Riverside District 96 Team DRAFT Strengths

Table 1	Table 2	Table 3	Table 4	Table 5	Table 6
- Academic test results and high achievement - High quality teachers and staff with excellent retention - Specialists, interventionists and support services (social work, nursing, reading, math) - Financial Health/Strengths - Access to technology for students 1:1 or more - Engaged families and community participation - Stable student enrollment - Strong, supportive and accessible Board of Education - Early learners and early childhood education - Education planning, program and pivoting during the pandemic - Fine arts and enriching curriculum options - Strong Academic core curriculum - positive partnerships with parent and the community	- Engaged, supportive community - Financial strength in the district - Highly qualified, caring, creative, dedicated, collaborative, long-term staff that supports the needs of students - Access to technology and various platforms for staff and students - Increased investment not only in technology but the infrastructure to support the new tech - Opportunities to engage the whole child through arts, music, and other diverse learning opportunities - Access to instructional resources (curriculum, technology, interventions, etc.) - High student achievement as displayed on various assessments - High percentage of students with disabilities being serviced in the least restrictive environment - Small class sizes	- High staff retention percentage - Dedicated, hardworking, caring, passionate staff - KIDS data shows our Kindergartners significantly more ready than throughout the state. - IAR Cohort data shows improvement or growth each year from 2016. - In general, D96 has high test results from IAR and MAP. - The average class size is low and below state averages. - Identification of Special Education students doesn't present disproportionality concerns when compared across the state. - The percentage of time special education students being served in general ed classrooms is high compared to other peer districts and the state. - Our spend per student when compared to area districts indicates effective use of funds. - Every student has access to technology - Supportive Community - Engaged parents - Early Learner Program - team approach to whole student - High performing students - Status of facilities improvement	- Operating budget has been balanced since 2006 - Rated highly financially by multiple measures on the state report card and Moody's bond rating (Aa1) - IAR Scores in 2019 - ELA 73% Met or Exceeded Math 59% Met or Exceeded (State Average ELA 38%, Math 32%) 93% Teacher Retention (compared to 86% state average) 100% of Evaluated Teachers were rated as Proficient or Excellent* 95% of District Teachers have a Master's Degree - Average Class size is (21 elementary/23 middle school) is below state averages - No concerns were identified when comparing categories of students with disability services with state comparisons - Percentage of time district students with disabilities are being served within the general education classroom is high compared to both peer districts and state averages - Operating Expense Per Pupil at $16,964 ranks 9th lowest among 14 local districts - NWEA MAP data in mathematics showed 44% of all students met growth targets a slight increase from previous years.	- Engaged and accessible staff/community - Paraprofessional support - Financial Strength - Specialist support for intervention needs - Student access to technology - Early learners' program - Educated and supportive staff with a focus on continued self-education - Strong student conduct and behavior - District/School has a welcoming environment - Adaptability/flexibility of district (students, staff, parents, etc.)	- High achieving district/IAR/NWEA MAP math and reading growth data - KIDS data shows district students are significantly more ready than throughout the state 100% of District teachers received a proficient or excellent rating on a performance review - The District has received the highest rating from the state at a 4.0 out of 4.0 since 2005 - Staff retention was at 93% - The operating budget has been balanced or better since 2006 and the reserves exceeded the 40% minimum since 2010 - Average class size is low and below state averages - The percentage of time district students with disabilities are being served within the general ed classroom is high compared to both peer districts and the state averages - Increase in tech devices to match needs during pandemic (at or close to 1 to 1) 5 Essentials rated high: Involved families, ambitious instruction, supportive environment; great sense of community - District offers large number of co-curricular activities at both the elementary and middle schools

			• NWEA MAP data in Reading showed 62% of all students met growth targets a slight increase from previous years. • 5Essentials Rated Highly for Involved Families, Ambitious Instruction, Supportive Environment • The District Multi-Tiered System of Support showed near the expected 80% of all students are succeeding in the general classroom, some with Tier 1 support • The MTSS does offer Tier II enrichment support in ELA and mathematics and Tier III enrichment support in mathematics • Technology infrastructure has recently been updated • Collaborative effort made among Administration, Faculty, Staff, Community to problem-solve in order to operate a hybrid model during the pandemic		

Facilitator Analysis of Strength Themes:

- **High student achievement** as displayed on various assessments.
- **Stable student enrollment.**
- Opportunities to **engage the whole child through arts, music, and other diverse learning opportunities.**
- The **percentage of time district students with disabilities are being served within the general ed classroom** is high compared to both peer districts and the state averages.
- District offers a **large number of co-curricular activities.**
- The **average class size is low** and below state averages.
- **Highly qualified, caring, creative, dedicated, collaborative, long-term staff** that supports the needs of students
- **Paraprofessional support.**
- **High staff retention** percentage.
- **Access to technology and various platforms** for staff and students.
- **Increase in tech devices** to match needs during pandemic (at or close to 1 to 1).
- **History of Financial Health**/highest state rating.
- Operating **budget has been balanced** since 2006.
- Positive **partnerships with parents and the community.**

- District offers **an early learners program**.

Riverside District 96 Team DRAFT Weaknesses

Table 1	Table 2	Table 3	Table 4	Table 5	Table 6
• Lack of elementary offerings for world languages during school day • Cultural inclusivity could be better • Gymnasiums-particularly at Hauser • Shifting enrollments and school boundaries-need more predictability	• Discrepancy between math and ELA assessment results indicates a gap that needs to be addressed • Outdoor concerns-Parking, play areas, Outdoor PE • Lack of full-day kindergarten program as a result of space limitations • Engagement of all families, particular concern about EL families • Lack of standards-based reporting to communicate student progress • Understanding and addressing social and economic inclusion and addressing the equity and opportunity gap	• Discrepancy between mathematics and language arts achievements. • Low performing areas on the 5 essentials • Lack of standards-based reporting. • The allocation of teacher support resources. • Disparities for group teaching in smaller and larger buildings. • Inconsistency of systems across the District.	• All student tested in 2019 showed 41% fell below expectations in mathematics • 56% of students did not meet their MAP Math growth targets • Concern raised over aging facilities • The need to separate parking from play • The District has not consistently used the 5 Essentials Survey data in the past • The need to implement (get back to) more intentional and consistent SEL programming • The tech department could perhaps use more technicians to handle the increased demands on technology (due to the pandemic but also in general)	• Improve math pacing and aligning to grade level standards • Interventionist/specialist FTE model per school and throughout the district needs to be reexamined (allocation of resources) • SEL - more of a curriculum/program to support the learning (dated program, make it better) • Cultural awareness within the academic program and beyond • Sexual Orientation and Gender Identity awareness • Social media / Digital Citizenship • Staff demographics reflecting student population	• Math achievement: IAR mathematics scores were well below ELA results; 56% of all students did not meet growth targets for NWEA math • Need to define the partnership between schools and parents • Communication (clarity, consistency, timeliness) - within buildings, across district, with families, one-way communication is predominant right now • Social emotional curriculum and supports for teachers and students • Make sure that technology is used to augment learning but not displacing other skills • More creation with technology rather than consumption

Facilitator Analysis of Weakness Themes: (Note- some listed as weaknesses were listed as opportunities)
- **Achievement gaps** between white students compared to Black/African American, Hispanic, low-income students and students with an IEP.
- Solidify **academic MTSS program**: Interventionist/specialist FTE model per school and throughout the district needs to be reexamined (**allocation of resources to address equity and opportunity gaps**).
- **Diversity, Cultural Awareness, Equity, & Inclusion** to allow the district to adapt to the ever evolving needs of staff and students.
- **Social, emotional, well-being** curriculum and supports.
- Gap between **mathematics** and language arts learner assessment results.
- **Inconsistency of systems across the District.** (Consistency is needed among the procedures that are in place in each of the 4 elementary buildings).
- Lack of **standards-based grading and reporting.**

- **Managing enrollment to fit space**.

Riverside District 96 Team DRAFT Opportunities

Table 1	Table 2	Table 3	Table 4	Table 5	Table 6
• Mental health of students particularly post-COVID. Pandemic has highlighted needs. • Mental health and well-being of teachers • Full Day Kindergarten considerations-will the pandemic increase differences between students and potential learning deficits • Addressing learning challenges and needs • Increased examination of data and student information by race, ethnicity, income • Personnel matched to student needs (reading support, math support, technology) • After school programs that are enriching, engaging, evenly distributed (STEAM, coding) • Shared learning between students, families and school about technology • how to improve system to allow for parent volunteers (balance of safety and involvement)	• Needs of students in unique learning environments • Utilizing assessment data to guide instructional decisions • Utilizing 5 Essentials data to guide the district as a whole • Track intervention and enrichment data to determine effectiveness of programs • Utilizing technology for creation post-pandemic (so much now is technology use for survival) • Adopting district wide philosophy with regard to social-emotional support (Responsive Classroom? Something else?) • Teaching diversity across the curriculum throughout the year - what messages are we sharing about unity? •	• Achievement gaps between white students compared to Hispanic, low income students and students with an IEP • Incorporate more culturally responsive curriculum in our teaching. • Intentionally finding equitable and inclusive opportunities for all populations • Address SEL in the curriculum, especially post-pandemic. • Further developing our early intervention practices. • Continued use of technologies that promote access to the educational environment beyond brick and mortar while promoting digital communication and citizenship skills. • Solidify MTSS program. • Continue the work on the facilities improvement plan. • Focus on the whole child; team approach to the whole child.	• All student tested in 2019 showed 27% fell below expectations in IAR English Language Arts • Staff demographics do not mirror student demographics • 5 Essential State Satisfaction Data reported in the most recent survey the following lowest performing areas as reported by teachers: ○ Teacher-Principal Trust ○ Teacher Influence ○ Instructional Leadership ○ School Commitment ○ Collective Responsibilities • More initiative in the area of "going green" • Due to traveling staff members, more consistency is needed among the procedures that are in place in each of the 4 elementary buildings • Streamline technology updates to ensure devices can work together and implement new	• Specialist support for advanced learner needs • Staff support and education around technology • Continue to seek ways to increase and improve early intervention services • Full day kindergarten • Identifying alternative solutions for above average or advanced learners (setting students up for high school curriculum options) • Social media / Digital Citizenship • Facility upgrades	• Supplemental mathematics materials to support low tier 1 and tier 2 instruction • Providing support for students, teachers and families with digital citizenship due to growth of social media • Identify systems across buildings that could benefit from improved consistency • Welcoming environment for students and families that are new to the community • Challenging to bring in new ideas (prefer to stick to traditions); Challenge our way of thinking to stay innovative in all areas • Need for full-day KG (especially benefits for whole child instruction and low income students) • Standards-based grading and reporting (need a strong, clear communication plan for families and strategic rollout) • Increase number of support staff ○ especially to provide enrichment for K-3 and improve enrichment offerings for 4-5; ○ instructional coaches, ○ school psych ○ etc.

			programming options seamlessly		
			• Look into implementing Full-day kindergarten		
			• Increased participation in co-curricular offerings as well as in the variety of offerings		

Facilitator Analysis of Opportunities Themes: (Note- some listed as opportunities were listed as weaknesses)

- Utilizing assessment data to guide instructional decisions and track intervention and enrichment data to **determine effectiveness of programs.**
- Further developing our **early intervention practices** including Full-Day Kindergarten.
- Set students up for **high school success.**
- **Shared learning opportunities** between and among students, families and staff.
- Make better use of **student, parent and staff satisfaction data.**
- Explore **new ways to engage families.**
- The number of **low-income students** has increased the past two years (the data shows that something needs to be done to support this subgroup).

Riverside District 96 Threats					
Table 1	**Table 2**	**Table 3**	**Table 4**	**Table 5**	**Table 6**
• Pandemic impact or other financial impact that could threaten high quality educational programming • Aging facilities that need upkeep and attention • Confined school sites making expansion difficult • Social media-creating strong digital citizens, discerning learners •	• Impact of the pandemic on assessments, enrollment, and financial future. • Future of the state budget • Aging buildings pose a concern for long-term finances and needs of population • Political division and potential impact on education • Developmental, academic and social impacts on students from the pandemic	• Possible need for all day kindergarten • District funding models subject to change post pandemic • Increased need for mental health support, especially post pandemic. • Teacher and substitute shortages • Teaching staff doesn't mirror student community. • Managing enrollment to fit space.	• IAR English Language Arts and Math results showed achievement gaps when comparing White students with Hispanic, Low Income and Students with an IEP • The state has a financial crisis • Concern raised over possible changes in revenue predictability • The need to examine the academic and SEL gaps created due to the pandemic	• State mandates full-day kindergarten • Shift of any state funding to local funding that puts an increased financial burden on the district • Economic impact from the pandemic • New educational gaps and negative impacts due to COVID (widened equity/opportunity gap)	• The number of low income students has increased the past two years (the data shows that something needs to be done to support this subgroup) • Teacher shortage - district's ability to hire qualified, diverse staff in future years • Providing supports for growing Latinx community and other subgroups (LGBTQ, etc.) • Political climate • State financial situation

• Impact of pandemic on educators	• How will the pandemic continue to impact in-person learning? •	• No Spring 2020 assessment results due to the pandemic • Will data collected during SY20/21 (hybrid/D96 Academy) be reliable • The number of low-income students has increased the past two years and is 21-22% compared to the state average of 49%	• Potential increase in mental health concerns among students

Facilitator Analysis of Threat Themes: (Note- some listed as threats were listed as opportunities)
- **Impact of the pandemic** on assessments, enrollment, student and staff mental health, and financial future.
- **Political division** and potential impact on education.
- **District funding models and revenues subject to change** post pandemic.
- **Shift of any state funding to local funding** that puts an increased financial burden on the district.
- **Teacher and substitute shortages.**
- **Aging buildings** pose a concern for long-term finances and needs of population.