are making decisions at the highest level without information. History of mistrust and lack of support among the structure. Need a more cohesive plan.
- Communication
 - not always sure who to talk to - District Office is very slow in responding - people feel not respected
 - emails are not answered and if they are they respond in a disrespectful tone
- Facilities and Resources
 - Many people feel that most of the resources go to the HS and the rest are left on their own.
- Human Resources
 - Assistant principals should be made full-time and some are responsible for two buildings
 - AP spends 50% on special ed. Spread so thin, do everything.

Visualize 5 or 10 years into the future; visualize the various areas of success for the district. What is that vision, your preferred picture of the District's future?

- Leadership/Organizational Structures
 - alignment - it hits on so many areas - needs to be addressed
 - consistency - to know where we are going and how to get there - same answer for everyone

- Unit District - - need to rejoice in it - it's a gift
- Have clear cut goals and understand how to get there. Align structure with goals. Realistic structure of who does what and what their roles are. This group did not have a lot of hope that things will change and that this plan will change how the district functions.
- Communication
 - communication - the alignment must be communicate to all
 - Clarity of a Vision - across the District
- Instructional Resources
 - Data - need to move our students further - they should be always growing
 - Close the Achievement Gap - across the district
- Human Resources
 - Celebrate our people - not currently being done across the District
 - Maximize on our talent
- Community Support
 - Support decisions - not always second guessing decisions made by administrators

District Office Administration and Staff

- What are your expectations for students graduating from your school system?
 - Feel happy about accomplishments
 - Confident to pursue education, trades, job, next step in life
 - Prepare for what comes next in life: education, gap year, variety of pathways
 - Communications - important skillset - how to deal with people peers, teachers, bosses
- What are some current district strengths?
 - Continuity in education from early childhood to high school
 - Unit District
 - Support and track students
 - Many programs
 - Diverse clubs
 - Options to explore many platforms, diverse interests
 - District leaders - great strengths
 - Support of employees through COVID and difficult times - District should convey gratitude
 - Committed administration in buildings
 - Principals and administration know every kid

- What are the one or two most significant issues you would like your district to address in the next three years?
 - Larger district - keep everyone on same page in community
 - Change can come, but harder to achieve in larger district - more inertia in large district
 - Equity issues:
 - school to school
 - sharing of information
 - keep everyone in loop
 - Communication from administration office to schools / buildings
 - How can buildings support administration and vice versa
 - Make all students feel inclusive and part of community / regardless of background
- Visualize 5 or 10 years into the future; visualize the various areas of success for the district. What is that vision, your preferred picture of the District's future?
 - Leader in education
 - Future ready
 - Building renovations
 - Physical plant ready
 - Don't get caught up with peer and neighbor districts
 - Maintain special name of "Elmhurst" in community: Special Ed and program – reputation maintained
 - Vision of continuous improvement
 - Evaluate programs regularly -- monitor changes in work environment in future
 - ability to change / adapt -- review every 3-5 years

Teachers EC - 5th Grade

What are your expectations for students graduating from your school system?

- Essential Skills
 - life long learners
 - good communication skills
 - good people skills and respect others
 - well rounded citizen - more than college and career ready
 - having the ability to collaborate and problem solvers
 - having students that are bilingual and embrace diversity
 - resiliency and able to preserve

- Post-Secondary Preparation
 - making sure that SPED students have a life with purpose once they leave our District

What are some current district strengths?

- Human Resources
 - we have amazing teachers from diverse backgrounds
 - the staff is outstanding - dedicated teachers
 - a great variety of staff experiences
- Leadership/Organizational Structures
 - willing to improve and do what is best for our students
 - we have high expectations for our students
 - current administration is asking for feedback from the staff - this is new
 - administration is supportive of the staff and accept our feedback
- Instructional Resources
 - have a great technology opportunities for our students
 - administration support dual language program over the years
 - like the the district has a focus on SEL - started the year with that as an emphasis
- Community Support
 - working hard to partner with parents and the community

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

- Instructional Resources
 - we really need a solid literacy program - reading -writing -phonics
 - consistency with equity - the same curriculum across the district
 - MTSS - need a strong system - it comes and goes with leadership
 - need more programs - ie: there is not a place for students with behavioral needs - missing groups of kids - stated by multiple teachers - need clear expectations
 - sometimes there is only one EL teacher in some buildings - no opportunity to collaborate - no longer monthly EL meetings
 - bi-lingual -dual language supports are missing across the district
 - no math support only reading support
 - not all report cards align to the standards - ie; Standard Based for writing does not align with the State Standards
- Leadership/Organizational Structures

- stop the administrative turnover - hard for the staff to buy into changes when they feel it will change soon - again - stated by many teachers
- they want consistency with some autonomy for the buildings - they have different needs
- the Professional Development is hit or miss
- Communication
 - inconsistent communication with the transition program from early childhood to kindergarten esp. those with IEP
- Facilities and Resources
 - what qualifies a student to get resources - it varies from building to building
 - all day kindergarten - parents need to pay for it — it should be free

Visualize 5 or 10 years into the future; visualize the various areas of success for the district. What is that vision, your preferred picture of the District's future?

- Instructional Resources
 - technology - we are slow in pushing our new technology - things sitting in a warehouse
 - making technology for all classrooms - some classrooms do not have the smart board
 - make kindergarten developmentally appropriate - more play time
 - EC Center and Kindergarten in the same building - for translation purposes
 - have a curriculum that is all encompassing - everything tied in with each other - where it all flows together - integrated curriculum
 - SEL needs to stay in the forefront - forever
- Co-curriculars
 - more opportunities for our SPED students - esp. co-curriculars - more opportunities for sports and clubs for SPED students - they get overlooked via the budget
- Community Support
 - normalizing disabilities with in the diversity conversation
- Communication
 - keep open communication between teachers and administration

Certified Staff

What are your expectations for students graduating from your school system?

- Essential Skills

- students should be creative and problem solvers - think outside the box
- students who are future thinkers
- a life long learner regardless of their academic track
- have empathy for others - be more mindful in their thinking
- be able to get along with others
- they need to believe in themselves - regardless of background - regardless if they struggled in academics
- being able to handle setbacks at a early age to prepare them for life
- graduate with a sense of hope for the future - resilience
- good character
- productive citizen

What are some current district strengths?

- Instructional Resources
 - high achieving students
 - strong SEL focus - need to continue
 - great job with technology
 - work with students who are struggling in a very proactive manner - ie: reading specialist
 - Tier I SEL committee - should continue
 - during PLC meetings we have the opportunity to look at data - the time is appreciated
- Human Resources
 - staff meets their needs
 - do not have a high turnover with staff
- Co-curriculars
 - York HS- so many clubs, sports etc. not the same for the MS students
- Communication
 - The district communicates a lot, especially at the building level
- Community Support
 - even though the District has grown we have been able to keep the small town feel
 - great parents in the district - need to keep the dialogue open
 - committed to Excellence - we set a high bar

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

- Instructional Resources
 - need to have a phonics program K-3
 - students are learning good Spanish but not good English - across the District
 - MS - teachers are struggling with the current schedule - band -art classes
 - it is a popularity contest for teachers at the MS on who is teaching spice
 - not clear vertical alignment
 - late arrivals should be streamlined - ie: York gets it every Wednesday - not the same across the district - not equitable across the district - consistency could make it less stressful for parents
 - acceleration for English but not in Math - a need for Math specialists
 - need better SEL practices - need to educate the whole child - character development - take root in one program - not just going with the flavor of the day - make is meaningful for everyone
 - too many initiatives going on - every institute day it changes - maybe focus on one thing and do it well - agreed by a number of people in the focus group
- Human Resources
 - high turnover in admin
 - no growth opportunity for teachers to grow - said a couple of times - many times insiders are looked over for an outsiders - takes time to make changes
- Leadership/Organizational Structures
 - there is a current lack of discipline with our students - it is disruptive for the class - they are getting away with some serious actions in the schools

Visualize 5 or 10 years into the future; visualize the various areas of success for the district. What is that vision, your preferred picture of the District's future?

- Instructional Resources
 - Data - we need to embrace who we are and not always comparing ourselves to other districts - we should be the leaders not the followers
 - need more unity and continuity across the district - from elem to MS and MS to HS - seems that we are competing against each other
 - bring in real equity work not just fragmented
 - more continuity across the district - equal opportunity to access materials at all schools and not just a certain schools
- Community Support

- more of an appreciation for who we are
- need to build trust and confidence within one another
- give parents more responsibility - need to work with the school, more parent involvement in their students lives
- Communication
 - currently a lot of miscommunication from District - especially with scope and sequence

Teachers 6th Grade - 12th Grade + Transition

What are your expectations for students graduating from your school system?

- Post-Secondary Preparation
 - graduate with a multicultural education to prepare them for their future -York has changed over the years - not necessarily moving in a positive direction
 - be prepared to exist - politically - personally
- Essential Skills
 - critical thinkers
 - politically astute
 - students need to be prepared to enter a multicultural world
 - need to be independent - lifelong learners - have the stamina to handle college - able to read a novel - able to analyze what they are doing - these skills have dropped off over the past few years
 - independent learners - answer their own questions
 - when and how to appropriately use their phones - they seek information from google but do not know how to handle it
 - resiliency
 - are able to be independent in whatever path they choose - able to navigate the world - follow directions - life skills to be successful - able to pay for life and be a successful adult
 - a respectful member of society and take responsibility of your actions

What are some current district strengths?

- Leadership/Organizational Structures
 - need to be a unit district - great opportunity - not always taking advantage of it - have the systems is a strength
- Instructional Resources

- SPED program is amazing - the staff are great - they make sure that SPED students get what they need
- York - many opportunities for the students from college bound to the trades
- PD is now more personal - D205 University is great -learning from peers
- Human Resources
 - teacher aids/assistance are great - need to pay them to keep them
 - greatest strength is the teachers - many changes at the top and the teachers make sure it works - hoping that the turnover stops - many at the District Office
 -
- Co-curriculars
 - offers a lot of choices to produce well-rounded citizens - many electives ie: arts - very strong programs - at all grade levels
- Communication
 - great parents - overall –SPED parents pushed the District and now we have a better program
- Facilities and Resources
 - the community commitment to the facilities - a passed referendum is wonderful

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

- Instructional Resources
 - the district needs to invest in Math specialist at the middle school - scores are decreasing and needs to be addressed - esp Churchville MS
 - large EL and Dual language programs at Churchville and the District is not putting enough money into these programs
 - need to put money into equity programs like dual language and EL programs - the money is spent equitable across the district
 - no real training for teachers in the Dual language /EL programs
 - need to build up relationships among students - students need to truly believe in equity - accept and receive information with the equity lens
 - give students the structure that has been missing - not just SEL - but helping students be students in a school building - lost two years
 - students need the structure to feel safe - it is currently missing - did not start the school year dealin with these issues and we can feel it
 - discipline issues must be addressed
 - not everyone agrees that the PD is working - some of the elective teachers are put into groups that don't make sense -

- Leadership/Organizational Structures
 - upper administration is scattered it is hard to know who to talk to for support - esp at the District office (said a multiple times)
 - need consistency with administration - better chain of command
 - no one knows who is in charge of SPED at the District Office
 - not sure who the Superintendent is - except via emails
 - Administration needs to be more aware - get in the building not just a photo op - see what's really going on - stop playing politics - if not nothing will change - stop trying to please all the various stakeholders - (stated by multiple teachers)
 - the district moves forward like cold molasses - don't move fast enough
- Human Resources
 - we overextend people - do not use our human resources appropriately
 - not using our time to the best
 - administration needs to get more involved with the staff if they want to make a positive change - meetings are made with no regards to the teachers schedule (stated by multiple teachers)
 - look into why teachers have left the district
- Instructional Resources
 - students do not have any real consequences for their actions and they are aware of it
 - standard based grading is not working - can not give a 4 or a 1 - only a 2 or 3 needs to be addressed - looks like a pass -fail
- Community Support
 - no unity within the district - a separation between board - admin and staff

Visualize 5 or 10 years into the future; visualize the various areas of success for the district. What is that vision, your preferred picture of the District's future?

- Post-Secondary Preparation
 - would like to see the picture of success be broaden not just college - need to recognize its not for everyone
 - more acceptance of students going to the trades after high school
 -
- Instructional Resources
 - graduating successful human beings - every student can be successful regardless of the side of town you are from - your color - your gender

- making sure all minority students have the assistance they need - EL students as well to be successful after high school
- more underrepresented students in AP classes - currently a big issue
- Human Resources
 - need to redefine success - so every student feels successful teachers are quitting the profession - need to draw and retain quality teachers - need to have a better work-life balance - it is what the younger teachers demand - the district will need to be able to handle this change because it will come
- Leadership/Organizational Structures
 - be a true unit district - organizational changes that has better communication between the levels ie: Elem to MS and MS to HS
 - better working relationship between the School Board and the teachers - currently not allowed to talk to District staff directly (need to talk to DC's first) or to the Board - need to have honest conversation between staff and the Board and with the District Office

PSRP - EC - 5

What are your expectations for students graduating from your school system?

- Post-Secondary Preparation
 - continue on to college - for the majority of students
 - need for Applied tech courses - very important
 - college not for everyone - prepare them for their future goals
 - each student reach their best potential - different for each student, accept the difference of each student, not a one fit system
- Essential Skills
 - contribute to society in a positive manner
 - have decent handwriting - equals fine motor skills
 - oral communication skills
 - well rounded - academics, sports, theater
 - critical thinkers

What are some current district strengths?

- Human Resources
 - good teachers
 - teachers with longevity - stability
 - secretaries are the lifeblood of the district

- teachers have worked hard these past few years
- Instructional Resources
 - students do well in school
 - many advantages for students in the high school
 - rich music program
 - strong academics
- Community Support
 - good parent support - currently this has been a challenge
 - overall community is a strength - however the past 18 months it has changed
- Leadership/Organizational Structures
 - Dr. Campbell seems to be very real - very energized - available -approachable
- Community Support
 - financial support of the community to get new buildings/technology, books in the District

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

- Leadership/Organizational Structures
 - the revolving door in the District Office must stop - very hurtful
 - no institutional memory
 - new curriculum every couple of years because of administrative turnover and it is costly for the taxpayer
 - lack of administrative continuity - hopefully, this is changing
 - Sometimes the district asks for your input but do not really hear/listen to the staff - they feel that the administration only goes through the motion but are truly ignored.
- Instructional Resources
 - Destiny System is not being used properly - very costly to the taxpayers
- Communication
 - Website should be controlled by the District Office in order to have some continuity and uniformity across the District. ie: admissions, technology
 - stakeholders hear different things from staff - building by building
 - information that is going out to the parents should be communtied to the staff as well - so you are aware and can answer parents' questions. It should also be more timely

Visualize 5 or 10 years into the future; visualize the various areas of success for the district. What is that vision, your preferred picture of the District's future?

- Facilities and Resources
 - hope that all schools are updated (construction completed) to meet the needs of our students and staff
 - new building ignite academic curiosity for our students and staff
 - highlight our teachers and students who can create some new art work throughout the district
- Leadership/Organizational Structures
 - go back to stability across the district
- Community Support
 - make Elmhurst School District 205 a destination district
 - keep the strong culture that currently exist
- Instructional Resources
 - keep the great academic offerings

PSRP - 6 -12 + Transition

What are your expectations for students graduating from your school system?

- Post-Secondary Preparation
 - not everyone is college focus - need to plan for all students
 - public school system - students should be prepared for THEIR next step -college, trade, work, military
 - the past was focused on college only - there has been a shift
- Instructional Resources
 - TSI Internship - chromebooks serviced by HS students - great skill
 - Autoshop does the same as above
 - Wish there were more hands-on opportunity for students to be able to enter a trade

What are some current district strengths?

- doing a good job in being positive - better results with positive reinforcements
- Unit District - allows for alignment across all grades
- strong district academically
- many AP course
- maintain good teachers
- finances are in good shape

- facility are in good shape
- investing in new building and renovating the older ones

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

- Facilities and Resources
 - need to control the budget with inflation growing
 - many projects are over budgets
 - maintain stability - teachers, admin, staff - pay is a big issue - people leave because of pay - especially PSRP - we are short staff due to pay
 - accountability to the taxpayers
 - getting the projects completed on time - within budget - hopefully things do not get cut due to finances - many large projects are scheduled in the future
 - need to keep facilities up to date - safe - good looking buildings
- Leadership/Organizational Structures
 - decisions are made with the Board that does not always reflect all stakeholders
- Communication
 - enhance communication - truly listen to all stakeholders - want to know what the district is doing with the tax dollars
- Human Resources
 - quality substitutes

Visualize 5 or 10 years into the future; visualize the various areas of success for the district. What is that vision, your preferred picture of the District's future?

- Facilities and Resources
 - need to be careful with their spending
- Instructional Resources
 - how do we show students are successful - what numbers are we looking at - not all the numbers look that great when looking at academic performance, what are the goals, measurements used, are we successful
- Communication
 - Communicate to the public in a clear fashion the academic successes of the students
- Human Resources'
 - recruit and retain quality staff
- Community Support

- need to have a partnership with families to have them be more responsible with the devices that are given to the students

Student Focus Groups

Middle School

What are your expectations for students graduating from your school system?

- Instructional Resources
 - be able to do things on their own - not just from the teachers
 - show our own work
 - good grades
 - respect for other classmates and teachers
 - be good in English and math
 - moving to York:
 - daily life skills
 - time management as we move to High School
 - desire to four year college - hope to do well in math
 - good grades
 - learn a second language - to travel for work
 - to get better in math and English
 - better ways to speak to others and explain ideas
 - musical involvement and knowledge
 - better actor

What are some current district strengths?

- Community Support
 - diversity - try to get everyone involved
 - most of the kids are very nice - moved into the community and meet great friends
- Co-curriculars
 - there are a lot of clubs
 - great musicals and student council is great
- Instructional Resources
 - elementary schools - the art program is great - a lot of materials
- Facilities and Resources
 - most schools are clean - except bathrooms
 - Maker Space is cool
 - big gyms and auditoriums

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

- in 8th and 5th grade - they should better prepare us how the next level will be - what the expectations of the next level - will there be more homework - test
- discipline needs to be looked into - students don't stop when teachers tell them - there isn't real consequences for students who act up - there is no detention
- teachers should call home
- they took our phone away and it makes us want it more
- more respect for teachers
- would like to see more discipline not just more warnings
- no real consequences - they should explain the bad behavior and its consequences
- equal opportunity for all students regardless of the school they attend
- take more care of sanitation like bathrooms - they all agreed

Visualize 5 or 10 years into the future; visualize the various areas of success for the district. What is that vision, your preferred picture of the District's future?

- making sure everyone is involved
- people coming together
- a diverse community and a welcoming community
- elementary school - we were doing math and we had to draw circles and they feel that just memorization did not work - learned multiplication on their own it was not covered in school
- you hope they maintain the great theater programs
- they hope they continue with clubs and plays and musicals
- more options for after school programs - clubs

High School Student Focus Group

What are your expectations for students graduating from your school system?

- Essential Skills
 - good skills working with a team
 - independent adult - manage your own money
 - knowing what makes you happy
 - growth mindset
 - have a goal for yourself
 - have adequate resources for the future
 - prepared for the future challenges

- risks - its ok to fail - not a direct answer for everything
- good time management and manage stress
- be well rounded
- good SEL skills and strategies
- be aware of your strengths and weaknesses
- be able to take criticisms
- speak for yourself
- communication skills
- be independent not always going with the heart
- be able to share you voice be respected
- Want to learn how to do taxes, how to do a mortgage. Want someone to tell them what college is like. They tell them how to apply to college, but don't teach them the next steps of what it is like, what to expect.
- Post-Secondary Preparation
 - knowing what you want to to after hs
 - job opportunities - for college
 - be prepared for everything

What are some current district strengths?

- Community Support
 - it is inclusive and allows everyone to have their own voice
 - be able to find help when you needed it - academic and SEL
 - sense of community and school spirit is strong
 - it is a welcoming community for transfer students
- Human Resources
 - Hire good staff and teachers to help you
- Facilities and Resources
 - have funding to do remodel schools and build new schools
- Instructional Resources
 - takes mental health very seriously -
 - computer flagg certain searches - that is both good and bad
 - Rigorous curriculum, Good academics, safety, High test scores, athletics and athletic facilities, auto shop, Everyone has something to do at York. Hard to take all the classes that you would like so you have to take summer school to fulfill requirements. Community feel of our students. Kids are nice.

- Post-Secondary Preparation
 - they do a good job preparing you for next level EL - to MS - HS
 - give us good study skills to prepare for college
 - Prepare us for college better
 - great vocational classes
- Co-curriculars
 - many sports and clubs
 - our facilities are the best - band - music
 - have access to high and expensive instruments
- Human Resources
 - the counselors are the best - they are very understanding and helpful, the HS counselors are amazing - kind and caring - work for all students

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

- Structures
 - making passing periods longer
 - security issues must be addressed in bathrooms
- Instructional Resources
 - grading system - York has six different grading system - confusing
 - the grading system stresses out the students and some teachers
 - school start times should be looked at - from MS to HS
 - bullying should be addressed - teachers need to see the bully and act on it
 - more resources for the EL students - teachers not aware of them
 - curriculum needs to be more student lead not lecture based - work with Ed Puzzle, to many teachers just lecture
 - Not enough support for social emotional needs and academic stress at all. Start where the student is at.
 - Students that struggle academically get left behind. Teach one way and don't teach to students individual needs.
- Human Resources
 - have a more diverse staff - reiterated by many students, easier to look up to someone who looks like you
 - some teachers have taught a long time and should teach something new - some may be burnt out

- some teachers do not give the extra help that is needed - don't think outside of the box - to meet every student
- Co-Curriculars
 - bigger budget to underrepresented departments like the Arts - concerned that the band is dying out
- Facilities
 - Bathrooms are locked except for one on each floor: wait in a line. If you are late because you are waiting for the bathroom you are late. Only one student can go to the bathroom at a time and use a disgusting bathroom. Made this bathroom policy because a few people were doing things like vaping. This has affected everyone. York is a one size fits all school. Hall monitors, Micromanage us. Make policies about everything but don't change the problem.

Potential solutions:

- Drop in center that is accessible to students: where is it? More social emotional support.
- Don't just teach us skills and what is required, but really what we need. Treat us as individuals.
- SEL feels like they are going through the motions. More adults that understand us: we are struggling with money, resources, help, parents. See us as more than our grades.
- Teachers think their class is most important.
- They loved the focus group and asked if someone could come in more often to advocate for them so they had a voice.

Visualize 5 or 10 years into the future; visualize the various areas of success for the district. What is that vision, your preferred picture of the District's future?

- Post-Secondary Preparation
 - higher standardized test scores
 - attending prestigious colleges
 - students prepared for life and their career
 - emphasize on the future but deal with the present
 - create academic pathways at the freshman level - repeated by students
- Communication
 - more an emphasis on Mental Health - HS is hard
 - other departments other than athletics highlighted like arts
 - need to listen to each other

- departments talking to other regarding the assignment of tests and homework -schedule
- listening to our staff more - get teachers opinion - not just sent from the top
- Structures
 - consisting grading across the school - the same for four years - messes up their GPA - they feel like guinea pigs
 - give our teachers training on what a vape looks like etc
 - teachers need to stop the bullying and they need to address it - train the teachers
 - give teacher planning time
 - like e-learning days before finals - not sure if it should continue - is it preparing us for college
- Instructional Resources
 - health is freshman year - those topics should be carried out all four years

Community Focus Group 1

What are your expectations for students graduating from your school system?

- College and career - not all students will go to a four year college - some will go to the trades or 2 year college and they need to be celebrated
- the need to be ready to deal with real life issues - politics and other issues to be contributing members of society.
- think outside the box
- flexible - able to adapt to a changing world
- able to explore new ideas
- critical thinkers
- open minded
- not just worried about STEM classes
- SEL is getting missed in the schools and it must be addressed
- able to take brain break at school : ie - take a art class, food class etc
- let kids experiment with unique classes

The strengths of the district

- diverse opportunities of classes
- diverse opportunities of clubs
- able to start a club if you get a sponsor
- community - neighborhood schools - strong relationships with community
- pride of students coming from a Unit District
- pride of community coming from a Unit District
- positive relationships - some naysayers

- Elmhurst is a child center community
- full day kindergarten is great
- dual language classes are great
- new buildings are great and still need more
- teachers truly care for our students - both academically and socially

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

- Need to have LGBTQ gender training for all staff - admin and teachers
- Need to have a LGBTQ policy - district is reactionary and not proactive
- Need to work with LGBTQ training for students
- need to invest in burnt out leadership
- too reactionary as a district - especially the school board
- stop chasing shiny objects
- the district should be a community of leaders - bring community together
- need a decision making process - more transparency is needed
- more stability of administration
- too many projects- staff is overwhelmed
- need to work with students who come from other communities than Elmhurst proper - and they need to be respected
- Community needs to accept all students at York HS
- School Board must address students issues who live outside Elmhurst city limits
- make sure all students are ready for life after HS
- Students are getting a culture shock when they go to college and are not able to take retakes - should it continue at the HS ??
- If retakes are allowed - the School District needs to show the research why they are allowing retakes, no homework, etc - TELL US WHY!

Visualize 5 or 10 years into the future; visualize the various areas of success for the district. What is that vision, your preferred picture of the District's future?

- Invest in all buildings throughout the District
- additional dual language programs should be added
- gifted programs at ALL schools not just one
- more support for teachers
- keep teachers in our district - the goal is that teaching in Elmhurst is the goal for teachers throughout the state
- need to pay principals better - they are leaving to make more money
- retain quality teachers
- teachers should not take a pay cut to become an administrator in 205
- Three words - consistency - proactive action - transparency
- retain superintendents

- need more debate among school board members
- school board is more transparent
- The SB is a leader in the community they help heal the wounds
- The SB treat each other as human beings
- The SB is accountable to all stakeholders
- emphasis in foreign language
- students graduate speaking multiple languages
- District needs to engage all non- for - profit organizations throughout the community - all resource are available to all families
- parents who speak out are heard and respected

Community Focus Groups - Additional

What are your expectations for students graduating from your school system?

- A good overall human being, good academics, good emotionally, ready to tackle, critical thinking skills, be prepared for next step, graduate with ability to handle real life situations. Confidence. Mental health.
- A well rounded education, lessons to social emotional learning, diverse authors, strong and broad education, prepared for the world, critical thinking. Want kids to have lots of exposure to different lines of thought. Want a broad education. An appetite to learn throughout his education and beyond. Deeper thinking. Curious . Empathy. Blended education including physical education and creativity. Lots of exposure to different subjects. Want kids to be set up for success. Kids are inquisitive and have the skills to go where the world is going.
- Critical thinking skills, problem solve, how to analyze information, ability to collaborate. Confidence to make decisions that suit themselves. To go in the direction best suited for them, executive functioning skills, knowing how to study for an exam and how to prioritize. Being kind, curious and brave. Resilient. Being able to manage their mental health and seek out support when they need it.
- Resilient kids, Kids that can deal with failure, Teaching kids to be creative, Teach kids that they can learn and grow from struggle.
- Well rounded members of society, school isn't just about academics. That kids know how they know what they want to learn: curious. Students that are self assured. Social emotional support. Resident and confident. Teach kids how to interact with others, how to network. Good social skills.

What are some current district strengths?

- Great teachers, great instruction both nurturing and academically supportive, summer program is helpful, teachers are good advocates for students, keep students engaged. Meet the kids where they are at. Teach resilience. Middle school leadership is phenomenal. Allowing kids to make mistakes. Reading curriculum at the elementary level.
- Well funded, Lots of extracurricular issues, amazing teachers (invest in ways to keep them). All day kindergarten. Technology. Resources for students with disabilities and support for students with social emotional needs. Dual language. Early childhood program. Keep the arts curriculum in place. Very inclusive programs with programs for example orchestra. Pride in the district. Older kids give back to the younger kids. Community engagement.
- Well prepared for high school. Wonderful teachers that are engaging and individualize what kids need. Collaborative teachers. IEPs have had great improvement at the elementary level. Good guidance counselors/ mental health professionals at elementary and middle school level. Sense of belonging. Great community rallying around our students. Extra curricular activities for all grade levels.
- Lots of opportunities both academically and athletically. So many avenues students can pursue arts, trades etc... Elementary school teachers are great at communicating and keeping parents involved. Teachers care about the kids
- Elementary teachers are great, social workers are supportive (elementary school level), good resources, teachers are able to handle and support behavioral issues, collaborative and creative teachers. Teachers are open with solutions and come up with ideas to meet a student's needs. Teachers are willing to partner with parents. Teachers go the

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

- Environmental issues, solar panels, the District not doing work to understand building new schools, not cost efficient, do a better job supporting the teachers, how to support people with various opinions, school board meetings where people are shouting, parents expect the administration to do things that they can't do. Negative districts, low morale, school board meetings are a circus, don't think anyone will be able to lead this

district right now. Mental health support for students. Too much political agenda. EPIC group is radicalized on the internet and creating so much noise. The EPIC group is not here in good faith. Working on facilities and building. There is inequity in the district in the schools in terms of schools that are being built, remodeled etc.. and other schools being left behind. Certain kids in the district are getting opportunities at some schools that others aren't getting.

- Traditional grades rather than 1, 2, 3 for grades in elementary. Doesn't give enough feedback for how they are doing. Grades are confusing. Poor communication about why the district has done certain things. Too many chances for redo's/retakes in academics (they get lots of chances), others liked the retakes and the redos. Understanding the material, not just teaching to the test. Superintendent is energetic and "sweet", but would like to see more tactical things. If she has worked and consulted with other school districts, what has she learned from them? What did the other districts do well? She said that she had this library of diverse experiences of other districts doing things the right way. Can she bring this to our district?
- Retaining good teachers and supporting them. Keeping teachers happy and making it a place people would like to stay in. Lack of flexibility when two things fall on the same day or have to study for two tests, puts kids in challenging positions to have to choose. Lack of conversations about diversity, equity etc.. Parents worried about the demographics of Elmhurst and that not being recognized or addressed: systemic issues. The administration and community are two separate entities. This has been ongoing in this community. Supporting the students with disabilities at the high school level to be more independent, to have skills, individualized support. Kids spread too thin. Let kids go to the bathroom if they have to go to the bathroom. Look at the financial gap between students and fees. Balance for work/life. Helping kids get out of the "pressure cooker" environment.
- Middle school transition needs to be better. Teachers teach more to the test and curriculum and not creatively. Bring the community back. Parents are not involved as much starting in middle school with extracurricular and school spirit. Acknowledging that kids are different and unique. We need to preach acceptance. Strength in leadership.

- Communication has improved but could be better: website, emails etc.... Parents still don't always know what is going on. How to better deliver information. The Political climate has forced the district to deal with issues that should be spent on students and other things. District needs to get in front of many of the issues and be more proactive rather than reactive. Stand up for what is right and stand by facts. No banning books. If the district does not stand up against those opposed to CRT, SEL, support of LGBTQ parents will leave the district. Don't know if the district is willing to do this for fear of legal ramifications. Most parents do not want to hear this.

What suggestions or solutions would you offer?

- Car chargers, grants and foundations for solar panels, tap into government money for infrastructure, electric buses, and supporting teachers. Less standardized testing (knows that is probably not possible because it comes from the state). Talk about the curriculum at schools. Reinvest money and support in the kids. More counselors/social workers/psychologists. The board and superintendent need to stand up for social emotional learning and stand up for what is right. Leadership is wishy washy. Have more therapists running more feedback groups.
- Integrative curriculum: Figure out a creative approach where you don't have to choose one topic, for example choose playing an instrument over taking a foreign language. Tying subjects together for example literature and foreign language. More student voice and advocacy for change. More student driven education. Ask students for more input. Engage the student population. Student voice in curriculum and policy. Spotlight on staff at administrative level. More communication. Spell out policies and procedures. More diversity of staff and more support of children of color.
- Bring in more authors of color, gender etc.... Most authors of books that students are reading at the elementary level are authors that are male and white. No recognition of black history month. More open communication. Do not teach just to the curriculum. Let's think "out of the box" and be more flexible. Make time for a lot of choices of electives: Children have to pick too early. Offer more fine arts and support more fine arts at the middle school level. Don't just teach to the test. Break away from all the standardized tests. Offer other ways to assess students.

- Teachers are able to involve the community. Teach practical uses of material students learn. How do we apply what we are learning to today's world? More of a support for the arts. Give students more of a voice.
- Figure out a better way to communicate and deliver information. Focus information and communication to parents better. Use texting. Trust the school district to teach our kids. Use people more in the community to help the district because the district has strong support from much of the community.

Visualize 5 or 10 years into the future: visualize the various areas of success for the district. What is that vision, your preferred picture of the District's future?

- A school district that supports all students including the LGBTQ community, a respectful, supportive environment. Teachers that feel supportive. A district that stands up for what is right.
- Students' voices are heard even within the curriculum. Letting kids tell us what they need and what the district looks like. Top district in the state.
- Racial diversity and a more inclusive community. More families of color and teachers of color. Every individual child has every opportunity that they would like and support to reach their potential. Kids learn different ways to problem solve and different strategies. Teachers that bring creative ideas into the classroom. Expose students to a more diverse education. Students think outside the bubble and more broadly. Bring humanity into the classroom. Address school start time. Provide all students with the resources that they need.
- Leadership that stands up for what they believe in and takes a stand. A district that does what is right for all students. Strong leadership. Better communication. A strong community that people feel connected to. More connection between school and community.
- A progressive school district. A well rounded way of teaching. Preparing the kids for the future and to where life is going to be in even 20 years.

Summary of Comments from Interviews with District Cabinet

What are your expectations for students graduating from Elmhurst District 205?

- Post-Secondary Preparation
 - Provide comprehensive education that prepares students for the path they want to take - college, career

- College-readiness including earning college credit while in high school, connections with College of DuPage and Elmhurst College
- Career readiness including manufacturing lab
- Employability for special education students with the skills employers are seeking.
- Essential Skills
 - Well rounded, prepared for academics, work, and life. Prepared to function in society.
- Instructional Resources
 - Build relationships with teachers and school counselors for four years of high school
 - K-7 standards-based and few cohorts at freshman level are standards-based, not sure where to cut it off
 - Opportunities for students that do not fit the traditional environment.
- Essential Skills
 - Ability to set goals and achieve them.
 - Engagement in learning that is connected to student interest to help them better retain information
 - All students to read and write well, solve problems, stay intellectually curious
 - Not to get boxed in, want them to have world experiences

What is the current overall state of District 205?

- Leadership/Organizational Structures
 - District 205 is in transition. Looking for stability in leadership following turnover in recent years. Seeking organizational structures and processes to guide the district forward. Seeking consistency and direction.
 - Want all students to succeed no matter what future after graduation.
 - Optimistic that Dr. Campbell is providing that stability. Feel more energy in the district with recent changes. Leadership's mental health has improved this year.
 - District is responsive to parents' and students' needs.
 - As families move into the district from other communities different thought processes are being introduced. Need to manage the divide. Restore decorum to public processes.
 - Unit district structure can make consistency challenging, funding challenges.
- Instructional Resources
 - Opportunities exist for students to achieve at higher levels.
- Facilities and Resources

- Balancing the desires of the Elmhurst community with financial realities can be challenging (ie small schools, all walkers vs staffing costs)

How do you believe District 205 is meeting the values and expectations of its families and community members?

- Communication
 - Desire to better understand the expectations of families and community members in order to assess this. Some survey work has been done but additional feedback would be helpful. Want to see if there is a way to find out what the thoughts and wants are of the community that is NOT actively engaged in the school district currently.
 - Would like a review of the current mission, values and belief statements.
 - Communication of celebration of students has improved this year.
 - Keeping up with community thoughts, expectations via social media is a challenge.
 - Pandemic has created divides, breakdown in decorum. Would like to redirect energy to educational matters at hand. Would like to find ways to bring people together.
- Facilities and Resources
 - The community likes their small schools but is this resource-efficient?
 - Meet some of the needs however divisions exist within the community. North vs South. Investment in staff and programs in the north should be reviewed.
- Kids are thriving and doing great.
- Leadership/Organizational Structures
 - Internal expectations: would like to see organizational structure, stability which would lead to being able to better meet the expectations and needs of the community and families.
 - Board is trying to be responsive to the community.
- Human Resources
 - Look at staff and support services, ed asst para. down 40 openings
 - Successfully negotiated a 4-year contract last year.

How would you characterize District 205's community including parents, employees, students, and community members?

- Community Support
 - Community is committed, involved, passionate, supportive, student-focused.

- Community would benefit from focusing their energy on moving forward together.
- Connections with Spanish-speaking families could be stronger. Staff have gone to homes and are still very difficult to engage.
- Very vocal about COVID on both sides
- People that graduated from here that think they know what the current issues are in the school, but not on same page
- Invested in community but not enough telling our story for everyone to see (using different media)
- They want high-quality schools for their students, Parents are very engaged.
- A unique community, divided on a lot of issues
- Impacts of the pandemic have created division in the community. This has been seen in Board meetings which are live-streamed.
- Facilities and Resources
 - Strong resources
- Human Resources
 - A lot of talent in the district but could be maximized more.
 - The engagement level of staff varies.

What are District 205's strengths? What aspects of the district would you like to make sure are maintained?

- Facilities and Resources
 - There is great pride in the buildings.
 - Board and community prioritized work needed in the buildings. Great buildings, want to keep that going (looks like a college campus).
 - Believe in the investment into the building
- Community Support
 - no shortage as long as it is proven, then they will support.
 - The community wants 205 to be the best.
 - Parents are active
 - People are proud of York HS and want to make it better
 - We are engaged more with formal parent communities this year
- Teachers and Staff
 - We have teaching talent and need to harvest it
 - We have an Instructional coach in every building
 - During COVID we had support with the teachers union, very collaborative

- Support staff and students are great
- We have good staff
- Instructional Resources
 - Lot of opportunities to take and channel resources
 - Clever Boards for schools, similar to massive Ipad
 - Fine arts department is wonderful
- Look at Curriculum, want students to grow and thrive
 - The transition center was good, we need to look at connectivity for Northside students
 - All day kindergarten is a new program that is going well
- Leadership
 - Dr. Campbell has passion and energy to build trust and relationships within the schools and the community.

What are the one or two most significant issues that the District should address in the next three years?

- Organizational Structures
 - Need internal structures
 - Processes need to be updated
 - Need to keep going forward
 - Focus on a few things and focus well
- Resources
 - 84% property tax, 6% from state
 - Maintain facilities
- Human Resources
 - Staffing plans need to fit where we are at right now
 - Principals are frustrated with staffing, shared asst principals
 - 40 ed asst positions openings
 - Teacher to student ratio is small and it is expensive, not producing results
- Instruction
 - Core curriculum and core support for all students
 - Implemented dual program. Huge hit, only at one school. Need more dual language programs at different schools
 - Concerns about Middle School schedule
 - York has a bigger course manual than most HS. Hope that it can be a little more focused there are almost too many choices

- May not be the most innovative.
- Teaching and professional learning
- Rush support to all students as needed - 6 wk prog when coming back from a hospitalization, when back in school less delay
- Special needs program needs to go further
- 16% with disability MTSS program not stronger.
- Instruction is not consistent across schools
- Communication
 - Trust of community and staff and make it bigger and better.
 - Branding.....Make D205 know

How would you describe the quality of education provided by District 205?

- Instructional Resources
 - Curriculum has holes and needs deeper look
 - K-5 great progress
 - 6-8 primed for focus and alignment and need stronger alignment
 - 9-12 full of opportunity and a lot that drifts away 129 courses
 - a lot of traditionalism in HS
 - Core skills are lacking
 - We brought curriculum to schools but teacher need help bringing that to the classroom
 - Teachers not happy with social studies and science curriculum but feel others are good
 - Technology: Resources good, hard time with staffing, Students should be able to use Tech all the time, and it is a good thing
 - Middle school schedule is bad and does not match the HS schedule. We offer so many electives . Too many. Single classes are rooted in what is best for the teacher and not the student. We need to reduce some of the MS classes (French). Not enough students for next year. Unified arts. class numbers too small
- Co-curriculars
 - Co-curricular through the roof 87 % involved in HS
- Need equal with staffing and infrastructure, needs improvement
 - A lot of things are working at York and need to expand Middle School
 - Special Needs need to be expanded for co-curricular
 - A lot of options at HS level, FTE can be used for CORE classes instead

- Human Resources
 - Don't want people to look over 205 for employment due to starting salary
 - If we are working on the buildings we need to work on the staff

How is District 205 meeting the social-emotional needs of its students?

- current data 6-12 struggling in GRIT
- ability to get through challenging situations
- using Panoramic ED
- Need to have more structures
- No homeroom in HS, no one to talk to
- Every students needs to have access to Tier 1 emotional /behavioral support in every school
- We need to support students better more consistently
- Monitoring all students in real time if student is having difficulty
- How do we support student in real time and need to do better job at that
- Yes, we are meeting needs in activities that are going on
- Living up to commitment
- Yes. Parents put a lot of pressure on their kids. Do their best at school to help students
- One goal focus for this topic
- MTNS needs a little more in primary grades. MS and HS have the support but we need more at younger grades. This is currently being looked at this year. Dr C big on this topic
- Meeting needs of community
- Need more help for emotional needs in classroom but impressed with the level of conversation and connection superintendent has with students

How would you describe the financial condition of District 205? What are the strengths and areas for improvement?

- Big debate with fund balance
- Want to see budget a little higher
- We need a plan
- Good and solid. Change acct systems and there was tension with the switch.
- Healthy fund balance, yet 205 does not act like district with healthy balance, we act poor
- We want people to move to school district because it is good
- Overall OK
- Adequate reserve
- We are not adequately funding technology

- Dist is strong
- Monies Transfer out of operating budget and going into construction budget
- Staffing, are we maximizing who we have? Need to look at staffing ratios study
- 83 less student seniors next year, need to rearrange staff not RIF
- Overall district is in pretty good standing
- Construction costs have risen but reserves are healthy
- We need to be spending the right areas. Buildings look good, now we need to staff the buildings.
- We need to look at the staff members that are lower paid
- We need to improve outside of the box thinking (supplemental funding) so funding stays the same or better. Student numbers increase /we should not cut staff. We need to come together and get creative.

Describe the current state of facilities and any concerns or needs in the next 3 to 5 years.

- We have two new buildings, this is good.
- Re-building Lincoln
- Rebuild Field school
- Reno half of building
- Every building needs to have current needs of students
- after 2025 referendum, this needs to happen
- Should be a plan and a focus
- Pre-k landlocked (sp needs now), would be nice to expand
- Very good state for age.
- Guts of building are being addressed
- District is committed to making physical structure better
- Facilities are improving, happy with it.
- Buildings are going great.
- Building improvements are solid. Long overdue, but good now
- There have been a lot of improvements made across the board to all buildings
- Will other schools have issues that some schools get improvement before others? This has not been seen with our schools.

How would you describe the District's relationships with stakeholders?

- Yes good but we are a unit district that lacks unity. Need unity
- Gettin better, in healing mode
- Now, Dr. Campbell meets weekly to get better relationships moving

- Current group Lawsuit with State (masks)
- Dr Campbell working great with board and cabinet, building relationships
- Try to prepare cabinet and getting info before board meetings
- Principals should do better at elementary level. No asst principals, they share asst principals and need more help.
- District is neutral between dist and community
- It has been hard on the community due to COvid
- It is improving and getting better. Some board members are supportive, some not
- Superintendent hard to keep up with all the communication needed in the district but doing her best
- Board members want us to do our best, overall supportive
- Support staff unions all very good, negotiations across unions good
- Board is conservative with small raises
- The majority of parents are supportive, and then we have the loud and outspoken also
- Everything with Covid has turned political.
- The First 6 months of Covid union hated board, extreme relationship with Dave(teachers on campus) then hybrid. March 2021 went full schedule in person
- Teachers are doing great, we did not have to shut down during high numbers of Covid
- Impressed with the relationship with Dr. C and the school board
- Community relationship-- goal is to connect relationship between school and community(make this better) for those that are not involved in the school
- With teachers, there is always room for improvement. We have come a long way but they want more communication which she hopes comes out of this plan

How would you describe District 205's communication strategies to reach various stakeholder groups?

- Need improvement all areas
- State of Flux
- Turn over, but Tonya here in position, going forward
- They are turning a corner
- Yes, there is a plan and strong
- Showcase on different media platform what are students are doing and elevate exposure
- Hard to find a perfect balance between emails, links and staying engaged with current information so teachers read it. Need condensed Media with the same information. Teachers want less to read.
- Area of strength. Dr. Campbell this year has been doing a good job and trying to communicate. Much better than people in the past.

- Maybe improve with our own team with internal communication
- There is standard communication blurring a lot of media types. Communications is abundant!!
- a lot of media presence from the same source. A lot of redundant information for parents. She wants to streamline this so parent is not reading multiple emails of the same thing
- Parents do not end up reading the email, too many. Tech-- needs to be brought into the current time.

What are your hopes for District 205 in the future? How would you like District 205 to look and operate in five years?

- State the plan, focus, and continuity
- We want the district to soar
- We want 205 to be a "destination district" for all teachers to come to and improve lives of students
- My wish is to have every student to have a place and the district is able to support them
- I was administration to support teachers and balance of work across the board
- We need better financial outlook for long term
- Tech- leverage tools , need to better support students with better opportunities. Need a clear path and financial support
- Tonya has a big plan to open two Elementary schools, state of the art.
- Be at a high level of academics, more AP classes, get higher national ranking for our District
- Elmhurst has the potential to be amazing
- Want to make sure students' plans are relevant for after HS.
- Get more cohesive internal structure. People may do things because they can't remember what they did last time. Need procedures and protocol. Make the northside and southside close the divide. Make services and classes more equal
- Solid cohesive District. Have everyone working together between schools. Show our swag loud and proud. Want everyone to see how amazing we are

Is there anything else you'd like to suggest for the goals development for District 205?

- Fear focus will be on Covid
- Need clear plan to go forward
- World language at elementary school (French?) not needed. Want to go into different direction, other subjects could be visited or middle school schedule

- Turnover
- We need a set structure. That is not being felt right now. Flow chart is currently in the process.

Summary of Comments from Interviews with School Board

What are your expectations for students graduating from Elmhurst District 205?

- Well rounded and prepared to meet challenges of today's world.
- Empowered to achieve every student's goals, whatever they may be.
- Solid basic and academic skills.
- Exposed to a variety of diverse experiences so that students learn of all possible opportunities.
- Independent critical thinking and problem solving skills.
- Intellectually and academically prepared for the future of student's choosing: college, trades, military, jobs.
- High performing communication skills: oral and written.
- Ability to work collaboratively with diverse societies.

What is the current overall state of District 205?

- There were diverse opinions on these questions ranging from: "great," "good," "upward trajectory," "declining," "all the ingredients for success," and "stagnant."
- Academics are in transition.
- Current traditional academic approach needs to be updated to meet current standards to meet needs to adapt to the current world.
- Need to heal from COVID related challenges.
- Need to encourage innovation and new ideas.
- Need to narrow the achievement gap between certain student groups.
- Need to set uniform standards for student and teacher performance.
- Need to improve transparency.

How do you believe District 205 is meeting the values and expectations of its families and community members?

- There is a widespread belief that the district is generally meeting the expectations of the community, but acknowledgment that certain groups and issues have divided the community.
- District is in the process of rebuilding trust in the community.
- Community has diverse views: need to listen and understand varying points of view.

How would you characterize District 205's community including parents, employees, students, and community members?

- Schools are the center of community.
- Community is passionate about the quality of education.
- Many multi-generational Elmhurst families
- Highly educated community.
- Community always willing to help/assist.
- Demanding/hard to please/high standards.
- Community is becoming more diverse with more newcomers.

What are District 205's strengths? What aspects of the district would you like to make sure are maintained?

- Stable, supportive community which is proud of schools.
- Unified District K-12 gives the ability to develop students from the start.
- Well rounded curriculum and co-curriculars that support academics, arts, athletics.

What are the one or two most significant issues that the District should address in the next three years?

- Ensure core academic instruction.
- Recover academically, socially, emotionally from COVID challenges.
- Improve academic achievement K-12.
- Serve all sub-groups equitably, including minorities and special education.
- Make maximum use of building improvements/referendum construction.

How would you describe the quality of education provided by District 205?

- Most board members responded "great" or "outstanding," although some voiced a concern that academics were "declining" or "could be better."
- Could be challenging "average" students more.
- Set higher expectations for all students so that each student achieves maximum potential.
- Make sure families know of all opportunities, classes provided by the district.
- Board could have more information on curriculum and instruction.
- Provide more data and metrics to measure quality of curriculum and instruction.
- Many diverse opportunities for clubs and sports.
- Make sure all students know of these opportunities.

- Find ways to involve all students and monitor participation rates.
- Periodically review the costs, benefits and currency of these programs
- Area that could use improvement is tech infrastructure.
- Invest in professional development to integrate technology into curriculum
- New IT Director headed in the right direction.
- Need to develop a technology strategic plan.
- Some difficulty in transitioning to remote learning.

How is District 205 meeting the social-emotional needs of its students?

- Rise in stress and need to support students through comprehensive strategies that include family involvement.
- Create an environment where students have no stigma or reluctance to ask for help.
- Family needs to be primary support in the area of SEL.
- Monitor efficacy of SEL programs and supports.

How would you describe the financial condition of District 205? What are the strengths and areas for improvement?

- Strong financial condition and fund balances, balanced budget.
- Conservative spending and budget philosophy.
- Re-structured referendum debt has lowered costs to residents.
- Some concern about future; construction projects has cut into reserves and possibly increased costs in retaining and recruiting teachers and staff in a competitive market.
- Need a strategic plan for spending priorities and link to educational priorities.
- Develop and continue capital maintenance program.

Describe the current state of facilities and any concerns or needs in the next 3 to 5 years.

- Improving with referendum construction and 10-year maintenance plan.
- Every building has been improved by the construction program.
- Concern about the disparity in class sizes due to limits in certain buildings.
- Plan to maintain facilities on an ongoing basis – not “fix when broke.”

How would you describe the District's relationships with stakeholders?

- Teachers
 - Improving after COVID challenges.
 - Re-building relationships with the new superintendent and union leadership.
 - New contract in place.

- Staff
 - Good and positive relationship.
 - Challenges in filling some positions.
- Students
 - Students are proud of schools.
 - Board could have more interaction with students.
 - COVID taken a toll on students
 - High school students are aware of divisive political issues.
- Board and Administration
 - Great relationship with the new superintendent.
 - Board/cabinet relationships strained by COVID.
 - Board could do a better job at listening to diverse views with mutual respect for fellow board members and administration.
- Parent Organizations
 - Great PTA, Boosters, Foundation, Drama support groups.
 - General Public
 - Could improve community outreach and input.
 - Very involved parents.

How would you describe District 205's communication strategies to reach various stakeholder groups?

- Could do a better job at reaching out to community members without students in schools – should be a priority
- Improve letting the community know of accomplishments and points of pride for the district.
- Consider newsletters, press releases.
- Enhance usage of social media.

What are your hopes for District 205 in the future? How would you like District 205 to look and operate in five years?

- Develop a strategic plan in which all stakeholders agree to a common vision for the future of the district.
- Ensure district graduates are distinguished and achieve at their highest potential.
- Develop and implement continuous improvement models for all areas of endeavor.
- Maximize use of new facilities to improve academics.
- Goal to have all schools exemplary and top performing – compared with peer schools.
- Continue strong and positive relationships with the community.

1. **Is there anything else you'd like to suggest for the goals development for District 205?**
 - Focus on established goals and strategic plan, not distractions or new, "shiny object" diversions.
 - Evaluate and monitor goals set for the district.
 - Maintain a balanced, unbiased curriculum and culture at the district.