



CCSD 46 Strategic Plan

Survey Analysis of Staff Responses

September 2026

224 Staff Responses

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Executive Summary

This report looks at survey answers from CCSD 46 Staff Responses(n=224) in August-September 2026 as part of planning for the next five years in CCSD 46. Several clear patterns came up that can help guide the district's goals.

Considerations for CCSD 46 Regarding the Next Five Years

High-Quality Instruction and Curriculum: Many staff hope for consistency in how teaching and learning is approached throughout the district, with a desire to strengthen Tier 1 instruction across buildings. They hope for basic curriculum and enrichment materials for core areas of reading, math, science, and social studies.

Programming gaps referenced also included world language, encore, advanced course options, multilingual and dual language programming. Many staff also felt the district should reconsider its approach with regards to screen time and middle school.

Voice, Transparency, and Trust: Approximately half of staff report their voice is not heard or valued in decision-making, specifically at the district level. Staff would like district administrators to be more present in classrooms and buildings and would like to be kept in the loop with communication, training, and decision-making. Many voices requested greater building-level autonomy within districtwide standards.

Staff Recruitment, Compensation, and Professional Learning: Staff ask for PD differentiated by role, alongside new curriculum adoptions, and restored ability to attend conferences. They often request their planning and collaboration time be protected.

Student Behavior, Well-Being, and Mental Health: Staff are looking for clearer districtwide behavior expectations with consequences for students; they have concerns that instruction is being negatively impacted without such. Staff request restoration to SEL programming and staffing with psychologist and social worker coverage.

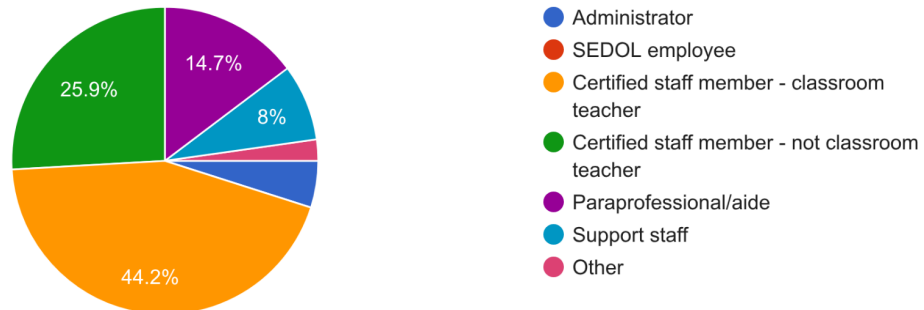
Fiscal Stability, Staffing Levels, and Facilities: Staff support the goal of a balanced budget but worry about impacting people who work directly with students. They cite low compensation as a retention risk and reduction of staff as having an impact on retention. Facility needs referenced include: HVAC and room temperature, flooring and carpet, windows and blinds, lockers, and aging classroom furnishings and technology.

Survey Responses

Staff Demographics

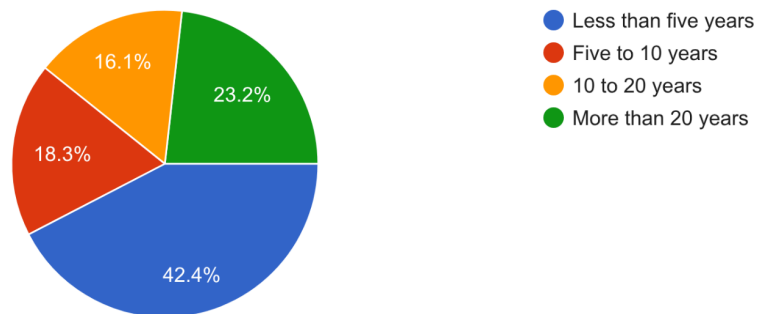
Please select your position in the district.

224 responses



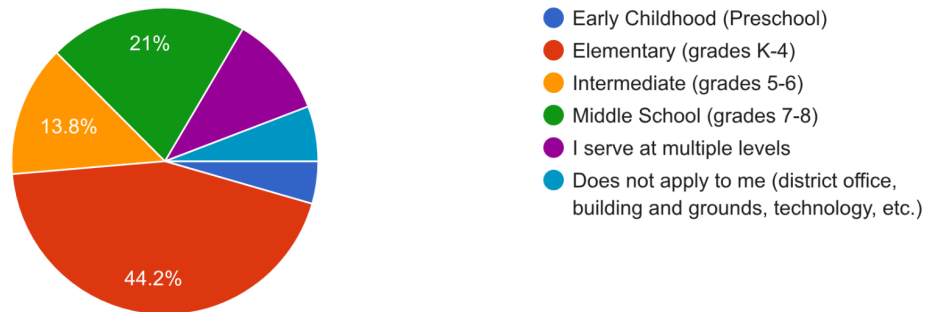
How long have you worked in the district?

224 responses



At what level do you currently serve in the district?

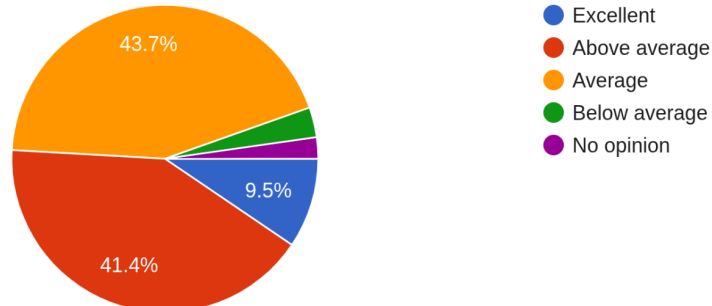
224 responses



Overall District Rating and Organizational Strengths

The overall rating I would give the district is:

222 responses



What is the one thing CCSD 46 currently does exceptionally well that we must preserve?

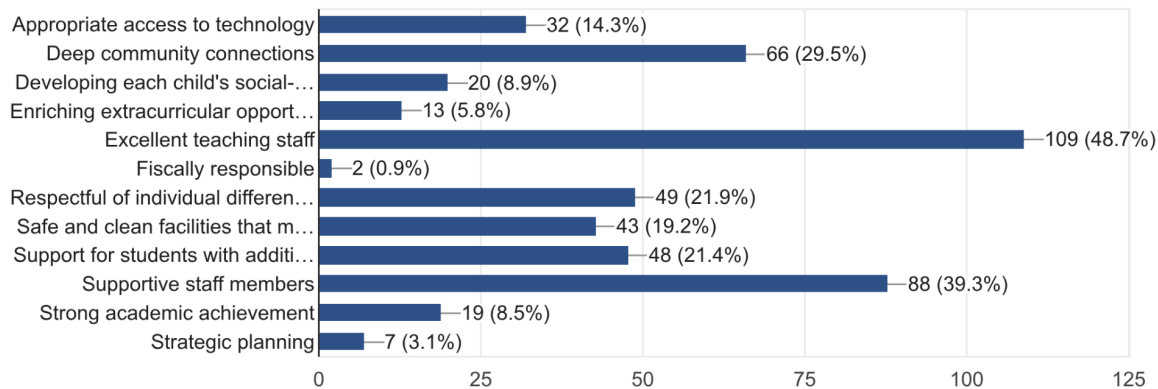
(summary, Google Forms Gemini generated)

- **Dedicated and Caring Staff:** The district's greatest asset is its high-quality, professional, and deeply committed teaching and support staff, who consistently go above and beyond to build strong, caring relationships with students.
- **Student-Centered Support:** CCSD 46 excels in prioritizing the "whole child" by providing robust academic and emotional support for diverse learners, including those with special needs and those requiring RTI intervention.

- **Strong Sense of Community:** The district maintains valuable connections with families and the surrounding community, fostering a welcoming, inclusive, and collaborative environment that supports both student success and staff culture.
- **Collaborative Environment:** Staff benefit from a supportive culture that values professional growth, continuous learning, and opportunities for meaningful collaboration among educators and administrators.

What are the top TWO strengths that you associate with CCSD 46?

224 responses



When thinking about our district five years from now, what is the single most important goal we should have achieved? (summary, Google Forms Gemini generated)

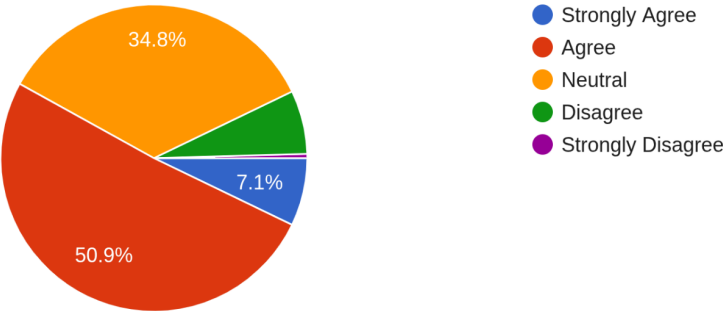
- **Student Academic Achievement and Growth:** The district should prioritize consistent, high-quality instruction and equitable resources to close achievement gaps for all students, including those in Special Education, Multilingual, and Gifted programs. There is a strong emphasis on fostering lifelong learning, literacy, critical thinking, and preparing students for high school and beyond.
- **Staff Support, Retention, and Compensation:** Improving teacher and staff morale is critical, requiring competitive pay, professional respect, and genuine inclusion in district-level decision-making. Retaining high-quality educators is linked directly to student success, and staff emphasize the need to reduce turnover, minimize initiative fatigue, and provide better access to professional development and resources.
- **Behavioral Expectations and Social-Emotional Support:** There is an urgent need for consistent, clear behavioral expectations with meaningful consequences, alongside a robust commitment to social-emotional learning (SEL). Staff report that current behavioral issues disrupt the learning environment and stress the importance of supporting students' mental health to ensure a safe, inclusive, and productive classroom atmosphere.

- **Fiscal Responsibility and Operational Consistency:** The district should pursue a balanced, transparent budget that prioritizes direct student needs and essential infrastructure—such as building maintenance and classroom resources—over non-essential spending. Greater consistency across buildings is required regarding curriculum, assessment, and district-wide communication to ensure all students and staff experience a unified and supported environment.

Beyond the single most important goal, what are 1 to 5 goal areas the District should consider? (summary, Google Forms Gemini generated)

- **Staff Recruitment, Retention, and Support:** Prioritize competitive compensation, improved benefits, and meaningful professional development. Enhance workplace culture by fostering transparency, respecting teacher autonomy, reducing unnecessary meeting burdens, and ensuring staff feel valued and supported by administration.
- **Student Behavior and Well-being:** Establish consistent, transparent district-wide behavior management systems with clear expectations and consequences. Increase access to mental health resources, social-emotional learning (SEL) support, and specialist staffing to help manage challenging behaviors and ensure student safety.
- **Curriculum and Instructional Consistency:** Strengthen Tier 1 instruction and provide equitable, high-quality, and consistent curriculum resources across all schools. Address concerns regarding technology use—specifically reducing screen time and Chromebook reliance in early grades—while reintroducing traditional learning tools like novels and emphasizing foundational literacy and numeracy.
- **Inclusive and Diverse Support Services:** Bolster special education (SPED) services, intervention programs, and support for multilingual and diverse learners. Ensure adequate staffing levels for support roles, such as reading assistants and paraprofessionals, to provide the necessary individual attention and accommodations for all students.
- **Operational and Facilities Management:** Focus on fiscal responsibility and the maintenance of clean, safe, and modern facilities. Improve internal communication channels to ensure all stakeholders are informed and that decision-making processes include input from the classroom level.

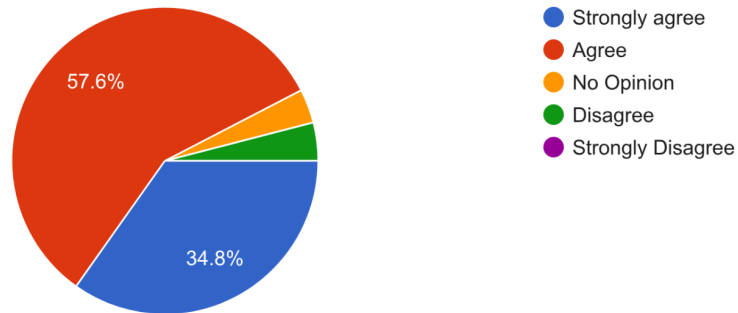
To what extent do you feel our current district goals align with the actual needs of our students?
224 responses



District Culture, Safety and Communication

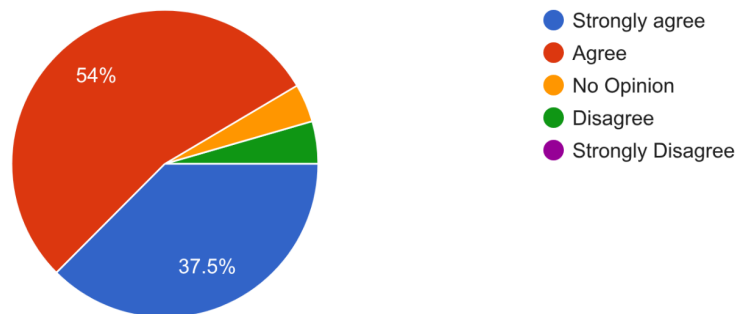
The district respects diverse cultural, racial, and socio-economic groups.

224 responses



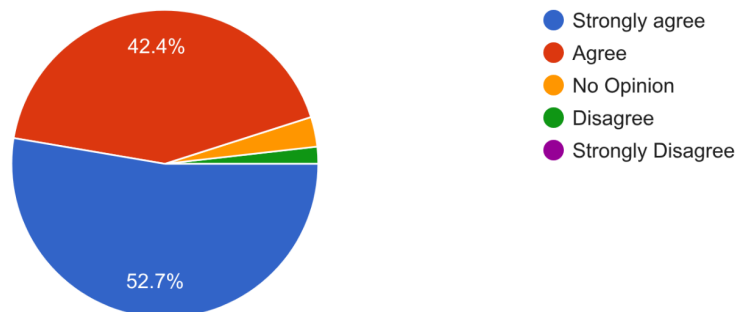
My school's culture is positive and conducive to learning.

224 responses



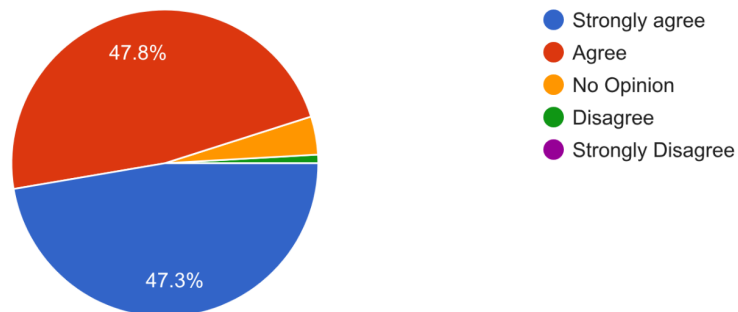
In general, I feel safe at my school.

224 responses



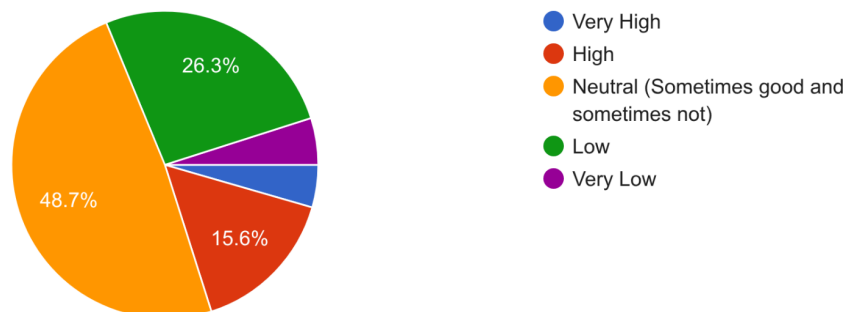
In general, I believe students feel safe at my school.

224 responses



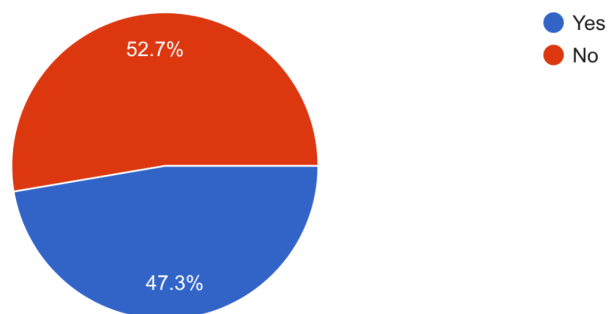
How would you rate the current level of transparency regarding major District 46 decisions?

224 responses



Do you feel that your voice is heard and valued in the decision-making process at the building or district level?

224 responses

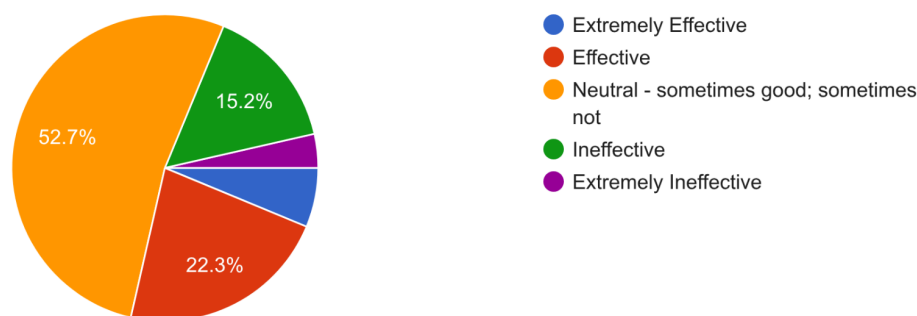


If you answered no on the previous question, what steps could we take to help increase your sense of voice? (summary, Google Forms Gemini generated)

- **Meaningful Engagement:** Increase opportunities for staff to provide input before major decisions are finalized, rather than presenting them as "done deals." Ensure that feedback from those working directly with students is not only sought but also genuinely considered and used to influence outcomes.
- **Transparent Communication:** Improve transparency regarding the rationale behind district-level decisions. When staff input is solicited, clearly communicate how it was incorporated or explain the reasoning if it was not, to avoid the perception that surveys and committees are merely symbolic.
- **Proactive Collaboration:** Adopt a more collaborative approach by involving diverse stakeholders—including teachers, paraprofessionals, and specialists—early in the planning process. Shift away from top-down management toward practices that recognize staff as the "experts in the field" regarding classroom and building-level needs.
- **Administrative Visibility:** Encourage district administrators to spend more time in school buildings and classrooms. This would help leadership gain a better understanding of the daily challenges faced by staff and foster more respectful, trust-based professional relationships.

In your experience, how effectively do our district leaders communicate the rationale behind new initiatives?

224 responses



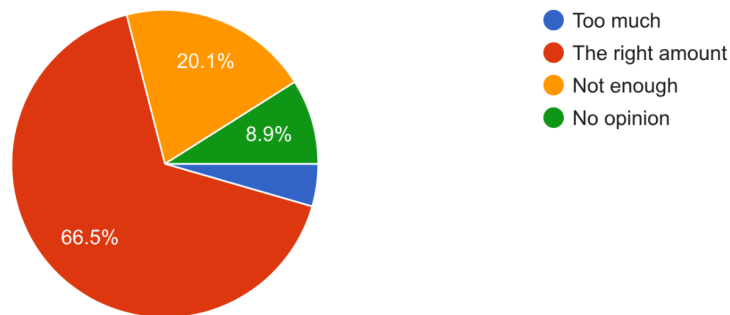
If you answered "Ineffective" or "Extremely Ineffective" on the previous question, what process could District 46 leaders take to help build understanding and support for initiatives? (summary, Google Forms Gemini generated)

- **Transparency and Rationale:** Leaders should provide clear, detailed explanations for decisions and initiatives, focusing on the "why" rather than just the "what." Staff expressed a need for honest, professional communication that shares relevant data and acknowledges the reasoning behind changes before they are implemented.

- **Meaningful Consultation:** Decision-making processes should actively involve the staff members most directly affected by the changes, including teachers, paraprofessionals, and special education staff. Respondents emphasized that input is often requested but feels disregarded, and they urged leaders to value the expertise of those working directly with students.
- **Collaborative Communication:** There is a need for consistent, two-way dialogue rather than top-down directives. Staff suggested establishing forums for feedback, such as Q&A sessions, and ensuring that communication is inclusive of all roles across the district to prevent surprises and improve implementation of new practices.

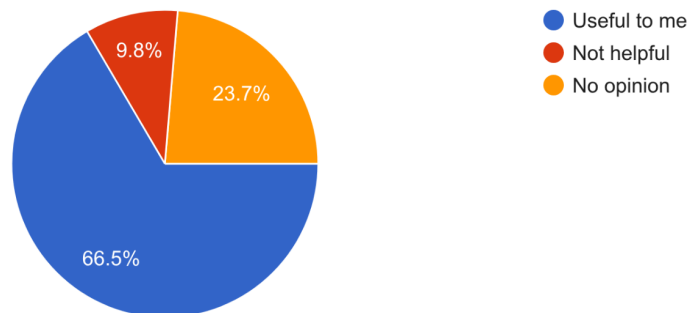
In general, the amount of communication from the district is:

224 responses



In general, the district's communication is:

224 responses



In your experience, what are the most effective ways for the District to communicate with staff? (summary, Google Forms Gemini generated)

- **Email Communication:** Email is the preferred and most effective method for general updates and documentation, provided messages are concise, consistent, and well-organized to avoid information overload. Staff suggest consolidating updates into

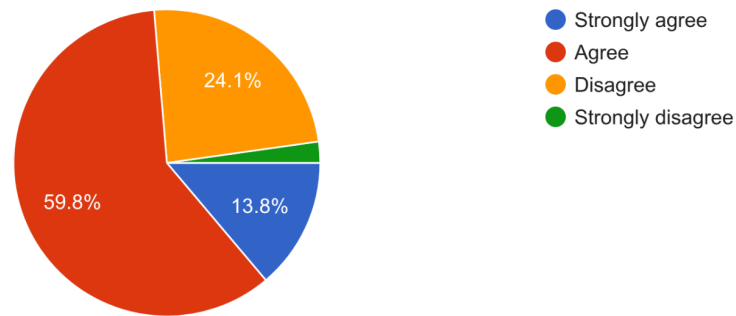
single, searchable newsletters or "hubs" to prevent the need for searching through multiple threads.

- **In-Person Interaction:** For significant district initiatives, policy changes, or complex topics, staff prioritize face-to-face meetings or town hall forums where they can ask questions, provide feedback, and interact directly with district leadership.
- **Transparency and Clarity:** Effective communication requires clear, timely, and transparent messaging that explains the "why" behind decisions. Staff emphasize that information should be shared directly with all affected roles—including paraprofessionals—to ensure everyone receives the same guidance and to prevent reliance on second-hand information.
- **Strategic Timing:** Updates should be delivered with enough advance notice to allow for planning and processing. Many staff members suggest avoiding Friday afternoon distributions, noting that consistent, predictable scheduling helps improve engagement.

Instructional Rigor and Professional Support

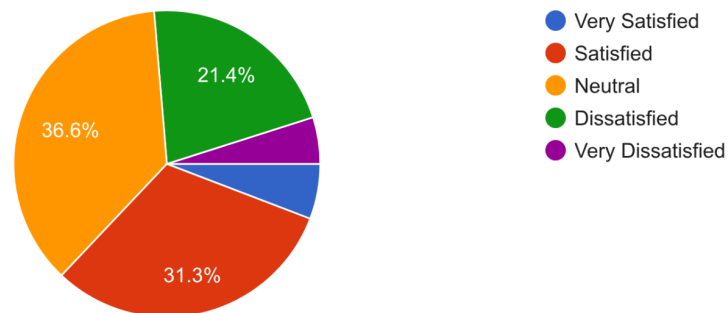
I feel I have the resources I need (curriculum resources/materials, technology, etc.) to effectively teach my students.

224 responses



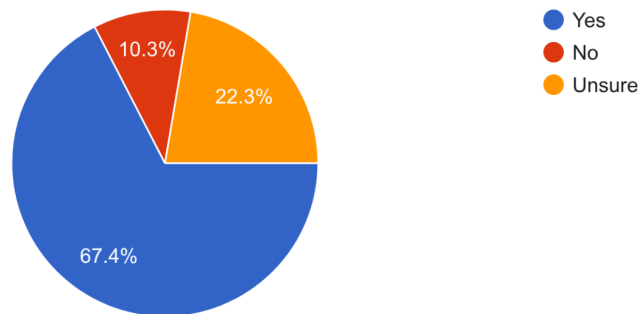
How satisfied are you with the quality and relevance of the professional development currently offered in the district?

224 responses



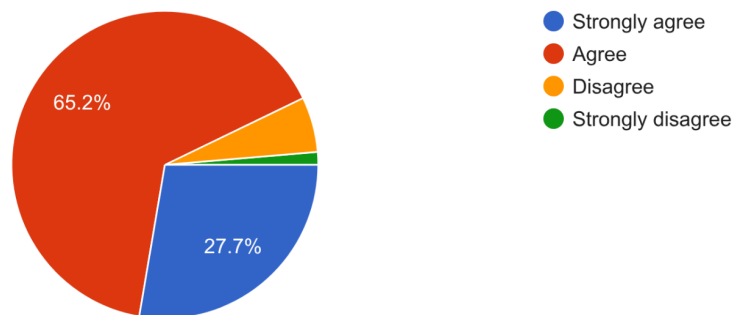
Are you clear on how your specific role contributes to the district's overall strategic vision?

224 responses



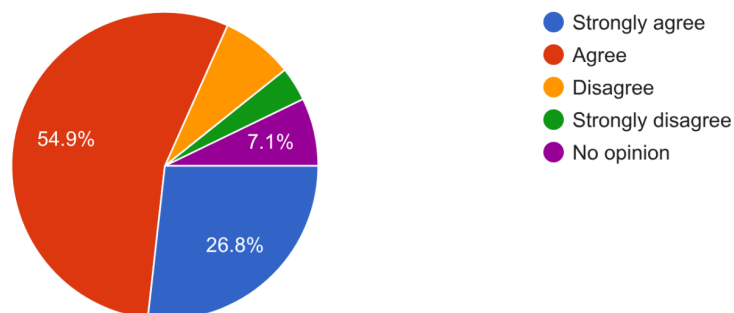
I would recommend this school district to a family that is searching for a new place to live.

224 responses



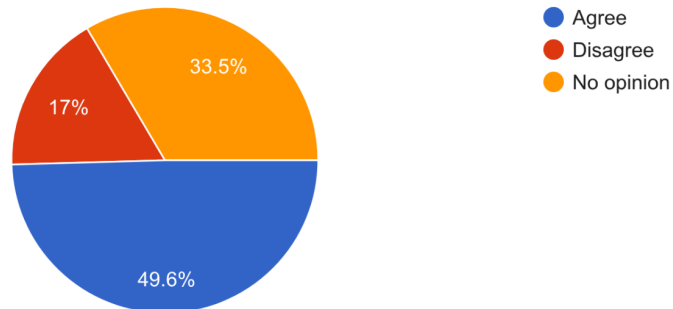
Employees in the district are held to high standards.

224 responses



The district consistently helps me improve as a teacher through ongoing professional development, mentoring, and coaching.

224 responses



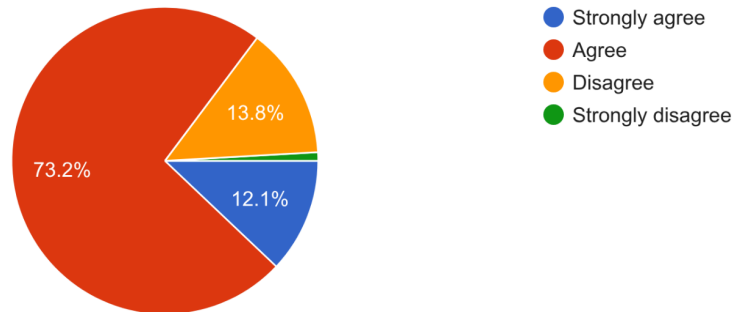
What is one instructional or operational resource you currently lack that would most improve your daily effectiveness? (summary, Google Forms Gemini generated)

- **Time for Planning and Collaboration:** Many staff members prioritize dedicated, protected time within the workday for planning, collaborating with colleagues, analyzing data, and aligning curriculum, noting that current schedules are often overwhelmed by meetings and non-teaching responsibilities.
- **Curriculum and Instructional Materials:** There is a significant demand for comprehensive, research-based, and aligned curricula, particularly in social studies, literacy (specifically Science of Reading-aligned and supplemental intervention tools), and special education. Staff frequently report a lack of adequate resources, leading them to create their own materials or seek alternatives like Teachers Pay Teachers.
- **Professional Development and Training:** Staff request more relevant, role-specific professional development and training, including support for paraprofessionals, consistent onboarding and mentorship, and the autonomy to pursue external learning opportunities that directly align with their specific content areas and professional needs.
- **Technology and Infrastructure:** Consistent access to functional classroom technology—such as reliable interactive displays (BenQ boards), additional student/teacher devices, and working basic classroom infrastructure like clocks and HVAC—is frequently identified as critical to daily instruction and classroom management.

Our Student Outcomes

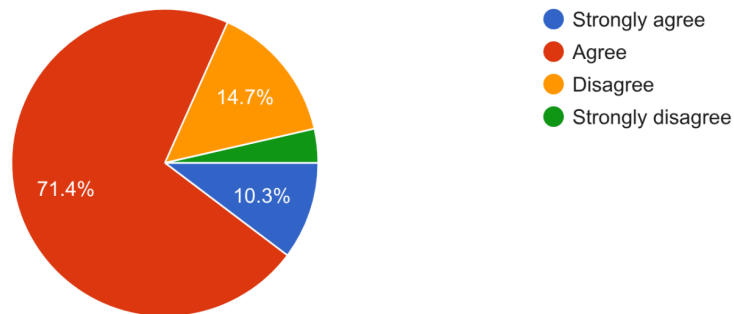
Our students are well prepared for the transition between grade levels in District 46.

224 responses



Our students are well prepared for the transition from middle school to high school.

224 responses



The most important skills current students should learn before graduating are:

224 responses

