



As part of the District's strategic planning process, a representation of stakeholder groups drafted a SWOT analysis (Strengths – Weaknesses – Opportunities – Threats). In the spirit of transparency and to ensure that all voices were heard, the District provided multiple opportunities for input into the strategic planning team's work. Included are the results of the input collected from students, parents, staff and the community. The responses are broken out into 3 main sections:

- Community Focus Group Input
- Student Focus Group Input
- Online Survey Results

All attempts were made to preserve the feedback in its original state. No edits were made other than a few instances where confidentiality needed to be maintained. Even then, the responses were slightly modified but maintained the nature of the comment. This is also why there are misspellings and grammatical errors.

Please visit the District's strategic planning web site to access all information that the team is reviewing as the 5 year plan is being drafted- <http://www.antioch34.com/strategicplan.cfm>

# Antioch 34 District SWOT ANALYSIS

## *Strengths, Weaknesses, Opportunities, Threats*

### DATA RETREAT SWOT Top Five Choices

<p><b>STRENGTHS:</b> What do we consider to be our strengths? What advantages do we have? What do others say our strengths are?</p> <ol style="list-style-type: none"> <li>1. (tie) Commitment to Improve</li> <li>1. (tie) Fiscally Responsible</li> <li>3. (tie) Committed Staff</li> <li>3. (tie) Top 20% of IL Districts</li> <li>5. (tie) Community Involvement</li> <li>5. (tie) Technology Improvements</li> </ol>	<p><b>WEAKNESSES:</b> What do we consider to be our weaknesses? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well?</p> <ol style="list-style-type: none"> <li>1. Curricular/Program Issues</li> <li>2. (tie) Facilities Issues</li> <li>2. (tie) Student Achievement Performance</li> <li>4. (tie) Staff Turnover</li> <li>4. (tie) Communication Issues</li> </ol>
<p><b>OPPORTUNITIES:</b> What opportunities for improvement do we know about, but have not addressed? Where, with a little work, could we change a weakness into a strength?</p> <ol style="list-style-type: none"> <li>1. Data Use</li> <li>2. (tie) Focused Professional Development</li> <li>2. (tie) Parent/Community Involvement</li> <li>2. (tie) Improvement Commitment</li> <li>2. (tie) Improving Communication</li> </ol>	<p><b>THREATS:</b> Who or what threatens us the most? What challenges are coming that we must respond to? What might block our progress?</p> <ol style="list-style-type: none"> <li>1. (tie) Mandates</li> <li>1. (tie) Funding</li> <li>3. Staff Retention</li> <li>4. (tie) Buy-in Needs</li> <li>4. (tie) Public Perception of Education</li> </ol>



## Community Focus Group Input

**Antioch CCSD 34**  
**Community Focus Groups**

February 25, 2015  
 4:00 pm

4 attendees:

1. Non-parent community member whose children went to school in Antioch schools
2. Non-parent community member with no children
3. Mother of elementary-age students
4. Mother of elementary-age students

**SWOT Analysis**  
**(added to current SWOT Analysis)**

<p><b>STRENGTHS:</b> What do we consider to be our strengths? What advantages do we have? What do others say our strengths are?</p>	<p><b>WEAKNESSES:</b> What do we consider to be our weaknesses? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well?</p>
<ul style="list-style-type: none"> <li>• Caring staff</li> </ul>	<ul style="list-style-type: none"> <li>• Nothing to add</li> </ul>
<p><b>OPPORTUNITIES:</b> What opportunities for improvement do we know about, but have not addressed? Where with a little work could we change a weakness into a strength?</p>	<p><b>THREATS:</b> Who or what threatens us the most? What challenges are coming that we must respond to? What might block our progress?</p>
<ul style="list-style-type: none"> <li>• Improve newsletter. Currently newsletter is only statistics; boring. Need faces and stories of teachers, kids, activities, etc. (e.g., solo and ensemble contest). Should have a “lighter” tone. Also should be able to request emailed, rather than mailed newsletter.</li> <li>• Schools should have a presence at Antioch events. Currently only band represents district.</li> </ul>	<ul style="list-style-type: none"> <li>• Schools no longer donate yearbooks to the museum.</li> <li>• The public generally objects to new taxes.</li> </ul>

February 25, 2015  
4:00 pm

## **How can we improve communication?**

- Put computer sign on Main Street with information on upcoming district events.
- There was concern (leading to lack of communication) that schools can no longer advertise school events except on the school webpage or Facebook. No longer able to advertise in other schools.

## **Plus/Delta Exercise: (each attendee filled out post-its)**

### **Plus (good things about Antioch CCSD 34)**

- Move to Common Core seems to be going well and teachers seem to be on track with requirements (at least at Hillcrest)
- Finally have all-day kindergarten (2)
- Class sizes good
- Great staff
- Intention to improve
- Teacher commitment

### **Delta (things I'd like to change at Antioch CCSD 34)**

- Student achievement performance. There are children who are living in a car -- how can they study, etc.?
- Older residents don't understand school spending regarding technology, etc.
- Curriculum (no history or science at 2nd grade)
- Parents not allowed to attend concerts
- Should have Pre-K for all students
- Non-existent before- and after-school care on site
- No foreign language offered before high school
- Better grading (report cards). Although there are new state standards, grading (report cards) are too generic, there should be grades for excellence as well as failure.
- Communication. School district not out in community with concerts or plays.
- Student performance (achievement) declining
- Some facilities are sub-par (portable buildings)

## **Antioch CCSD 34**

### **Community Focus Groups**

February 25, 2015  
7:00 pm

7 attendees:

- Husband/wife non-parent community members
- 5 mothers of elementary-age student

### **How can we improve parent/community involvement?**

- Surprised that no one responds to posts on Facebook (e.g., “like,” “friend”). Is there a more personal way of communication?
  - Newsletter or webpage: remind people to “like” school
- Frustrated that there is no parent involvement. Same people at PTO meetings.
  - Community mixer?
- Problem of non-involvement also in community, service clubs, society in general
- Are the unhappy teachers reflecting that to everyone else?
- Should have childcare at meetings (during day and evening)
  - Offer credit to high school students?

### **How can we improve communication?**

- Phone blast to remind people of community focus group meetings
- Help teachers manage email
- Hear from the teachers – what is going on in the district
- Teachers should attend school functions (concerts, etc.)
- Start positive for positive results
- Class Dojo is a good communication app
- D34 should have presence in Walmart, library, community events, etc. Should have bulletin board at Walmart or library, and a table with art work, news about fundraisers, school events, etc. at community events
- Be more engaged with businesses so that businesses will contribute financially. More partnering.

February 25, 2015  
7:00 pm

## **Plus/Delta Exercise: (each attendee filled out post-its)**

### **Plus (good things about Antioch CCSD 34)**

- Qualified committed teachers
- Service clubs funding of special needs' students at schools
- Technology improvements. (3) Specifically promethean boards, iPads (2)
- Enrichment programs (reading resource because can identify problems right away) (2)
- Academic achievement and community involvement of high school students
- Strings music program
- Gym everyday
- Early childhood intervention program
- Gifted Program (even though it is limited)
- District-owned buses (2)
- Superintendent of schools (2)
- Pre-K program
- Finally have all-day kindergarten
- Phone blast messages
- District handles a large number of students
- Rotary involvement at ACHS
- Respectful attitudes of children at community-events, like parades
- Rotary Interact Club at ACHS/LCHS is fantastic

### **Delta (things I'd like to change at Antioch CCSD 34)**

- Lack of technology resources for teachers/staff and students
- Class size (should never have more than 20, plus teachers' aide)
- Pre-K not available to everyone. (Parents willing to pay -- could help with debt issue)
- Minimal academic growth
- Minimal parent involvement
- Break up of grades/buildings (example: Hillcrest only K and 1<sup>st</sup>, then students split in 2<sup>nd</sup> grade) (2)
- More art, music, gym, and creative activities
- Foreign language at grade schools. Chinese?
- I have never met my daughter's principal
- No homework for first 3 weeks of school. Why? Does not allow for a great routine to begin
- At start of school, most teachers' websites were not updated. Shouldn't that be an expectation? (communication)
- Not enough after-school functions – art class, etc.
- Boundaries for schools make no sense because houses in same subdivision split to different schools
- Communication with parents is poor
- Parents not allowed to volunteer or given an opportunity to be in the classroom
- Schools are not reaching out to parents. Communication is one-way
- Lack of parent involvement in all areas
- Aging/outdated facilities

February 25, 2015  
7:00 pm

- **Delta (one thing I'd like to change Antioch CCSD 34) (cont.)**

- No connection with the community
- Not all buildings are air conditioned
- Have better playgrounds
- Portables
- Morale of teachers
- Better way to celebrate holiday – let kids be kids



## Student Focus Group Input

**Antioch CCSD 34**  
Student Focus Groups  
Antioch Community High School

February 25, 2015  
11:15 am

11 freshmen

**What was the feeling of the building/climate last year when you were an 8<sup>th</sup> grader at AUGS?**

- Bathrooms scary – doors don't work, writing on the stalls
- Inadequate seating for assemblies. Had to sit on the floor
- Should have grade levels in different places – too many people
- Unsafe – bullied
- Hidden corners. If you were beat up, no one would see you
- Teachers didn't take charge. Just gave you a detention
- Teachers were unreasonable in their discipline, especially at lunch (strict, mean)
- Forbidden to sing "Happy Birthday" because it was a safety hazard
- Instead of providing discipline, they instigated behaviors of students

**Were you given a voice to share concerns about AUGS along with given a voice to share ideas for activities/clubs/events or learning?**

- No, not at all, never
- They didn't want to hear what we were saying
- Had to be good friends with the teacher to get listened to
- Sometimes they'd listen if you were good student
- Student council the only way to have a voice

**Did you feel that AUGS prepared you for high school academically, behaviorally, and socially?**

- Cared more about the dress code than teaching
- Never taught to high standards – taught below

February 25, 2015  
11:15 am

### **Did you feel that AUGS prepared you for high school academically, behaviorally, and socially? (cont.)**

- Depended on the teacher and how much they cared about teaching
- Teachers scared us about the high school, but it's not as bad as we thought
- High school physics teacher told them they were not prepared
- Learned English wrong (formatting?)
- Used scare tactics
- Should have physics in 8<sup>th</sup> grade instead of 6<sup>th</sup> grade to be better prepared
- When there are fights, the teachers only hear one side

### **Plus/Delta Exercise**

#### **Plus: What are the top three strengths of AUGS?**

- Hall sweep (should have had more of these as it helped them learn to not be late) (11)
- Block schedule (although a few students thought it should be a delta) (8)
- Extra classes like applied tech (7)
- Recess in 7<sup>th</sup> grade (6)
- Homework – helped prepare for high school

#### **Delta: What are the top three things that could be improved?**

- Not enough time for lunch. Have 20 minutes to get to cafeteria, eat, etc., instead of having 20 minutes to eat. (9)
- Dress code (no head bands, certain girls' pants) (6)
- The lunch room was not a fun place to be (6)
- Warrior Boost – waste of time (4)
- Can't use phones, even at lunch (3)
- "Way too tense" (3)
- Activities (one girl couldn't be on the basketball team because she was too short)
- Teachers judge students depending on how they dress; stereotypes
- Gym as short as lunch (20 minutes). Only games, no fitness

**Antioch CCSD 34**  
Student Focus Groups  
Antioch Community High School

February 25, 2015  
12:10 pm

12 freshmen

**What was the feeling of the building/climate last year when you were an 8<sup>th</sup> grader at AUGS?**

- Walking into hell – there was a feeling that nobody cared about you
- Three different entrances were good
- Shouldn't have to wait outside in the cold in the morning. Wait in the foyer?
- Block schedule
  - Didn't learn because classes too long
  - Hard when classes are split and go back to class after lunch
- Lunch:
  - Can't move around
  - No phones
  - No books
  - Stay at one table
- Air conditioning and heat didn't work all the time

**Were you given a voice to share concerns about AUGS along with given a voice to share ideas for activities/clubs/events or learning?**

- Teachers didn't let you give your opinion
- When you tell them you're being bullied, they have you talk to the teacher and the principal, but it's not taken care of
- They listened to our opinion, but they treated us like 2<sup>nd</sup> graders. Didn't take us seriously
- A lot of people were bullied, but never helped
- Another student said that she was listened to
- Some teachers couldn't be trusted to keep things confidential and not tell other teachers
- Dictatorship. We were ignored, or told to "get over it"

February 25, 2015  
12:10 pm

**Were you given a voice to share concerns about AUGS along with given a voice to share ideas for activities/clubs/events or learning? (cont.)**

- Lunch time concerns were shared by students in which they felt like they weren't treated respectfully.

**Do you feel the building expectations for student academics and behaviors were realistic?**

- Some classes were easy (science, math)
- Should be given the choice to take honors or regular classes
- Teachers didn't know how to teach students who learn differently
- Teachers give up on students
- Should be required to take Mandarin or Spanish to get a taste of each one
- Behavior dependent on students or teacher
- Lunch too strict depending on grade, team, and reputation of student
- Lunch not too strict
- There's an assumption that all kids are bad kids
- 6 week terms are too short in order to learn
- Were told that two years of Spanish at AUGS would count towards high school graduation which wasn't true.

**Did you feel that AUGS prepared you for high school academically, behaviorally, and socially?**

- Not prepared for math at high school (they just goofed around in math at AUGS). It wasn't relevant
- Not prepared for science (physics). Not relevant
- Told that high school was strict, so they were nervous. But no one is mean at the high school, there is more freedom, they treat you as young adults, they care about you
- Not prepared because of the switch in science
- Learned in math. High school has been review

February 25, 2015  
12:10 pm

### **Did you feel that AUGS prepared you for high school academically, behaviorally, and socially? (cont.)**

- One student said she taught herself math because she didn't learn anything in class.
- If you get in trouble, the principal calls the parents, but they don't address the issue with the student. At the high school they talk to the student before calling parents.
- People cried because the teachers exaggerated
- Weren't treated as their age, were treated like kids

### **Plus/Delta Exercise**

#### **Plus: What are the top three strengths of AUGS?**

- Look forward to field trips and other activities (9)
- Study hall, when they had it (8)
- 6<sup>th</sup> and 7<sup>th</sup> grade outside recess (7)
- Close with teachers – trust (6)
- Liked main core teachers (2)
- 3<sup>rd</sup> lunch line (1)

#### **Delta: What are the top three things that could be improved?**

- Lunch too strict/better food (8)
- Block schedules (5)
- Punishments too hard (5)
- Dress code (4)
- Smaller gym classes (2)
- Splitting kids in high school (2)
- No PDA (2)
- Lack of respect from teachers (2)
- Teachers (1)
- Bring back study hall (1)
- Teaching style – treated them like little kids (1)
- Bring back recess (1)
- Some teachers were rude (1)
- Green and gold teams – couldn't make friends (1)

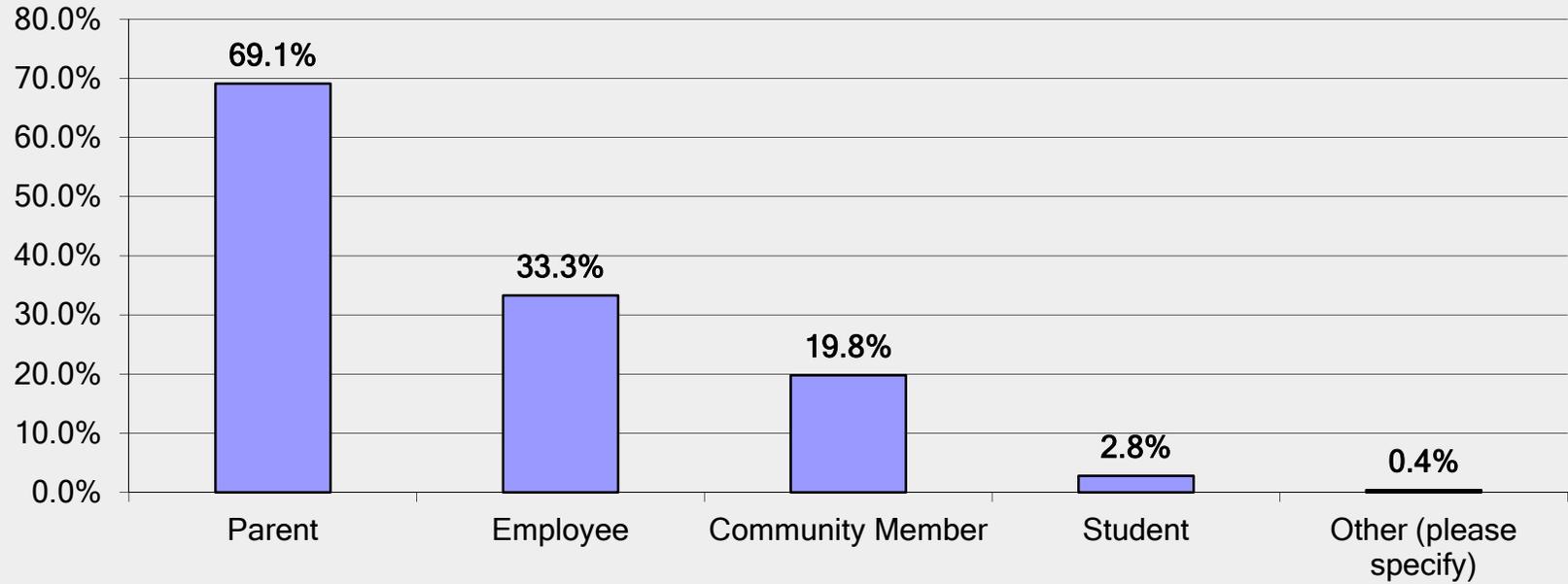
## **Strengths – Weaknesses – Opportunities – Threats (SWOT) Analysis**

### **Online Stakeholder Survey Results**

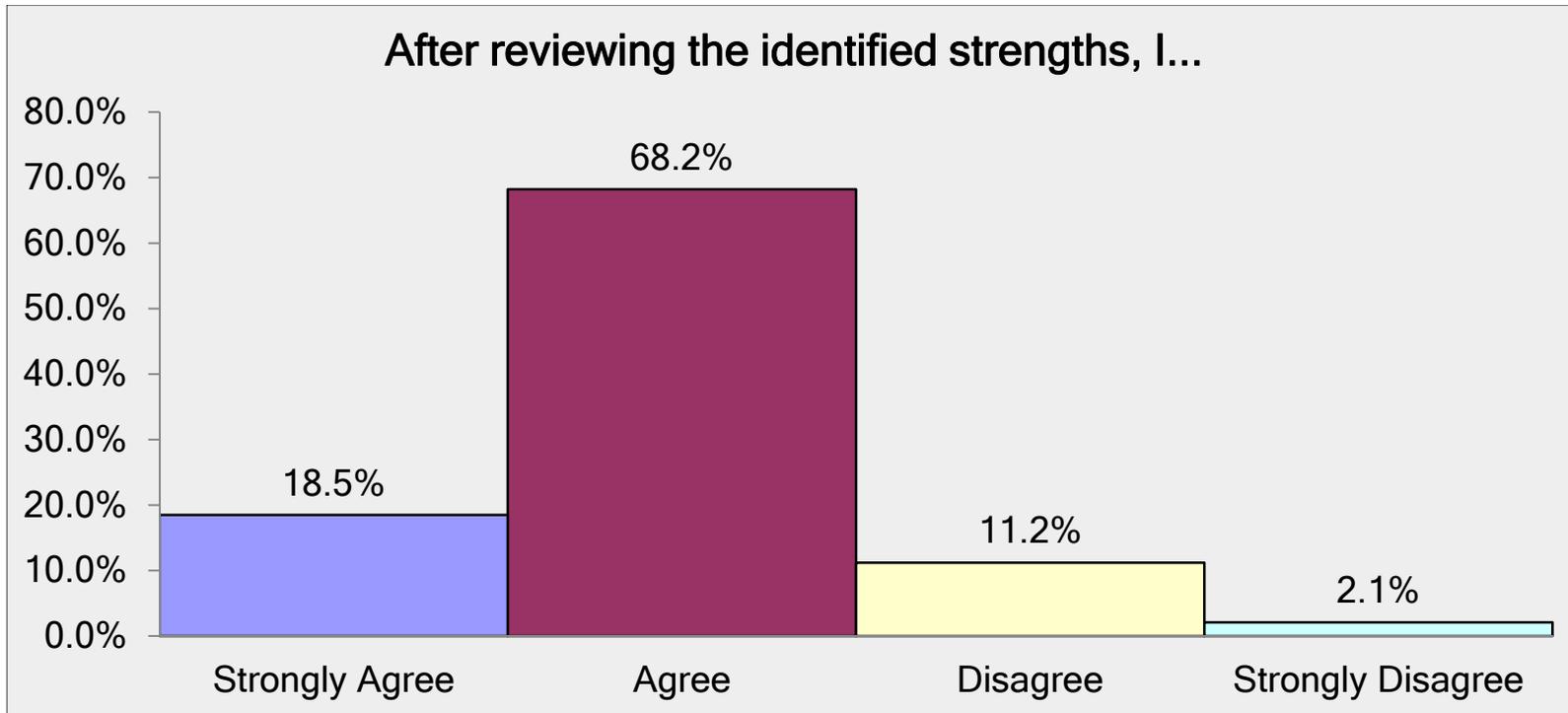
In the spirit of transparency, all comments have been included.

There were only a few instances where words were modified to ensure confidentiality, however, the substance of the comment was retained.

### Stakeholder Responses

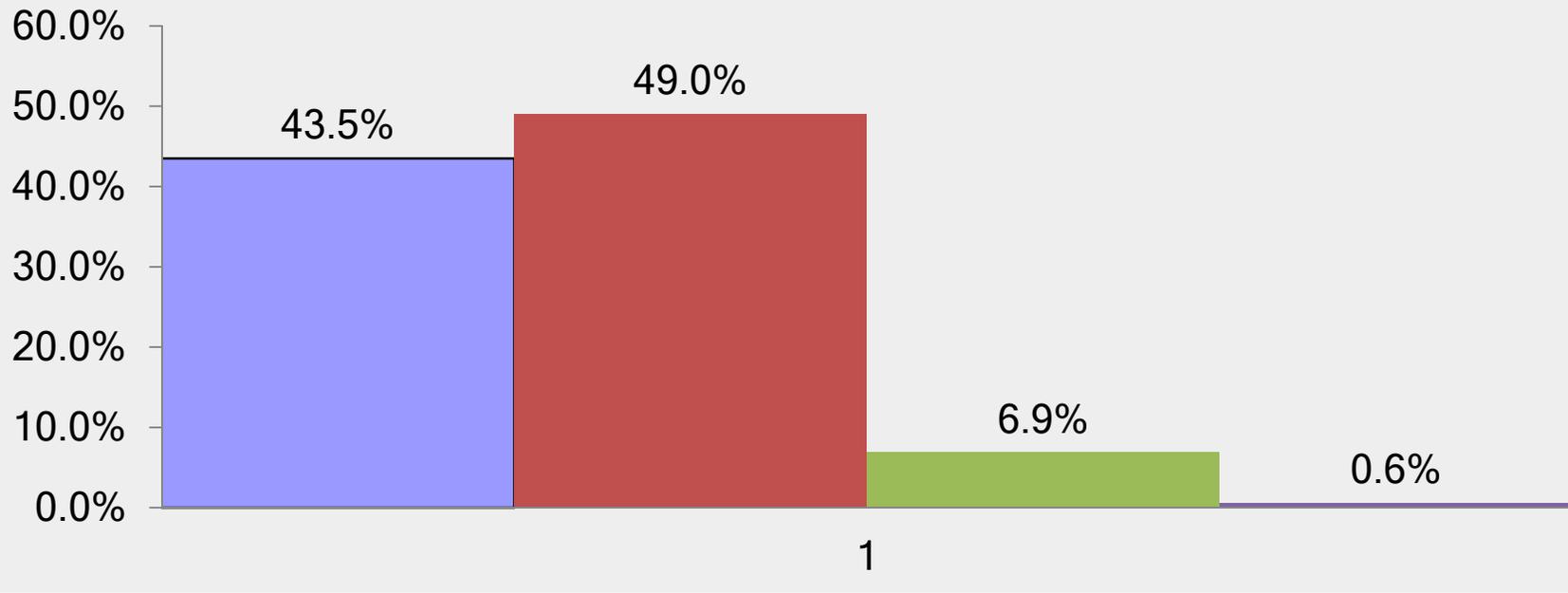


Answer Options	Response Percent	Response Count
Parent	69.1%	318
Employee	33.3%	153
Community Member	19.8%	91
Student	2.8%	13
Other (please specify)	0.4%	2
<i>answered question</i>		460

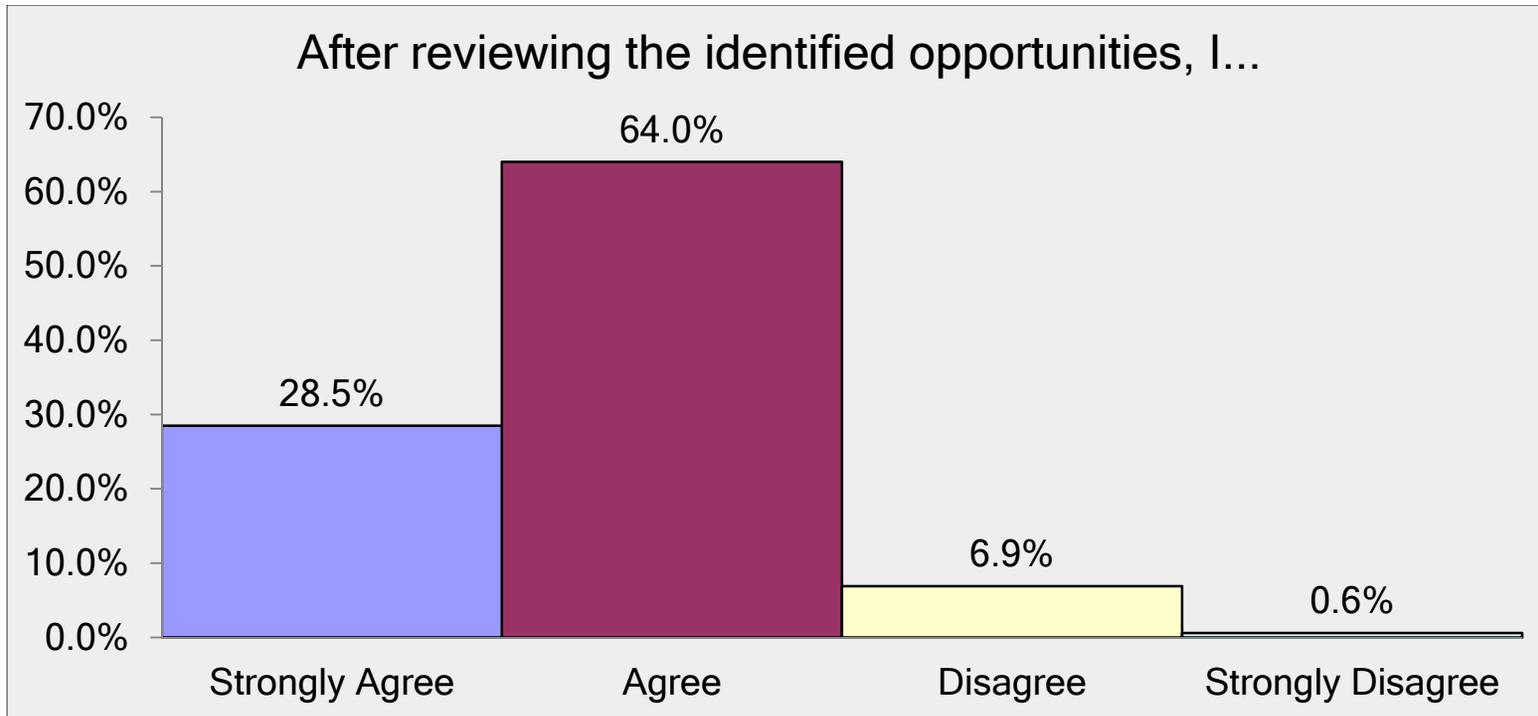


After reviewing the identified strengths, I...		
Answer Options	Response Percent	Response Count
Strongly Agree	18.5%	71
Agree	68.2%	262
Disagree	11.2%	43
Strongly Disagree	2.1%	8
<i>answered question</i>		<b>384</b>

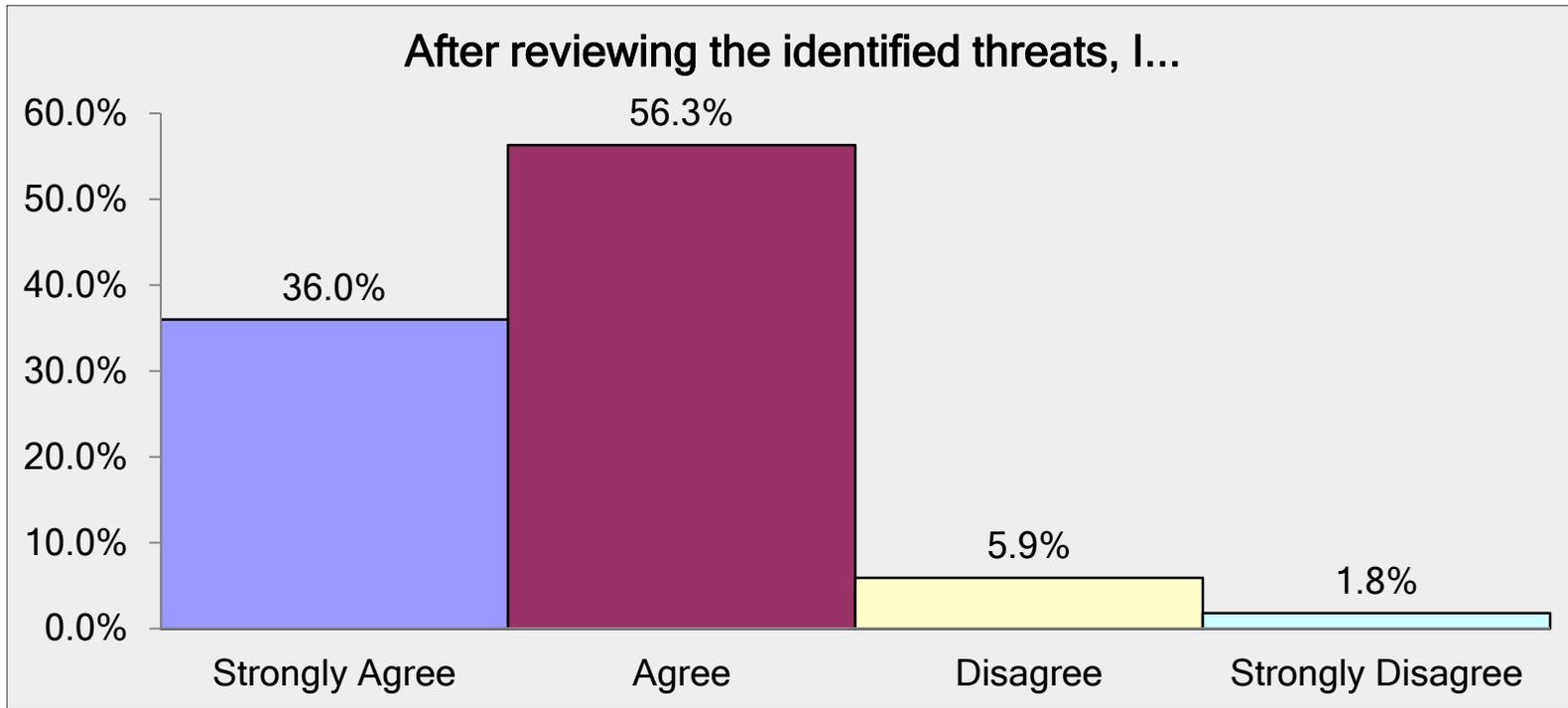
### After reviewing the identified weaknesses, I...



After reviewing the identified weaknesses, I...		
Answer Options	Response Percent	Response Count
Strongly Agree	43.5%	158
Agree	49.0%	178
Disagree	6.9%	25
Strongly Disagree	0.6%	2



After reviewing the identified opportunities, I...		
Answer Options	Response Percent	Response Count
Strongly Agree	28.5%	99
Agree	64.0%	222
Disagree	6.9%	24
Strongly Disagree	0.6%	2
<i>answered question</i>		<b>347</b>



After reviewing the identified threats, I...		
Answer Options	Response Percent	Response Count
Strongly Agree	36.0%	122
Agree	56.3%	191
Disagree	5.9%	20
Strongly Disagree	1.8%	6
<i>answered question</i>		<b>339</b>

## Antioch District 34 "Strengths"

#	Committed Staff
1	I feel staff/admin are very committed to giving the best to our students and community. Community is a huge part to the success of our district.
2	I see a commitment to change. Again. Under a new administration. It isn't clear that this is a commitment to improve or just a reshuffling of deck chairs on the Titanic. Some of the staff is dedicated, some isn't. The community isn't involved because community involvement has not been welcome for so long by the school board and administration. I've already had negative experience with one of the more recent hires in the administration, so I have significant doubts that things will get better.
3	I feel we have a very dedicated staff focused on the best interest of the students.
4	I don't agree with having a full committed and dedicated staff. We have had many wxperiences , where this has not been the case, especially at AUGS
5	Staff ... Less than100% appear to be fully engaged with students (AUGS)
6	Not all of the staff members are "committed/dedicated". It is a shame that some never get on the radar.
7	The staff is more than committed and dicated. Many have advanced degrees and are experts in their fields.
8	Committed staff - low turn over indicates that teachers are getting the support they need from administration.
9	I believe our number one strength is committed/dedicated staff. Having 2 kids in 3 schools so far we have not come across one staff member that has not completely impressed us.
10	I like that teachers send email to us parents when our kids are struggling or their grades are going down for whatever reason. They are good with communicating and trying to help our kids fix the issue and get them back on track!
11	We moved to the area based on the rankings and from what I've seen so far I'm pleased with the staff.
12	Teachers are not paid as well as many other nearby/neighborng districts. If ranking in the Top 20% is important, then show that by paying the teachers as they should be paid.
13	I don't feel my children are getting a great education, especially in math, science and social studies. The district is very top heavy. The Superintendent is making \$198,000 and aides who are working closely with children are making \$10/hour. Staff is getting penalized for staying a few extra minutes each day to communicate with the classroom teachers information regarding the students they are working with in the classrooms. They don't have time during the day to do this due to their schedules.
14	Very committed/Dedicated Staff
15	We care about our students above all else.
16	This district is Administrative heavy and they seem to delegate their work down to teachers.
17	Some staff are dedicated - sadly, others are not.
18	Invested and hard working staff! Totally agree!
19	My children have had some wonderful teachers and have progressed quickly at the elementary level. I believe that AUGS could use some curriculum and motivation changes, and hope to see this in the near future.
20	Love going to my daughter's school. The staff is very helpful to the students and parents.
21	My daughter loves this school, and I agree. I thin the staff is very dedicated and involved. I have liked every teacher she had from 6th to 8th
22	the teachers my children have had over the years have really care about their success
23	Committed/Dedicated staff
24	Commitment to improve is all well and good, but that commitment without a solid plan is leading to a lot of the problems of unhappy staff and poor test scores.
25	The staff of all the schools has consistently demonstrated how hard they are willing to work to improve. They are dedicated to the students of our district.
26	I question the ranking of the school, as it doesn't seem to reflect in state wide ranks.

27	commitment strength is difficult to accept with high teacher turnover and 5 principals in five years. Also, the 2 top 20% rating is interesting.
28	<b>Community Involvement</b>
29	I only marked agree as I am not sure how much community involvement we truly have.
30	Community Involvement could be moved to a Room for Improvement
31	I don't believe we are in the top 20% unless you are talking 6 years ago. Community involvement is really weak.
32	Community involvement is more of an opportunity than a strength.
33	Community wants results but i do not see their assistance in improving the district.
34	Community involvement is weak at best. Poor turnout at meetings. Community doesn't seem to rally together or engaged in school planning. Staff are committed at this point but I think they feel unappreciated which could change their commitment level. Love strings program and curvy current reading program/resources.
35	In-house transportation Formation of and staff involvement in Special Education Family Resource Network providing open communication with parents/community
36	Lack of community involvement
37	I've worked in this district for 15 years and with quite a few staff members over the years. I think communication is going to be key going forward - especially between administration and the staff. Also - trying to get the community more involved.
38	I don't agree that community involvement is as high as listed.
39	The elementary music opportunities from strings to orchestra to elementary band are definitely strengths. Compared to other districts don't really see a lot of community involvement.
40	I don't see the community involvement. A few but not enough to have earned the title "community"
41	I feel all but Community involvement qualify as "Strongly Agree". We have seen diminishing volunteerism.
42	great staff- community involve low
43	I strongly agree with all except community involvement.
44	I don't see as much community involvement in the schools as I have in the past.
45	I feel that through my involvement with the schools, there is a commitment to all of these areas, but not sure how they are prioritized. Also, I believe the community involvement portion is lacking.
46	I am not sure community involvement is truthful. Information is poor and community has limited descion making.
47	I view some Staff dedicated and committed where others are not presenting to be in the field of helping children succeed . Community involvement appears to be weak in only a few of the same appear at meetings of in committees. There need to be more not the same people time and time again
48	Some staff are not dedicated or committed, and I feel community involvement is very minimal and under utilized.
49	<b>Fiscally Responsible</b>
50	I like how they show fiscal responsibility.
51	For fiscal responsibility, efforts should include *both* sides of the management/labor divide. I fully support fiscal responsibility, but any cuts should not be strictly a burden on unionized/non-management personnel.
52	The district has been more fiscally responsible in the past. There are many more high paid positions in the district office. We would be more responsible if there were more teachers and less money spent on administrators.
53	Fiscal responsibility not apparent to average parent
54	I'm not sure if fiscally responsible should be on this list. Over the years, the district have spent money on materials that aren't used in a worthwhile manner.

55	While I generally agree with the above statements, there are some that I am not in full agreement on: Fiscally Responsible - although it may seem like you are, the choices to hire many staff in the last few years to only let them go is not being responsible. I am not sure the top 20% is a strength!!
56	I believe we have a committed/dedicated staff, but since there has been so much mis-direction with our curriculum, that commitment will start to decline. Since we continue to pay for programs and pay for teachers to develop curriculum that we did not or will not continue to use, that falls under not being fiscally responsible.
57	I do not believe that within the last 5 years the district has been very fiscally responsible, in part due to making a lot of technology purchases, but not having the infrastructure in place to support it. We have lots of technology devices available, but they very seldom work as planned.
58	Technology improvements have been made but often do not work correctly. Fiscal Responsibility should begin at the top not the bottom.
59	I love the staff at Hillcrest, I cannot speak for the other schools. I think our technology is improving but we have a ways to go yet. Of course we do need to be fiscally responsible as well. If our schools dont rank in the top 20 I see a problem, it is unfair to our students, community and the tax payers.
60	We used to be tops in fiscal responsibility in the state. This has declined, and our teachers are still near the bottom for compensation. We are keeping up in technology, but we are not a leader of districts with what we have. We need to think about one to one
61	Not fiscally responsible. The technology leadership has been horrible. Not qualified.
62	Commitment to change has not necessarily led to improvement. Deficit spending trend, current financial situation is not indicative of being fiscally responsible. Technology is not available to all equally. Often times technology is unavailable due to continuous testing practices. Community involvement?
63	These things should be rated separately. Commitment to improve: Agree, Fiscally Responsible: unsure, Committed/dedicated staff: Strongly agree for about 80% of the staff, Rank in the top 20%: unsure, Community Involvement: Agree, Technology Improvements: Strongly Agree
64	<b>Student Achievement</b>
65	If we are in the top 20% then why are there so many concerns about our testing scores?
66	Overall I do not see any noticeable or measurable gains in my student.
67	Are we really proud of being in the top 20%? That number should be higher.
68	everything I have seen shows that our school district is not doing well in terms of test scores, so u don't think this is a strength
69	<b>Technology</b>
70	Tech improvements I think should outrank community
71	The way that technology was purchased in the district was irresponsible. Because the board decided to deficit spend without a plan to get out, there are now staff members who are going to be reassigned or cut. If reassignment is not done carefully, teachers who previously applied for and received large amounts of technology, will now be in rooms with no technology and teachers with no training to use technology will be in classrooms with technology. This will be a waste of an investment. This type of spending with no foresight was fiscally irresponsible and is now causing program and staffing cuts and rearrangements that are not in the best interest of the students in the district. If smaller amounts of technology were distributed more evenly, it might have been possible to avoid these cuts. It also would have made technology more usable when reassigning staff.
72	Tech improvements do not keep pace with other comparable or higher achieving districts, little community involvement/same people always involved, commitment to improve is subjective
73	I do not feel or see the same level of committment from each schools staff. WCP has always been great but I do not see or feel the same about AUGS. Because of the facility short comings for some schools the complete use/benefit of the upgraded technology is compromised.
74	I agree with many of the strengths, but I do not agree that the Technology improvements made in the district are enough to keep up with the 21st century needs of the students. Though there is MORE technology in the district, some of the technology was/is not ready for student use as of December. I know that iPad carts were not being used at Petty as they were not set up. Having technology purchased does nothing if it cannot be used by the classrooms.

75	I agree with 21st Century classrooms however it does not continue with each grade. Can the district continue to purchase equipment with the current deficit?
76	Yes - I believe all of these to be true. However, there is still not enough improvement with technology. Students are far compared to other districts in using technology to help develop their learning.
77	Technology connectivity is weak - we HAVE technology this is true but we can't utilize it.
78	I believe we have done very well with technology improvements.
79	The district has made technology a priority. I also believe that the administration is committed to continued progress.
80	I wish there was a "neutral" or these were listed separately. I agree with some and disagree with technology. That has been a huge problem this year.
81	Technology improvements for teachers (laptops, VPN, access to OCE at home) are all fantastic. In school technology improvements have been implemented in a haphazard way that was not thought out. Staff training has been less than ideal. Some things were poorly considered. (Why are "smart boards" mounted so low that seated students cant see them!!! Especially at AUGS)
82	Technology seems to be a growing issue throughout the district. There are consistent issues with Wi-Fi support and email access. Although the district works to improve these issues, they continue to be an issue.
83	I see that a lot of money has been spent on technology, however, there are still so many problems with actually being able to use the hardware as needed due to ongoing technology issues/glitches/service.
84	Technology improvements fall far behind standards and should be made a top priority. Administration Review of teaching staff should be more than a 5-15 minutes process occurring once a year. Peer feedback, quarterly assessment and feedback from administration to teachers is a suggestion. Teacher feedback for administration should follow the same frequency. Two way communication within the district administration and staff should be a priority,
85	I said agree because I do believe that this community and the school district want to improve. However due to lack of resources (like a tech coaches and actual computers) I do not see improvements made in technology as much as they should be. The bandwidth may also need to be improved in the buildings. The teachers can't improve the use of the tech if it won't work and if they don't have training and information of what is out there to benefit them and their students. Tech can make things run more efficiently if it's used right (and that saves us \$!!)
86	Behind on technology
87	My son loves the promethium board and iPads!!
88	Facilities are below par and technological advances still years/decades behind
89	Oakland school is far behind the other antioch schools with respect to use of technology in the classroom.
90	Lack of Technology improvements
91	I think we need to be careful with how much wifi enabled devices we are letting the kids use. These devices emit radiation, and though it may be low levels, exposing them every day for the duration of the day is probably not ideal. The devices emit radiation even in sleep mode.
92	I feel that District 34 has a dedicated staff (principals, teachers, and aides) that truly cares about the whole student. Many staff members go over and above what they are required to do and attend many community, or PTO, events on their own time. It has been a frustrating year for many of us in that we don't have a solid math or LA/Rdg. curriculum. We have a great technology department, but there have been numerous problems with technology this school year, which I know has been frustrating for everyone.
93	Commitment to improve is just words. District's actions dont prove this statement to be true. Severely behind in technology than other districts. Staff dedication is all related to the building and faculty confidence. AES-yes! Oakland-No!

94	We have a lot of technology in our district but it isn't working as it should. Also there are a lot of teachers that don't have access to the 21st classrooms when it comes to technology, The way the district has done this program isn't fair and the district office has a smart board before all the classroom teachers do. This doesn't seem right, This is why I gave a agree and not strongly agree. We are also committed to improvement, for example curriculum but this entire progress has been unorganized, without much of a plan and from what I can see a lot of money has been wasted in this area. We still don't have an aligned curriculum through out the grades. We have a dedicated staff that continues to try and do what's best for the students but if we had a excellent curriculum and a plan in place image what we could achieve?
95	I find the staff within the school are dedicated and willing to go the extra length for students. In my opinion the technology within the school my child attends is up to par with other schools in our county. I'm impressed with the iPads and promethian boards.
96	Do not believe we have community involvement and we are way behind many other districts in our technology.
97	I see very little community involvement. Yes, there are technology improvements, but I think we're still pretty far behind.
98	The district has done a great job at improving technology making sure our students have the latest technology within reach. I feel that more could be done in the area of community involvement as I don't see a lot of opportunities for parents to learn how to help their child at home with regards to learning.
99	I can only respond to the ones that I know of. Great communication, community seems involved and district seeks to involve community. I also think tech is good. In my experiences so far staff has seemed to be committed and dedicated.
100	Strong Arts and Extracurricular
101	Full Day Kindergarten Strategic Plan Leadership
102	Great early learning programs to help the districts youngest children that are at risk!
103	Regarding the stem program that you have in place in AUGS for the above average students. I have heard great feedback on the program in place and that it would be beneficial to all students. I wanted to give a recommendation to mirror the program that is in place.I am hoping there will still be honors math and honors language arts in p[lace at AUGS..
104	Strong special education supports
105	<b>Uncategorized /Random</b>
106	I really am 50/50 on this
107	The question above is difficult to answer with "agree" in all six areas.The question should have been broken down specific to each area. I do agree there is a commitment to improve.
108	I only somewhat agree as I believe some of the changes being made are not best practice....particularly in the changes to the Pre-k program. Increasing class size is not best practice.
109	I think the district is so broken that it cannot be fixed! I do not believe the district has any strengths. The Union is controlling our district and the teachers appear to be angry and underskilled. Terrible learning environment for our kids!
110	Better sports programs
111	These are the current strengths? I am not seeing this.
112	Our school has a superior music program.
113	I agree these are our strengths, but we could be better.
114	Na
115	New implementations by the school to deliver the best
116	Please consider that some of these strengths are a direct result of the fundraising / spending/ researching efforts of our PTO programs.

117	The school district is very unorganized, lacks commitment and consistency, test scores are extremely low compared to other Di districts, the district's financials are extremely lacking and one would wonder where all of our tax dollars are going. The Curriculum is being changed way too often and teachers and students do not even have the opportunity to really understand it before they change it again.
118	We have meetings, you ask for input, but where is the progress? I've been a community member for 10 years. We built in Antioch with the promise of new schools, more improvements, higher MAAP scores, higher ACT scores. It's just not good enough. I work for 117 and I see how unprepared they are as freshmen. There needs to be MORE articulation between district 34 and 117.
119	I think something that is lacking is promoting an inclusive environment for all students not some.
120	I would have preferred a somewhat agree response.
121	However, I am concerned about some of the changes. I feel that they will impact student achievement, particularly the cut in the reading interventions. I am also concerned about not having guided reading every day.
122	Oakland is strongly in need of "updating"
123	Our students are making marked improvement however we always need to continually improve our professional development for teachers so that students are receiving the best instruction in every classroom they walk into.

## Antioch District 34 "Weaknesses"

#	Achievement/Curriculum
1	The district is always looking for the best way to educate and what curriculums work best. I feel this is a constant process. The district is always willing to communicate when information is available and when questions are asked.
2	<p>There is a policy in place to not allow the students to go to social media sites. All Laptops at the very least should be programmed to not allow students to access these sites. As a substitute teacher we to "police" this while they are working on projects. Students try to hide behind multiple tabs etc.. It would be a great change to make the technology support and reflect the policies. It is any easy fix. I have read through the "2015-16 Program Changes" but did not see anything specifically addressing grading for the elective classes (which currently do not have a traditional grade). As a substitute teacher for district 34 I have seen an overall lack of motivation, effort, and concentration on behalf of the students who are enrolled in the "encore" or elective classes partly or possibly wholly due to traditional grades not being assigned to these. Some responses I have had when inquiring why a student was not doing their work, "Why should we?" . Also when collecting papers/work on occasion to document to the teacher the lack of work taking place during the class I have been asked "why are you collecting the papers, it's not like we get a grade". Hopefully these examples clarify my concerns. As a parent if my child is filling time during their school day with any type of learning, I would like to see a real grade attached to it.</p> <p>Additionally, the schedule that begins a class for 20 minutes, they break for lunch and then return to finish, I am hoping will completely disappear with the schedule change. The 20 minutes seems to be very unproductive for the most part and disruptive to the flow of learning. All that the children are thinking about is leaving for lunch, not learning.</p> <p>Lastly, I would like to say I disagree with the two different teams labeled green and gold. I feel it sends a message of separation. I hear the words "we are one " said every day at school but it does not have that feel. I hear one thing and see another. As parents it sends a doubt as to whether one team is the more advanced students team versus not. It makes us question whether the teachers for the different teams are of the same caliber. Are there more honors teachers on one team versus the other? Regardless of how it is presented, and how we are told there is no difference, it has the "feel" of being 2 different teams--- not unified. The school is not that large. I believe it could achieve the same mentoring etc. goals with one team that it does with two.</p>
3	At the upper grade, there have been consistent changes to the programing and the schedule, especially in the ELA department. This in turn causes curricular issues within this department. There was only two years within the 6 that I have worked in this district, that I have had the opportunity to teach the same thing two years in a row in the same way. Because of this constant change, I have not had the opportunity to refine my teaching, but have been basically starting over most years. Without consistency in the building, the curriculum problems will never be fixed.
4	These are all huge roadblocks, the biggest in my opinion is the curricular/program issues. If teachers aren't sure how or what to teach, then how can we expect the students to be making appropriate growth?
5	<p>*Our curriculum is still such a mess. There needs to be consistency from 1st to 2nd grade, instead of different programs used for first grade than 2nd (math, ELA).</p> <p>*We are still very top-heavy when you consider how many administrators, coaches, and people that don't actually work directly with kids compared to people actually work with students.</p>
6	I would like to see more extra-curricular offerings for the students. Also, I would like to see additional languages offered other than German in the district. Furthermore, I would like to see more public recognition of students' academic achievements.
7	Curriculum
8	Student Achievement Performance is due to the lack of Curriculum and the time taken out of the year for testing.

9	Teacher created curriculum takes the teacher away from their classroom. Is this cost effective.
10	Curricular concerns - the transition to CCSS from Illinois SS. The concern is not the CCSS, it's the assessments and teaching strategies that are being implemented.
11	I would say that curriculum is our biggest issue. It's better this year than it was last year, but it still needs to be worked on!
12	Curriculum and programming are our biggest weaknesses. Why? Because both have changed for the past three years along with several other changes in the district. Only when we have stable and continuous curriculum and programming will we see improvement in student achievement.
13	Curriculum seems to be in a constant state of flux jumping from one program to another. Staff was not asked their opinions about the staff changes and the impact it will have on students.
14	Looking at these weaknesses, I feel that Student Achievement and Staff Turnover can greatly be connected to our Curricular/Program Issues. We have new programs that quickly come and go (sometimes multiple within one school year), I am not surprised that our students are struggling. With limited PD on the programs given to the teachers, the teachers are struggling as well. I also can not imagine how a new teacher would not drown in these programs (pull from here, here, here, here, and here.... oh and here are three new ones...).
15	While there's always room for improvement, I'm surprised to see student achievement performance listed as a weakness.
16	Knowledge and trust of math coach on curriculum is low-we also wasted too much money and time with literacy coaches and writing ELA curriculum. We had a good start with Rtl and then the district dumped it.. The Rtl coach was a positive influence.
17	I find the current math is not helpful to children considering the steps it takes to get to the answer. I feel that it gives chance for more error then it helps them understand.
18	I do believe not having a core curriculum for reading is a problem.
19	Ever changing curriculum, Limited "turnkey" resources for teachers, Double income families that leave little time for home support, Education is always top priority for students/families
20	Obviously, the program changes will lead to confusion. The lack of professionally developed curriculum is a huge problem and creates animosity and insecurity amongst teachers and confusion for parents. Turnover- look at all the new administrators. Yes this is a weakness.
21	I see a lot of concern about our curriculum, especially math.
22	<b>CURRICULUM IS NOT WORKING!! TEACHERS SHOULD NOT BE WRITING A RESEARCHED BASED CURRICULUM.</b>
23	Have not been here long enough to respond. However, for (Pre-k) there seems to be an awful lot of homework that comes home.
24	I work in a District that has several teachers that originally started in the Antioch School District. Your good teachers leave because the pay is not good. Staff turnover and student achievement performance is a result of this problem.
25	Curriculum is the #1 problem. We are doing our students a huge disservice in both ELA and Math.
26	Curricular/Program issues are improving. There have been fewer "random program additions" and a more rational approach to improving program over the past 2 years.
27	There are tremendous curriculum issues. The math program in particular in the Elementary grades is horrible. Why isn't this district following the state model like the district I work in?
28	By far our curriculum should be the top priority. If we can get a handle on this student achievement will improve as well as staff turnover.
29	I absolutely agree that THE biggest weakness in this district is the lack of a cohesive curriculum in both reading and math. The past few years have been wasted trying to get the teachers to come up with the curriculum themselves. Curriculum that has been developed by professionals should have been purchased. Common core an an excuse for not doing this has moved the district backwards.
30	How can we be in the top 20% of student achievement, but have this as a weakness? I need to further understand the curricular/program issues in specific.
31	We often don't stick with a program until we have meaningful data. Then we jump to another program and do the same thing. This leads to wasted money, and many programs sitting on shelves that have quality concepts that are very similar to the "new" ones.

32	Class sizes are not conducive for successful student outcomes. Specifically at the middle school. In addition, students designated with special needs, get the most time and attention. The greatest number of resources are available for them, while the general population of regular ed students must often fend for themselves. Poor curriculum programming and development is a reflects the deficiency of the person in charge of district curriculum.
33	Curriculum changes happen too often, it's always something new and never seems to be something research based that can span multiple grade levels. Things are purchased and money is spent without it being thought through.
34	I'm unsure of the staff turnover and student achievement. The only thing I do agree with is places like AES need to be updated.
35	The gifted program at the k-5 level needs to be in uniform with the more wealthy districts.
36	Curricular / Program issues: if Common Core is supposed to adapt my child to any school's environment / grade level in the country, how come each grade level's teachers don't teach the same curriculum? It seems as though my child can't even cross the hallway to get the same teaching program.
37	I think Student Achievement should be #1
38	Enrichment classes for students at all levels.
39	The staff from Hillcrest, Oakland, and augs care about the success of my children. I think the facilities are adequate and I haveno issues with the curriculum. My children are learning.
40	Common Core is not working
41	I would like to see more educational seminars on the benefits of the new common core methods. There are a lot of opinions from parents... If like to hear more from the school.
42	In reference to the Student Achievement Performance, I have a problem with how this measurement data is found. Is NWEA-MAP the best measure of our progress. Was the ISAT? The tests of both have changed over the year so we aren't comparing apples to apples but sometimes apples to lamps (I know, it's out there, but I think you get my point). I agree that our students can do better but I'm not sure if we're accurately measuring their growth. Students also grow at different rates so some years may have more of a growth than others.
43	I don't believe our "Student Achievement Performance" fits in this list. I think this is an area we can push ourselves with but it is more tied to program changes. I think our students grow a lot but the standardized assessments give a narrow view that's more closely related to curricular/program issues and the shift to Common Core. I strongly agree with the rest of the list.
44	I'm deeply bothered that my son, who is in Kindergarten, is now expected to write sentences. More disturbing is that he came home with a worksheet of "greater than or less than" equations. This was highly upsetting. Just because they can do it, doesn't mean they should be doing this. This is how burnout occurs in high school students. This is how children and teens feel they need to take drugs like Adderall just to keep up.
45	Stick with a curriculum for long enough to test its effectiveness thorough student achievement
46	I believe there should be more enrichment programing offered
47	Personally, haven't seen staff turnover re teachers, and not concerned if teachers are not the turnover. Facilities are good except need room A/C units at AES. Students' achievement performance is good.
48	I am concerned about the collection of curriculum that seems to be constantly changing before some results can be assessed as well as having a cohesive curriculum, especially across grade levels.
49	We need a strong curriculum that we will stick with for more than a year or two if we expect to see the student achievement we would like. We need consistency and a program that has a scope and sequence so that each grade level knows exactly what has been taught previously and what need to be taught in the current year.

50	As a parent and fellow educator, I would also have to include the district's lack of special education services, and being able to meet students with special needs.
51	I think Curricular and Program issues has the direct correlation to student achievement and staff turnover. I don't know how new teachers can be functioning with the lack of consistency in our programs/curriculum. Students are getting new methods in math every year.
52	If we are going to see improvement, we need to have a solid curriculum k-8 that flows from one grade to the next
53	Across the district we have major flaws in our curriculum and implementation of curricular initiatives. Our student achievement is directly affected by our poor curriculum.
54	Being new to the district this year, I'm concerned with how the elementary teachers can see the big picture of how curriculum and student learning span across the grade levels when they are separated into k-1, 2-5 buildings. It's important for teachers to know and see the continuum of the curriculum and how it effects students at all grade levels, not just the grade level they teach. The teachers should be involved in cross grade level in service and discussion when it comes to curriculum
55	There are significant curriculum issues with the implementation of common core, especially in math at the middle school. I don't really see the facility issues that are talked about so much. I think staff turnover is a significant issue, because it's usually the wrong staff being turned over, but there was a RIF meeting last night, so I don't expect that to change. Of course, there are significant communication issues.
56	All TRUE. The staff is always complaining about the curriculum, no air conditioning, the students are NOT achieving, teachers and administrators come and go, and the communication is awful.
57	I agree somewhat again, because the district seems to be taking steps to remedy some of the weaknesses, specifically introducing full day kindergarten to help student achievement. I don't know what is being done with communication issues, as this is an administration issue and no changes seem to have been proposed for administration.
58	I believe that communication in the district is actually a strength. The constant newsletters, texts, emails that I receive are helpful, timely, and routine. I believe that the new focus of intervention for those students needing extra support is a good one, but what about those students who are already high achieving? If we are focusing on bringing up the base, do we ignore the top? I'd like to see some focus on enrichment for those students who need it and a development of that program as well as the intervention. Both sides of the spectrum need to be enhanced.
59	I think communication is great. Curriculum is very difficult right now with the transition to common core.
60	Major issues with communication. It takes admin way to long to respond. We continue to have gaps in our curriculum. The ELA curriculum is very disconnected and I don't believe that we will see an increase in test scores in reading because of it.
61	I would like to see better aligned common core curriculum across the district. Currently, it is very piece meal and that is a disservice to our students. There are wide holes that are of course supplemented by each teacher however that is not enough nor does it provide consistency.  Communication has improved at the upper level, however at the school level I feel there needs to be an increase in communication and better explanations as to the why of many of the messages being relayed.
62	We need a knowledgeable curriculum director with much successful experience and one that has "open and honest" communication with teachers, BOE, and superintendent. We are terribly lacking in leadership in this dept.
63	I haven't experienced issues on curricular, facilities, Student achievement, staff turnover or communication
64	Communication and curriculum needs
65	Curriculum issues with math. Poor communication. Awareness and readiness to intervene with students struggling.

66	New curriculum- feels like every year there are changes/improvements. Staff turnover is due to lack of appreciation and communication from district as well as lower pay than surrounding districts especially for aides. The best form of communication in this district is the "grapevine" which is certainly not a reliable form of communication. Aides are left out of most decisions and are only informed of changes/decisions as a last resort...usually information comes from certified staff members that are friends.
67	<b>Comitment to Improvement</b>
68	I feel you are taking great strides to improve these areas. Thank you!
69	I haven't experienced any off theses with my children.
70	Commitment to improve does not always mean changing the way we teach.
71	At times, it seems that the district is changing too much. For example, AUGS and Oakland have gone through year-after-year changes with their school schedules. Perhaps some changes need time to work.
72	Too many changes too quickly. Need to make 1 change at a time to see the effectiveness.
73	If we would work together better some of these weaknesses would turn into strengths.
74	Although I believe there is always room for improvement, I am new (this school year) to the district and still learning about the district's weaknesses.
75	I feel as though some of these issues could be a result of some of the decisions and made and maybe by a lack of prioritization and taking turns instead of trying to tackle all the problems at the same time.
76	<b>Communication</b>
77	I think communication is great. I have a child at Hillcrest and the facility is also wonderful.
78	Communication would be number 1 on that list for me
79	There are definitely communication issues. The problem that I have always had was that my principal and assistant principal never cared about my job position. Would never take time to listen to changes, ideas that I had. When you feel like you give a hundred and ten percent to your job and principals make you feel way less, its not a very good feeling.
80	-Need more communication between parents and teacher advisors of special programs and after school activities.
81	I do not have the feeling that staff turnover, if it is a major concern, was well communicated to the community.
82	I agree with the top three concerns. However, I don't think communication or staff turnover is a big issue. I do think that a bigger issue is remembering that these are children who need to be nurtured as such. I feel like the elementary schools are taking a lot of the fun out of learning. There are no parties, for example. Kids move around too much during the day. I feel like the needs of a minority--kids with health concerns--are taking away from the fun experiences that they can only have as kids. And I also think that the constantly changing demands of the state are pulling teachers' attention away from doing what they know how to do: teach kids. I wish the school wasn't making them grow up so soon!
83	Curricular activities are minimal at best. Teacher to parent communication is poor in my opinion. I would like to hear and have more involvement and understanding on where my child is at, what she is learning, behavior issues, etc when she is in 1st grade.
84	I think that the school does a good job on communicating with the parents better than the past.
85	Communication is pathetic. Staff is weak in the elementary school from principal on down.
86	Facilities AND communication
87	The teachers could communicate better with parents. Hillcrest did an awesome job communicating what was going on in classrooms, etc. Petty definitely lacks this communication between parents and teachers. However, Mrs. Gerritsen does an excellent job communicating to parents with her weekly Sunday evening email of happenings for that week.
88	Communication has been weak in the past -especially from administration to staff. I think staff turnover is partially because of that and partially because our salaries are not comparable to other districts around us.

89	Communication could be more clear and concise. A lot of the time I feel left out of the loop when particular things are happening.
90	I agree that staff turnover is a problem, but are we really surprised with the low salaries we offer? I think some of our facilities are very nice. I don't think communication is an issue. If people are not getting information then they are not paying attention, or doing their part to get the information. Communication is a 2 way street.
91	Communication Issues and lack of follow through from some in positions of responsibility at District. i.e.insurance issues, reimbursement for further education etc.
92	I feel that communication issues have shown improvement over the last few months. The challenges come when some staff are privy to information, and some are not, which creates a tension between teammates.
93	I do not believe that we have a high staff turnover rate nor do we have communication issues.
94	I feel that we have pretty good communication right now - the others I agree with.
95	Communication through the district and even the individual buildings remains to be the number one weakness. Other weaknesses can be worked after proper communication and collaboration can be established.
96	As more and more electronics, communications goes down. Down through history time and time again communications, or its lack, has sunk many a ship
97	I think the middle school level is weak in both communication and curricular rigor and expectations. I had a teacher tell me that they would not give homework ever because they knew the students would not do it. High expectations lead to high results. My student is not working hard because he is not asked to.
98	All issues are being addressed, some easier to fix than others. Communication has improved greatly with arrival of Dr. Marino.
99	I think you are right on with this one. Our students need to be challenged more (and I am happy that you have a new focus on this aspect). I also agree about the staff turn-over at the elementary schools - although it doesn't seem to be as much as a problem at the middle school. I will explain in the next question, but communication IS NOT an issue in my opinion. If I had to guess, that was a district goal for this year and I have to say it has been met. Everyone has improved at all levels (and I should know, I have a kid at early elem., middle elem., and upper!!). Keep up the good work.
100	There have been too many curricular changes made over several years that have not worked. There are always communication issues; however not everyone will always be happy with what is being shared. One HUGE weakness I see is with the teaming idea at AUGS. Why are some teams so large while other teams only have 4-5 teachers. It makes no sense. Are you truly a middle school? The advisory program is a joke!
101	I do not feel Facilities are a big weakness. Staff Turnover only in that it is not enough. Curricular and turnover at the top are issues. Prior administrations dug a big hole for these kids and set them up for disaster, then they bailed. Communication issues are a school by school issue. AUGS has made big strides this year, Oakland is still behind the curve.
102	Communication between teachers and parents is poor. The principal sends a weekly email on Sunday evening which is very helpful, thank you Mrs. Garritson.
103	For the last several years, communication has been a problem. Staff needs to know what is going on and why it is happening.
104	teachers and social workers/aids need to communicate better as to what the class is working on the kids are learning the same thing or even preparing kids for the next lesson.
105	Communication issues continue to be a concern. Blanket statements are given which is an improvement from previous years.

106	<b>Community Involvement</b>
107	I would add community involvement to that.
108	Haven't come across much of these. But, wish we had more parent workshops (disaplin, assistance with how to support my kids at home, etc). I also think it would be more beneficial for giving are kids a head start with a pre-k program for the community at large and hope the full day kindergarten is approved.
109	I believe another weakness is the inability of the District to bring all students and parents together. I believe that it needs to be inclusive for all children and circumstances no matter their situation. We have District administrators and BOE members using their own personal beliefs to dictate policy and procedures regarding inclusion of students with health concerns
110	<b>Facilities</b>
111	facility issues -meaning portables and lack of ac for kids during summer time.
112	Facilities are a huge issue. We pay very high taxes in the neighborhoods that feed District 34, yet one of our major elementary schools has no air conditioning. That could be contributing to students' inability to focus during at the beginning of the year.
113	Students are losing pride of their schools. Air conditioning and portables, playgrounds need help.
114	I strongly disagree with the school zoning map. my child passes 2 schools to go to wc petty when my home is very close to Oakland. Neuhaven should not have to pass Oakland and AES. 4 principals in 4 years is a huge turnover.
115	Trailer use for lack of space & unfortunate turnover of valuable staff.
116	Schools seem old and rundown.
117	Need a multipurpose room between AUGS and Petty.
118	Facility appearance both internal and external, in need of more curricular programs,
119	I believe the district boundary lines need to be revised. We are picking up students who lived closer to schools outside of District 34
120	There's been no academic growth and several of the buildings are in need of major improvements.
121	Buildings need drastic improvements; like air conditioning
122	Facilities has been an issue for years. Why are we not better planning for increased student population, preparing for classroom space, and eliminate the portables.
123	<b>Staff</b>
124	Staff Turnover is a huge concern for me. The success of a school comes from the people delivery the messages and unfortunately, if every year staff is uprooted or terminated, a school environment suffers from lack of cohesiveness from teachers and admin.
125	Staff is not well paid like in other close by districts. Facilities are dated. Why didn't 34 rented Pleviak to have Oakland students in a more spacious building? The block schedule has many unhappy parents and students
126	Administrative turnover, why do they keep leaving? Too many mobiles We need more space in our buildings We need an RTI structure, it is lacking in our building
127	We believe committed and dedicated staff should be a weakness, as mentioned in previous question.
128	4 principals in 4 years I see as a BIG issue. I feel my student is not getting the best he should.
129	With regard to staff turnover, I believe that turnover in administration is a HUGE weakness. The staff and students keep getting pulled in new directions every couple of years.
130	Have not heard or seen much staff turn over Many Staff members are still here who were here when our oldest who is now 21 attending.

131	Due to all the leadership turnover in the past couple of years - it is really hard to tackle some of these weak areas to start fixing the problem. As soon as there is some momentum to get it fixed - admin leaves - and you need to start all over again- or the problem gets lost in the shuffle altogether.
132	I am not aware of high staff turnover
133	I might add that our district has been very top-down for the past few years, and staff would like to have more input and be part of the decision-making. That is the single factor that could most improve morale.
134	The leadership in the area of technology is a concern.
135	Staff turnover/retention is more important than most admin are willing to admit. Work-loads are massive and increasing, pressures on teachers and time are increasing while at the same time compensation is amongst the lowest in the area. (especially for teachers at the beginning of their careers) This must change or the district will never have the results it desires. They have already increased the compensation of admin significantly and claimed this was to retain talent. Do we not need to do the same to retain teaching talent? Also, the most recent cuts and reassignments truly demonstrate that the district sees teachers are cogs in a machine, replaceable parts that will function anywhere. When you do this, you degrade the profession and the professionals who work for you. All of this causes work dissatisfaction and a desire to find other places of employment. (I understand the need for RIFs.It was the incredibly poor way it was handled at the district and building level)
136	Administration at the top turnover as well
137	goals should be set for targeted or planned movement of administration and teaching staff within the district. 2-4 year plans should be a target to move 30% per year.
138	staff turnover in admin
139	I think it's staff turnover. Consistency is key to better education.
140	Try to reduce teacher turnover, lower class sizes, and combine the Antioch School Districts!
141	Staff does not feel appreciated or valued by administration.
142	Staff turnover is a huge issue. Especially in administrative position.
143	There seems to be a lot of staff turn over. Policies or wages may be something to look into. Why are people leaving? Why can't we retain them?
144	teacher interactions with students, especially coaching staff.
145	<b>Uncategorized/Random</b>
146	Again, as in my previous statement. I think the 6 areas of weakness should have been broken down more specifically as to which ones are agreed-upon and which ones aren't.
147	None
148	These are just a few of the weaknesses. I believe the entire district should be dissolved and rebuilt; such a poor district!
149	As a district, took all the fun out for kids. No parties. No celebrations too much focus on testing. Too much on health concerns for kids and not on the other thousands of kids who do not have health concerns. Too much of fruits and veggies. They get that at lunch and at home. As long as it is peanut free there shouldn't be an issue. School should be more friendly atmosphere. Maybe kids would want to be there. Too much teaching to the tests. That's not how teaching use to be. And scores were higher then. Maybe focus more on schooling old school but newer technology. I think everyone forgets these are young kids. I am not proud if this district. Too many chiefs and not enough Indians. I can't wait to have my children move on out of this district. You always have these meetings and you want parents input but guess what, always the same outcome. Oh thanks for your input but this is how we are going to do it. I have heard it for years in this district. Maybe that's why parents don't show up to the meetings. They all know its a waste of time. We did have a good district years ago. So sad.....
150	Add fiscally responsible to this category
151	I agree on the above for some of the other schools, there are a few incidents that I thought were handeled very poorly.

152	Na
153	Technology is not reliable. Spending money there that doesn't need to be spent. Current new administration personnel are making staffing decisions without truly knowing the staff.
154	All lacking!!
155	I dont feel i know enough information to provide accurate feedback. Most families are 2 parents working. Both recieve email all day. Both are tired at the end and dont have the energy to put forth
156	I don't see some of the described weaknesses at my childrens school, AES.

## Antioch District 34 "Opportunities"

#	Communication
1	Communication will always be an obstacle. I appreciate the Friday Flash, District News, and other forms of communication. Recently, the middle school team sent a message to all parents about the progress/attitude of students which I appreciated greatly.
2	I agree with the Improving Communication one. This would also tie into the Parent/Community involvement....
3	Communication could be greatly improved. Hillcrest did the best job...teachers sent emails to parents and I always knew what was going on. Now, I'm expected to just pop on to the teacher websites to see if there is a spirit week or testing. I work full time, so I often forget to go check the teacher's website, and miss tons of information this way.
4	Parent /community involvement improved commitment and communication
5	Think the Wednesday pd days could be more useful to staff. The pds are not always specified for the age the building or some staff are working with. I think building administration could be better in their communications with staff.
6	Improving communication would be a great benefit to the District.
7	With regards to improving communication - this should include timely responses from administration when addressing staff emails, questions and concerns.
8	Improving communication Purchasing a research based ELA curriculum. The teachers are not trained to create the curriculum, which is why we are seeing so many problems with it.
9	Although I think teachers seem to do a good job communicating with us parents
10	Building level communication is dangerously bad. Principal forces staff to make appointments for contact sometimes weeks in advance (how is this acceptable) Refuses to communicate simple things (which parents will be visiting your room and when) I suppose if you are speaking to external communication, the district as a whole is actually doing much better in that regard.  Some PD opportunities have been fantastic and some have been a waste. I think we can do better here, but I also feel like the people in charge of finding PD for staff have had best intentions in mind and sometimes you dont know if training will be valuable until you try it...
11	I think the commitment of ALL, correct! improving communication is also so needed, some do it well, and some others do NOT. and the level of understanding of the student hearing it as well. If something is told to the student, it should be relayed to parents as well, At AUGS it is harder to get specific information some times, and when my student doesn't pass it on, or passes it on later in time.
12	communication and community involvement TOP PRIORITY
13	Teacher websites and power school are great! They do not replace personal communication, however.
14	Communication when coming from anywhere but from central office could be greatly improved. Teacher communication, some activities too informal.
15	communication and involment

16	There needs to be a commitment to a curriculum, to expecting more from the kids and the teachers, and a big jump in communications. 2nd graders get more homework than 3-8th grade. Many kids 4th-8th are lucky to have homework one day a week. Old administration wanted it this way....this is holding them back, they are not getting the repetition they need. Especially in math. You are now asking the kids 3-5 different ways to solve a problem that they use to be taught 1 way. So now class time is used to teach 3 methods instead of 1, and they use to have practice at home and now they don't. This policy needs to be looked at.
17	I appreciate the weekly emails. I have one child in Augs. I do not hear from those teachers as much as I heard from the elementary teachers
18	PD has been less than optimal. We need consistent, high quality PD. Open communication is a must.
19	Continue with email communication. As a parent, I don't see teachers using data to their benefit to make decisions on their teaching.
20	I am a little confused about the communication part. I am sent more e-mails from teachers, departments, schools and district than I know what to do with (and I am not saying that this is bad). I know what every school and elementary classroom is doing as well as what I need to know about my middle school student's classes and grades. This is already an area of strength.  What type of data use are we talking about? If it is more standardized testing I say "Bah - Humbug!!!"
21	We know how to use data, we just have not had the support from administration to use the data to inform our instruction because of lack of curriculum and lack of appropriate phonics programs. I do agree that communication is something that should not be an issue - but is! It should be easy to address.
22	I love what Dr. Marino did in inviting the community to the presentation/Board Meeting this past February at AUGS to talk about all of the changes that would be taking place in the district. It was very transparent and helped the stakeholders understand what is going on and where we're headed. Because it is difficult for many families to make board meeting due to family commitments or daycare - having these types of meetings 2-3 times a school year would be very productive and informative.
23	Stronger communication was evident with the public announcement of staff and curriculum changes for the 2015-16 school year. Hopefully professional development will occur quickly with position changes before next school year.
24	Our professional development should benefit the staff. For example the professional development we had in the fall was a repeat of everything we've gone over the past 5 years. I believe whoever chose this presenter didn't do their homework to see that she wouldn't be sharing anything new. Another example of poor planning on the district's part. The communication this year from the principals level has increased immensely. The use of the text alerts, email and phones alerting parents and staff members to any changes has also improved.
25	<b>Curriculum</b>

26	<p>I have read through the “2015-16 Program Changes” but did not see anything specifically addressing grading for the elective classes (which currently do not have a traditional grade). As a substitute teacher for district 34 I have seen an overall lack of motivation, effort, and concentration on behalf of the students who are enrolled in the “encore” or elective classes partly or possibly wholly due to traditional grades not being assigned to these. Some responses I have had when inquiring why a student was not doing their work, “Why should we?” . Also when collecting papers/work on occasion to document to the teacher the lack of work taking place during the class I have been asked “why are you collecting the papers, it’s not like we get a grade”. Hopefully these examples clarify my concerns. As a parent if my child is filling time during their school day with any type of learning, I would like to see a real grade attached to it.</p> <p>Additionally, the schedule that begins a class for 20 minutes, they break for lunch and then return to finish, I am hoping will completely disappear with the schedule change. The 20 minutes seems to be very unproductive for the most part and disruptive to the flow of learning. All that the children are thinking about is leaving for lunch, not learning.</p> <p>Lastly, I would like to say I disagree with the two different teams labeled green and gold. I feel it sends a message of separation. I hear the words “we are one “ said every day at school but it does not have that feel. I hear one thing and see another. As parents it sends a doubt as to whether one team is the more advanced students team versus not. It makes us question whether the teachers for the different teams are of the same caliber. Are there more honors teachers on one team versus the other? Regardless of how it is presented, and how we are told there is no difference, it has the “feel” of being 2 different teams--- not unified. The school is not that large. I believe it could achieve the same mentoring etc. goals with one team that it does with two.</p>
27	PBIS could be fully implemented and used as a tool for improvement rather than just data collection
28	we need to adopt a "real" ELA curriculum that is consistent from K-5.
29	Also the opportunity to develop programs that work on students learning needs for the future. Like correct children's spelling focus on cursive writing. Also adhere to helping students that show the signs of decline of learning, by not putting of testing and encourage 504 plans.
30	50/50 - less focus on technology more on basics. Your method of spelling is horrible and I feel that is part of the reason my child can't spell well - we teach one way at home and you encouraged them to misspell as long as it was fun but then expect them to just turn that off and spell correctly??????
31	Joining other states in the removal of common core in order to put our children's education back in the hands of the teachers/parents & not the government.
32	AUGS master schedule was on Dr. Marino's list, but only a few select people on a committee worked on it and from what I understand, they weren't given a lot of "choices" in which schedule to choose. We need a place to work in which most people "buy into" what's happening and that it is really best for kids. Changing teams, what grade level teachers teach, changing rooms and possibly losing the technology that was earned through an application process don't seem to be great things for kids. More stress for teachers learning new curriculum AGAIN??? The ELA and Math teachers all were given work days and training to be grade-level specific on Common Core. Some science teachers are being proactive and trying to get ahead of the up-coming standards. The Social Studies teachers are all writing grade-level specific new curriculum and they would possibly change? How is this good for kids?

33	The math curriculum is a major need for improvement.
34	Curriculum issues
35	I think that curriculum should also be on that list. I think there's a real opportunity for major growth if we focus our curriculum. Not all of our programs meet the needs of the new standards.
36	Possibly looking into spending money on a cohesive curriculum. Would be costly, but worthwhile long-term.
37	<b>Data Use</b>
38	Data use is huge! We do a huge amount of testing but I don't feel like anyone knows what to do with it. Less testing and more training on how to use the data we have would be great!
39	I'd like more clarification on what's involved/intended with regards to "Data Use".
40	Data has been / is being grossly misused in our school district.
41	NWEA and ISAT trend data is being used as justification for reducing reading interventions for students without looking at the NWEA and AIMSweb growth data for the individual students that have participated in reading interventions. An analysis of what is working and what is not working using data is necessary.
42	PD needs to not be so repetitive. Same thing being presented all the time. Having a true curriculum that doesn't change every year would help our data immensely. We never keep anything long enough to see if it works.
43	Data only works if people are trained and given time to dissect the data. Everyone can collect data. Doing something meaningful with the data is the issue.
44	Data use using useless testing is pointless.
45	I am not a huge supporter of data use. Just because data says "do this", does not mean you need to do it!
46	Staff needs PD on data use, some buildings interpreted data use in ineffective ways in the past and teacher input was disregarded. PD during team plan time sometimes feels forced/rushed and is not productive in the middle of the day when staff has students on their minds. PD that is optional after school is often not taken advantage of by those who need it most.
47	I like how individuals and/or groups are getting specific training that apply to their positions. I would also be careful when using your data information. Some things look good on paper but may not work as well in practice. Not everything is black and white.
48	Ease up on data this and data that. Hire good teachers and let them teach, not give tests.
49	I think we are not using data correctly - we seem to add new "programs" to measure progress without eliminating something old
50	<b>Parent/Community Involve</b>
51	Teachers do there best in the classrooms. Parents need to to a better job teaching there children manners and respect at home.
52	I believe that recently, parent involvement has decreased. Our schools are no longer places where I feel part of a community. My students do not feel "part" of something at school. They have merely become buildings where they go to work. It is very sad to see a district that once had such a community feel change in such a negative way.
53	Alot of times there is not parent/community involmment because no one know what is going on at the school or on the other side there are so many papers sent home you cannot keep track of them all. I like the weekly emails but not everyone looks at them.
54	How do we have improved community/parent involvement when PTO is cancelling Fundraising Events to keep students safe? We have to come up with different events that don't involve food. Just fun activities.
55	Provide a "Parent University" to help educate parents and further involve them in their child's education.

56	Paternal involvement is key... There is definitely an opportunity to educate our parents on how best to support the our children and our teachers at home.
57	<b>Professional Development</b>
58	Perhaps combine data use and professional development to drive how to strengthen programs.
59	I would like to see ongoing training dollars invested into your staff to make gains in research-based instructional practices.
60	Focused Professional Development is a area of weakness that needs to be improved for better staff buy-in and engagement.
61	There is no profession development for aides as far as I am concerned. If we are working with the most delicate of our student population with high expectations for our performance than we should be trained in all aspects in dealing with these children. All aides should be sent to training regarding autism and how to deal with autistic children, not just given bits and pieces of information from the special ed department. Aides should be granted subs so they can attend special outside training as certified staff does, not just given a quick one hour training session on a Wednesday afternoon.
62	I hope by focused professional development one means listening to what the teachers need. Sometimes that is merely time to learn, implement and become a master teacher with all the new ideas given to them of how to better teach.
63	I've enjoyed being a 21st century classroom and the training that has been provided.
64	What does improvement commitment even mean? Yes, we need strategically planned out professional development. Teachers are feeling so insecure about teaching the curriculum that it has created defensive teachers or apathetic teachers. No passion in what they are teaching. There's needs to be professional development on how to teach and a consensus on what good teaching materials are.
65	PD at our building level is meaningless
66	continuing education for support staff, job descriptions for support staff
67	More Professional Development provided throughout the school year within and outside the district
68	Speaking specifically for Hillcrest, we have very little focused professional development. This includes our institute days as well as our Wednesday PD. I feel that this year I have had the LEAST amount of PD that I've had in over 10 years.
69	Professional development should be based on teacher needs. We have asked for writing PD for at least 4-5 years and never get it. Instead, we seem to spend a lot of money on topics without teacher buy-in.
70	Professional development is still a weak area in this district. Staff are expected to implement curriculum without the necessary training.
71	Still need improvement for data use and focused professional development
72	Teachers need to learn how to use the data effectively so they can improve student achievement. Professional development is vital to learning how to improve areas of weakness.
73	<b>Uncategorized/Random</b>
74	all of the above need improvement
75	Above stated areas are not a weakness.

78	A little work? That's the problem here too. It isn't a little work that needs to be done to fix what's wrong with this district, it's a lot of work. The curriculum is a mess. That's a lot of work to fix. Communication stinks because the school board took a nap under the last superintendent and that's a lot of work to fix. The recent administrative hires look very uncertain and I've had very negative interactions with one already. That's a lot of work to fix. If you are sitting there thinking we're 90% of the way there and a little tweeting will get this district working well, you're wrong. This district is a mess and I'll be really happy when my kids are out of these schools.
79	Again, I believe and the district has shown itself to be among the poorest I've ever experienced. We need new, skilled teachers and administrators that actually care about our kids!
80	Improving sports programs
81	We need more parent voice.
82	I do not have enough information to decide on an appropriate answer.
83	n/a
84	I only see two of these areas that I agree with. Involvement and Commitment
85	Job security for dedicated staff both certified and non-certified
86	Less union, more caring teachers.
87	The Opportunities seem to be centered around everyone BUT the student. I think the focus should be thinking of Opportunities for the students.
88	Na
89	I think we're working to improve in all these areas.
90	With the on going changes in technology, the district must keep up with it.
91	Stop allowing people with allergies or issues holding the entire district hostage.
92	These topics from my knowledge seem up to par and if they need to be improved it would take little effort on the district. More encouragement.
93	I believe the school and staff focus on the above, and do their best to address the opportunities
94	Improvement Commitment? Is this that we need to work on having our staff committed to improvement? I thought that was somewhat a strength.
95	I have a child who has good grades because we work with him and he does not have an IEP so does not get interventions. He came to from hill rest where he got help and then nothing not even reading comp for eagle time. It wouldn't take much to make a big improvement with kids who need just a little bit.
96	Again, prioritization here is not correct, but all the bases are covered to help the district thrive in the future.
97	again as in my last answer the teachers need to be talking to the social workers /aids on what is being taught they do not seem to be on the same page. need to be more proactive not reactive.
98	Opportunities to improve the facilities
99	All of the above would help to improve weaknesses.

## Antioch District 34 "Threats"

#	Buy-In/Change
1	Again, too general. I think one of the biggest threats the district has is implementing major changes too quickly and then having to "redo" what shouldn't have been done in the first place. Ex: block scheduling at AUGS It didn't help students and it hurt programs. Not enough foresight, too much hindsight.
2	Negative community chatter among the D34 parents is a major concern. This cycle needs to stop now! Parents continue to talk about the poor experiences at AUGS. We need to recruit and market the Change Agents in the community to share the good work happening in the district.
3	I feel that what will block this progress are the people with no children that think they have all the answers. I have 2 children in this school and find that people with no children are running their mouths and have no clue what they are saying to limit the school and children in learning.
4	These are probably ongoing issues (not really threats); need to be agile and adopt to change quickly.
5	Adaptation to change is your biggest threat. Across all levels, what you have listed are the catalysts
6	parents/community have to understand and be educated about education in our district. Not just the fact that taxes may go up, etc. I need to further understand what 'buy-in needs' are.
7	We can't change what the state or federal governments do. We need to focus on what we can change. If you want to keep mid-aged teachers, you need a higher pay scale. New teachers will take a lower paying job, and teachers who are close to retiring will stay in a lower paying position. Mid-aged teachers will send out resumes. The same goes for trying to get more men to come here. Men are more willing than women to try for a higher paying position.
8	People don't believe anything you say because we have been down this road with no change and declining buildings
9	If like to see more creative ways to raise money for our local district. Selling cookies, popcorn, frozen yogurt nights, etc... Are great, but not really gaining the involvement/buy in from those that have the money to give. There's are lots of exciting new things that would benefit the children (technology being one of them)... Running a specific campaign with tangible benefits for a local school may get those closest to the problem to donate. General fundraisers will fall short, since we do to see the financial reward locally.... Just my perception.
10	Buy-in needs would be the most identified.
11	<b>Common Core/Curriculum</b>
12	testing???????
13	School district needs to support Early Learning State Programs for the at risk in our community.
14	I feel the roll out of common core has been disastrous. It seems like the teachers were not properly trained on the standards, and that they have confusion regarding the curriculum. With that in mind, it's hard to feel confident about what our kids are being taught or how. Where was the community involvement or meeting regarding the justification for changing to Common Core? How can parents support a curriculum they don't know about and that they feel the teachers haven't bought into?
15	strong curriculum
16	I think parents are nervous and not knowledgeable enough in the common core standards. It is a completely different way to learn and not how we learned, which is scary for parents.
17	Agree with many of the above yet feel some are missing. Focusing on student's to get the most from their learning techniques.

18	COMMON CORE
19	I am concerned in general about Common Core and our children's ability to think and reason vs. their ability to score well on standardized tests. Each child learns and excels a little differently than the next.
20	The Common Core and running a school like a business is hurting education all across the board.
21	Bigger threats are teachers not prepared to teach with new curriculum. Big fail in that they had text books removed and had to create there own. Many have been text book teachers for years, and were not capable of writing their own curriculum for topics that were a grade level higher in many instances. The kids lost out on this by lack of preparation of materials by the district. Teachers need to be re-evaluated by their ability to react to the new standards. It takes too long to notice the data patterns, and the kids that were in those classes are now behind for years because of it. The rest of the world is real time, education evaluation is still in the dark ages.
22	Buy in needs to improve but working in the district for as long as I have this is difficult. I've seen so many changes come and go. I'm optimistic that our new superintendent is willing to make changes and work towards fixing programing in our district that has failed. I believe our district really needs to look at our curriculum director and how she is not helping our district. Since she's been hired we've started so many jumbled changes that are not benefitting our children. As an educator and a parent in the district this is extremely concerning to me. We have "coaches" in our district that aren't given the opportunity to support the classroom teachers. At one time this "coaching" method worked when it was first put into place but the roles of these coaches have changed drastically and their ability to support the teachers has also changed. Curriculum changes need support and a unorganized director of curriculum with no plan is not an asset to our district.
23	No stability of curriculum - each year it changes and the buy in is not there
24	state and federal mandates- common core, PARCC test
25	Public perception seems to be more compromised with the news reports and Social media hype about Common Core and PARCC. We've let the test, not the standards, become our guide and we jump through hoops and take away teaching time to practice using the test tools and preparing the technology.
26	<b>Finance/Facilities</b>
27	Funding and staff retention are a concern for me.
28	Facilities, facilities, facilities. Lindenhurst families are driving children to Augs. That is too far. We still have trailers that are not safe.
29	How can we learn to promote academic growth without more \$\$\$ ... We didn't cut any too admin to save \$\$\$ - in fact we added positions to the ASC staffing plan during a budget crisis.
30	Biggest challenge (threat) is doing this without a property tax increase. Perhaps that is the "funding" in this list.
31	Again, part if what helps fund the schools, teachers needs and technology supplies is the PTO programs
32	<b>Mandates</b>
33	State and Federal Mandates are always challenging
34	state mandates and overtesting of students
35	All the testing has the biggest impact on instruction we've seen in years.
36	I am not familiar with state and federal mandates. It would be nice to know what is being mandated by the state/federal which challenges schools.
37	The state government may make funding very difficult

38	<b>Public Perception</b>
39	Public Perception of Education - connects to communication.
40	<p>It is very difficult to support change when you face NOTHING BUT CHANGE ALL THE TIME. We NEVER stop to see if ANYTHING is actually working before we ask teachers to change. This is true from the simplest building level processes to district level agenda.</p> <p>Public perception of education is crushing teachers' will and spirit. We, for the most part, don't agree with most of what upsets the public. (CCSS, PARCC, other standardized testing) It would be nice if someone at the district level had the courage to speak out publicly (as many other area districts have) about the dangers and negatives of the testing movement. PARCC has basically destroyed teachers ability to effectively teach for the remainder of the year, but because the people in charge are judged on this stuff, we make students, parents, and teachers sufferer.</p>
41	Mandates for sure and public perception ( isn't that poor communication) Special interests are a major problem also (allergies or alleged allergies)
42	Perception is a huge problem and may take a long time to repair.
43	state / federal mandates public perception
44	<b>Staff/Retention</b>
45	I think the more involvement and communication with the community the better the support or buy in will be. I think staff needs to feel appreciated in order to stay.
46	Staff buy in is a concern. Public perception of staff is not strong. Every company retools and refines practice on an ongoing basis. It's an expectation.
47	Leadership is largest threat
48	Public perception ans staff retention.
49	We need building administrators that teachers and staff can trust and respect.
50	Administration turn over, what can we do to get them to stay in our district?
51	It has been difficult to keep good employees in the district. Staff members have been overworked and under appreciated.
52	Staff retention and getting better staff. Previously my son had 3 teachers before Christmas break in one year.
53	All things force the district to make decisions that may not always be best practice or well liked by staff and community.
54	The staff retention could be solved internally.
55	The staff is. So focused on public funding and charter. This is in insult.
56	Reduction of headcount and changes in reading program will impact guided reading which every student w'll feel. Teachers won't be able to help all students if that assistance is gone and kids will fall off radar or below the radar. Teachers will get burned out. Kids will get frustrated. Parents don't understand or are not committed about the district. Large class sizes and no aides and now less reading resources.
57	The biggest threat is the poor teaching staff, and union!
58	Also, weak administration. Everyone from curriculum director to building principals. And forgetting our mission to be child centered. Why do so many children who love learning hate going to school?
59	Staff is underpaid significantly compared to other districts in Lake & Cook county and are asked to do much more

60	Staff Retention - why stay when nothing gets accomplished. Public only sees what they hear in the news. Need lots more positive propaganda if you want support.
61	Staff input
62	A current threat not listed is the current reduction of teachers at the interventionist level which concerns me greatly. We have needs across the district and reducing the number of teachers available to service students does not seem to be in the best interests of the students. I've heard it said that the current model just isn't working however that is simply not true. Students who are in intervention are making great gains and are ending at grade level because of it. I don't see how the current plan of anticipated interventionists is going to be enough to service all the math and reading intervention needed. Additionally, the reading interventionists at the K-1 building currently assist with Guided Reading so that each student gets 20 min of differentiated instruction every single day. Without the necessary support, we won't be able to provide this any longer. 1 teacher is simply not enough to cover their entire classroom with the range of levels that are present.
63	Staff retention is huge - people that are getting shifted are not happy and we are going to lose good quality teachers because of it.
64	Staff retention as our salaries are amongst the lowest in the school districts.
65	I think leadership is an issue in some buildings and in district with regard to curriculum.
66	Paying teachers a salary comparable to other competing districts to keep competent teachers in our buildings.
67	Our changes have to start with staff. When they become 100% committed then the community will follow.
68	Keeping morale high...both students and staff will help community perception
69	Staff retention is important for consistency
70	As well as other factors such as class sizes, burning out highly qualified and talented teachers with enormous pressures and expectations put on teachers and staff, too much testing and teaching to the test. Little time for authentic learning. Students can't write because the emphasis has been on reading. No mentorship program in place for new teachers.
71	I think that District 34 needs to look at staff morale and examine ways to improve it.
72	Why does staff retention keep coming up? What's going on in that area?
73	Don't see staff retention as a threat unless there is high turnover of actual teachers.
74	I don't feel like central office is as transparent with us right now as they need to be, and don't feel as though they are asking for feedback or support with what we think would be best from the inside out.
75	Focus on keeping staff and keeping them in a school where their skills are focused to. We should nitro be moving teachers and staff all over these schools. Teachers at AUGS may not be the besg at elementary and vice versa.
76	State and Federal mandates? Ha! Everyone is subject to these, and other districts are handling them much better. Staff retention is a big problem, which goes back to my previous comments. The perception of education is also a product of living in a community that still has many blue collar families. It is the job of teachers to challenge all students, however, regardless of the parents' educational background or perceptions.

77	State and Federal testing will be a huge barrier to success. The public's perception of this testing is not good, but also the way that the district has gone about implementing the testing has put everyone on edge. It has been thrown together. Buy-in from staff members is going to be a huge problem based on the recent RIFs and reassignments. The process behind this has not been communicated, so staff trust will be down. It will be hard to get your staff to agree to the changes that are being made when the decision making process of who and what stays and gets cut has been very secretive. With specific people being hurt by this process, it will be a huge hurdle to get staff behind the choices that have been made.
78	<b>Uncategorized/Random</b>
79	What threatens you the most is that your district is a mess because there is continuous turnover at the top and the school board is taking a nap. The superintendent was hired from a district where he seemed to be universally reviled. The principal hire at AUGS was a fellow that had been a principal just two years (why was he so anxious to leave, and when will he leave next). This is chaotic and it shows up in my kid's education where the expectations and curriculum change year to year and the direction of the entire district swings on a dime. If you keep listening to satisfied parents (i.e., the ones you would invite to a meeting to 'identify' needs) you will get a very different picture of what is happening, but one you want to hear.
80	Parent support
81	Your union is killing your school.
82	School board that is more aware of what goes on in the buildings. We are all different and have different needs
83	Provide more reasoning as to why these are seen as threats to the district.
84	Na
85	All good here too! You are on the right track.
86	Need to get more people involved with the PTO and petition the state or county for funding changes.
87	I have to admit I am not as educated about the above issues and that is not the schools fault, I don't make it to the school board meetings.
88	I feel that our biggest threat is lack of consistency and low teacher moral.
89	Mandates are tough to work around. They don't always have the results that politicians think they will. Everyone keeps saying that there is no money but with our current contract the district gave all administrators a hefty raise while the teachers had to fight for 3% increase. This still does not settle well with me and many others. It sends a very negative message: Only administration is valued.
90	The town has been misled before regarding the high school. This has had a negative impact on how our district as well. Also people not wanting to pass a referendum.
91	Is Student Safety a threat?