

Lisle

Community Unit
School District 202



every child, every day

Annual Report
2014-2015



Our Mission:

Lisle Community Unit School District 202 strives to promote excellence by providing a challenging, comprehensive, and viable educational program for all students, that will lead to the attainment of knowledge, competencies and skills which, upon completion, will enable our students to be college and career ready, successful life-long learners, and productive members of society.



Dear Lisle District 202 Community Members,

It is my pleasure to present the 2014–2015 Lisle Community Unit School District 202 Annual Report. Highlighted within these pages are the collective accomplishments of our students and staff as well as the District’s plans for the months ahead including an overview of the next chapter in our Community Engagement Project, **Vision 202**.



The primary focus of our school district is to prepare students to be successful in college as well as productive members of the workforce. Ultimately, our goal is for each of our graduating seniors to have gained the academic, creative problem solving, and social emotional skills to succeed in the 21st Century. In order to provide all students with the skills and knowledge needed for success, the District has developed the Continuous Improvement Framework which is included on page 16–17 of this Annual Report. The Framework was developed from research-based best practices, recommendations from the **Vision 202** Community Engagement Process, and our commitment to meeting the needs of every student, every day.

To ensure students are on track for success after high school, we rely on a variety of tools to monitor student progress from early elementary school through high school graduation. On pages 12–13, we outline various types of assessments and how each provides critical information for tracking student progress and informing our teaching practices. This past year the state-mandated PARCC test was administered to students for the first time. Although we have not yet been informed of the release date of last year’s PARCC assessment results, we will share the data as it becomes available and are confident that the new assessment will reflect the hard work of our students, staff, and parents.

A great success from the last school year was the **Vision 202** Community Engagement process and the meaningful conversations that led to the **Vision 202** Statements of Recommendation. We are pleased to share the many ways in which the Community’s recommendations are reflected across our schools as noted by the **Vision 202** “stamp” on the following pages, as well as the new programs and initiatives being integrated as a result of the community’s feedback listed on page 18.

A major focus of **Vision 202** feedback was the Lisle CUSD 202 facilities. Beginning in January of 2016, **Vision 202: Chapter 2** will continue the collaborative process by engaging in important conversations with the Community to assist in determining the priorities for our school facilities. We invite each of you to participate in this next phase and offer your input as we begin to develop a Facilities Master Plan.

The long-standing tradition of excellence in Lisle CUSD 202 is the result of the strong relationships between the Board of Education, teachers, staff, parents, and community members who are committed to providing our students access to the highest quality and richest variety of integrated educational experiences. We appreciate your continued partnership and support, and are proud to share with you the achievements of our student body and the dedicated teachers and staff of Lisle CUSD 202.

Sincerely,

Dr. Keith Filipiak
Superintendent



Superintendent’s Message	3
Board of Education	4
District Profile	5
District Celebrations	6
Spotlight on the Schools	8
Focus on Curriculum	10
Academic Progress	11
Assessment	12
Vision 202	14
Continuous Improvement Framework	16
What’s New in 202?	18
Vision 202: Chapter 2	19

Table of Contents

A Message to Our Lisle CUSD 202 Community:

As part of our ongoing efforts to share information with our stakeholders, we are pleased to present the 2014-2015 Lisle CUSD 202 Annual Report. Performance has increased, school spirit is high, and "It's a good time to be a Lion!" We are excited about the positive energy and enthusiasm for success in all our buildings, and greatly appreciate the dedication and support our teachers and staff provide to students every day.



During the spring of 2015, the **Vision 202** Community Engagement project afforded a unique opportunity to engage the Community in thoughtful discussion and receive important feedback on issues for the District to consider in the future. We are already acting on that feedback, preparing a framework for continuous improvement, and planning initiatives to address the community recommendations.

This year we will continue our commitment to communications and engagement with the Community by launching **Vision 202: Chapter 2**. In order to effectively provide current and projected instructional programs and services critical to promoting excellence in our schools, this year's discussions will consider the Community's **Vision 202** recommendations and focus the conversation on the various physical and instructional needs of our facilities. The Community Engagement sessions this year will be a six month process, with each discussion building upon the topics covered in the previous meeting. Your attendance and contributions will continue to be a critical component of the success of this collaborative effort. We welcome, and encourage, your active participation in all the **Vision 202: Chapter 2** sessions.

While looking to the future, we would also like to recognize and celebrate the many student and staff accomplishments from this past year, some of which are highlighted in the Annual Report. We are very proud of the ongoing commitment of our students, staff and administrators and appreciate that their success is promoted by the involvement and support of parents and the Lisle community. On behalf of the Board of Education, thank you for the many contributions you have made to the students and schools of Lisle CUSD 202.

Respectfully,

Pam Ahlmann
Board President

Lisle CUSD 202 District Goals

GOAL 1: Improve academic achievement of all students in the District as measured by State and local assessments.

GOAL 2: Ensure a healthy, safe, nurturing and empowering learning community as measured by climate indicators.

GOAL 3: Increase communication regarding District 202 information and success stories through various media.

GOAL 4: Continue to achieve financial recognition from the Illinois State Board of Education through effective management of resources that promote fiscal stability and financial accountability.



Amy Narot
Vice-President



Eunice McConville
Secretary



Anne Blaeske
Member



Wendy Nadeau
Member



Meg Sima
Member

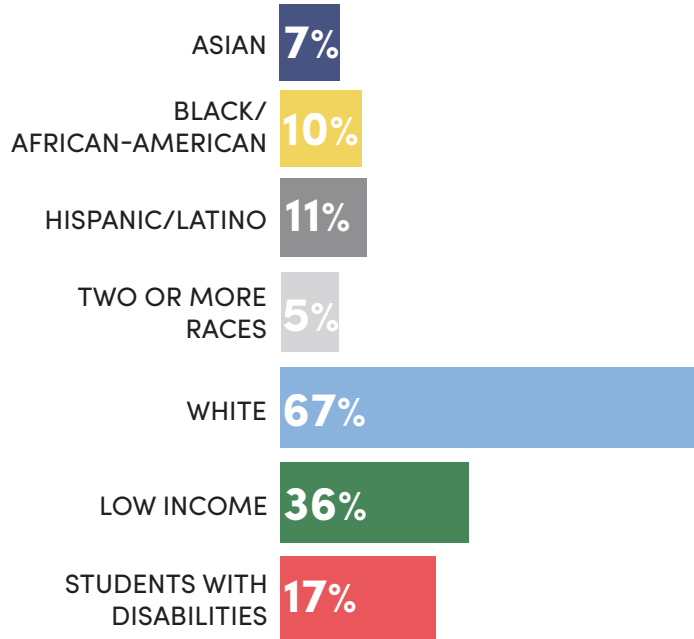


Bob Tarasewicz
Member

Stay connected
with us!

www.lisle202.org
board@lisle202.org

DISTRICT 202 STUDENT SNAPSHOT



CLASS OF 2015 GRADUATION

We are proud of our 119 graduates as they begin their futures in the following higher education, technical schools, colleges and universities.



Arizona State University • Augustana College • Benedictine University
Bradley University • Butler University
College of DuPage • Cottey College
Houston Community College • Illinois State University • Indiana University
Iowa State University • ITT Technical Institute • Lakeland College • Lewis University
Lincoln College • Marquette University • North Central College • Northern Illinois University • Paul Mitchell School
San Diego State University • Savannah College of Art & Design • Southern Illinois University • St. Louis University
Universal Technical Institute • University of Alabama
University of Colorado • University of Dayton • University of Illinois
University of Minnesota • University of Missouri
University of Southern California • University of St. Thomas
University of Tampa • University of Wisconsin • Wesleyan University • Western Illinois University

DISTRICT 202 STAFF SNAPSHOT

115
TOTAL FULL-TIME
EDUCATORS

70%
HAVE ADVANCED
DEGREES

89%
TEACHER RETENTION
RATE

Did You Know?

Lisle CUSD 202 is proud to support our students by maintaining a low student - teacher ratio of

20:1

Mrs. Stacy Colgan - Selected National 2015 School Social Worker of the Year



This past spring, the School Social Work Association of America (SSWAA) selected Mrs. Stacy Colgan as the **National 2015 Social Worker of the Year**. Mrs. Colgan's professionalism, caring, and creative approach to supporting student needs are just a few reasons she has been selected as the recipient of this award.

Mrs. Colgan has served students and families as a school social worker for 10 years. For the past six years she has supported students in Kindergarten and Grades Three through Five at Schiesher Elementary School. Central to Mrs. Colgan's approach is the belief in creating meaningful opportunities for students to succeed and grow through social-emotional learning experiences.

One type of activity Mrs. Colgan was instrumental in implementing is "student-planned" Family Fun Nights. Students work as a team to plan all the aspects of the night including themes, decorations, posters, activities, and food, just to name a few. Through these types of activities students have the opportunity to take ownership, responsibility, and pride in being a part of student organized school-wide events.

We congratulate Mrs. Stacy Colgan on this well-deserved and prestigious award!

Mrs. Carol Frueh - Tate Woods Elementary Art Program Named Top Ten in Illinois



Carol Frueh, Art Teacher at Tate Woods Elementary School, deserves to take a step out of the art room and into the spotlight! Mrs. Frueh has been recognized by Artsonia - the world's largest online kid's art museum - for outstanding leadership in the area of Art Education. The **Tate Woods online art gallery ranks #9 in the state**, according to Artsonia.

The Leadership Award presented to Carol Frueh honors teachers who go beyond the classroom walls to encourage family and community involvement in Art Education. The award also recognizes significant achievement in the area of technology integration within the school art program. State rankings are based on specific criteria, which demonstrate both aspects of the Leadership Award.

While teachers in more than 100 countries showcase their students' artwork on Artsonia, Mrs. Frueh has created a school community deserving of recognition. During the 2014-2015 school year, the Tate Woods Elementary School gallery showcased thousands of pieces of artwork. The school received the Comments Award for last school year ranking #6 in Illinois for comments posted among all schools and #4 for comments posted among elementary schools! Currently, the Tate Woods art collection has been visited almost 133,000 times and has received 670 comments from friends and family.

"Artsonia is a simple yet effective way to get parents and family members more involved in Art Education," commented Mrs. Frueh, "and my students love it!"

16 LJHS Track Athletes qualified for the **State Competition**

Tate Woods Second Graders Lukas N., Parker G, James S. and Anika R. were all **top finishers** at the Mathnasium TriMathalon

LHS Math Team 2015 Interstate Eight Conference Champions

Schiesher Fifth Graders Kevin S. & Anna G. **recognized as outstanding students** by the Illinois Principals Association



Sarah M. honored as a member of the 2015 **All State Band** for the **SECOND YEAR**

19 LJHS Science Olympiad **Top 5 event finishers** at Regionals qualifying the team for the State competition

8 LHS Students earned the distinction of **Prairie State Scholars**: Elliot B, David K., Hannah K, Emily M., Sarah M., Alex S., Lyndsey F., Katie Y.



LHS Artist Erica K. selected as a **TOP 40 ARTIST** at the 2014-15 Illinois Art Education Association Art Show

Fourth Graders Joanna H. & Devin P. **won First and Second Places** in the Lisle Literature Fest Essay Contest

LJHS players Josh G., Tessa H., Jay M., McKenzie W. **selected to play in the SDEAA All-Star Basketball Game**



LHS Marching Band participated in the "Disney Festival of Fantasy" pre-parade at Disney World

Third Grader Soren M. received a **perfect score** in the WordMasters Challenge national vocabulary competition



Spotlight on Tate Woods Elementary School

Pre-Kindergarten, First & Second Grades

Tate Woods Students Learn Beyond the Textbooks...

As students grow and develop, they often encounter new social situations and need to learn how to navigate through troubled waters. At Tate Woods, students are learning the skills necessary to effectively communicate with others and solve problems together through the school's Social Emotional Learning curriculum, Second Step.

How does this program work?

In first grade, students visit the "Solution Center" when they need to talk with a peer to solve a problem. Students invite each other to the Solution Center independently, decide together how big the problem is, say how they feel and work together to reach a solution. If they aren't able to accomplish the task alone, they are then able to ask a teacher for help.

Second graders continue to build and apply these types of strategies when there are disagreements or hurt feelings by visiting the "Problem Solving Center" in their classrooms. Students again work together to determine how big their problem is, talk to one another using "I" statements and use problem solving steps to improve what has hurt their relationship.

These classroom opportunities have allowed students to use the social emotional skills they are learning to solve real problems with other classmates in safe and supportive environments. This independent application of problem solving strategies by students is what makes the social emotional learning taking place at Tate Woods a powerful and positive piece of the school culture.



Schiesher Looks to the Future...

Did you know that the current Kindergarteners were born the same year that the iPad was first released? Or, that the current junior class was born the same year Google began?

The students of today have literally grown up with technology in their hands and information *at a swipe*. Schiesher Elementary School recognizes that students need to be prepared in different ways to confidently engage in the use of technology in their daily lives.

An exciting new opportunity for developing technology literacy skills was offered to all third through fifth grade students during the 2014-2015 school year. An after-school computer coding club was created to allow students to explore the world of computing through interactive activities offered by the non-profit organization code.org. Participating students self-direct their learning by completing lessons that incorporate skills such as problem solving, computer science skills, and digital citizenship. By the completion of the eight-week session, students created an interactive game or story that could be shared with anyone.

Through the creative integration of digital learning opportunities, Schiesher students continue to develop their capacity to become global information seekers and learners arming them with the confidence and skills for future success.



Spotlight on Schiesher Elementary School

Kindergarten, Third, Fourth, Fifth Grades

Spotlight on Lisle High School

Ninth through Twelfth Grades

The LJHS Science Olympiad Team

The LJHS Science Olympiad team qualified for the State competition again! While they have successfully continued their tradition of excellence by qualifying for the State contest in eight of the past nine years, they have also kept in mind their motto "Have fun! Do your best!"

You might be wondering, "What is Science Olympiad?" Science Olympiad is a competition in which students participate in various "events" related to scientific disciplines. During the eight month season, the almost 40 members of the Varsity and Junior Varsity teams compete in



two Invitationals and the Regional competition against teams from the across Chicagoland area. Students represent LJHS as they work in teams of 2-3 members in study, lab and building events that span the disciplines of earth science, biology, chemistry, physics and engineering.

This past spring, our LJHS Science Olympiad team traveled to the University of Illinois to compete in the 2014-15 State Tournament. The team returned to Lisle with an impressive 11 medals and captured the championship trophy in their division.

Natalie Keigher, LJHS team sponsor, describes a Science Olympiad competition as a "science track meet" during which several different events run simultaneously and participants have the opportunity to collaborate and apply their creative problem solving skills. She says of the program, "The Science Olympiad program is an amazing opportunity for our students to integrate a love of science and application of academic skills in a creative, team-oriented atmosphere."

The LHS Jazz Ensemble

The Lisle High School Jazz Ensemble was honored with an invitation to perform at the 2015 Illinois Music Educators Association (ILMEA) All-State Conference held in Peoria, Illinois this past January.

The Lisle High School Jazz Ensemble is composed of accomplished Sophomore, Junior, and Senior musicians who are dedicated to sharing jazz music with our schools and community. Performing throughout the year at various community events and festivals, this opportunity to showcase the sweet sounds of jazz at the ILMEA Conference showcased Lisle CUSD 202's fine music department at the state level.



The LHS Jazz Ensemble is directed by Mr. Scott Gumina, Band Director at Lisle High School. Mr. Gumina has been an educator in the Lisle CUSD 202 band program in grades 5-12 since 1998. He currently conducts the Symphonic and Concert Bands, Jazz Ensemble, Marching Band, Pep Band, Percussion Studies, Jazz Combo and teaches the Electronic Music Class. Mr. Gumina is an accomplished musician himself performing with the professional jazz ensemble Brass Tracks Jazz Orchestra.

Lisle CUSD 202 is proud of the outstanding accomplishments of our LHS Jazz Ensemble.

22
Illinois State
Scholars

Selected to the Interstate Eight All-Conference Team
36
LHS
Students

Katie Y. selected to the DuPage Leadership Team



Vision 202
2.4
Recommendation

Spotlight on Lisle Junior High School

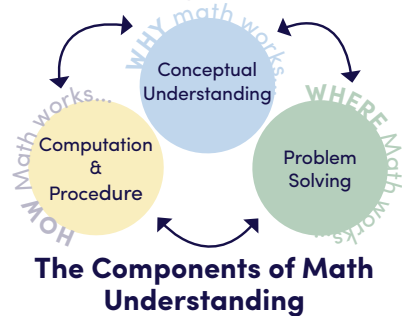
Sixth through Eighth Grades

New Math? Not Really... Just a Deeper Understanding of What Kids Have Always Learned

Today's media is filled with stories about frustration with "new math." Why has the frustration level of doing math homework increased over the years and how can educators support students and parents with mathematics?

The first step is understanding how math has changed and why. Here's the secret...math hasn't changed. The **way** students use their understanding has changed, but math itself is no different than it was when students simply solved problems and checked the answers in the back of the book.

Mathematics instruction today begins with solidifying the basic concepts or conceptual understanding of math, then expands into computation and the application of math skills to prepare students for the next steps in mathematics both in school and beyond.



Beginning in early elementary, students are taught **why** numbers work the way they do and the relationship between the numbers. In addition, students are taught multiple strategies that may be used to reach a solution. These multiple strategies teach students to think independently and build an understanding of **why** $43-27=16$, instead of that the

answer just is 16. This approach to learning is why a parent might see students use drawings to represent what may be more efficiently completed through a memorized mathematics procedure. Using these strategies to show an understanding of the math concepts leads to a stronger understanding of "how numbers work" ultimately supporting higher level mathematics applications in the future.

The good news is...today's mathematics is the same math it has always been, it is the approach to math that has changed to more effectively support student understanding. Ongoing research has taught us that using a multi-faceted approach to teaching math skills is a more powerful way to grow students who are able to solve and apply real-world problems. Through this change, our young mathematicians will be prepared for not only the present, but for the future as well.



Advanced Placement (AP) Courses: Building Success through Challenge

The learning curve for students takes on different characteristics as they grow and develop. Students moving into their teens are positioned to learn significantly from challenges and learning experiences that result in both success and failure (or push-back). In the last few years, a growing body of literature has cited experiences of this type of resiliency or "grit" as an important element in preparing students to become successful in the future.

One way in which Lisle CUSD 202 incorporates curricular resilience while preparing students for college and/or future careers is by exposing them to introductory college level courses while in high school. This opportunity is offered through the **Advanced Placement (AP)** program sponsored by the College Board. Students may receive college credit upon earning a successful score on the course specific AP examination. AP courses must comply with a College Board audit process, ensuring that rigorous standards are being maintained.

Lisle CUSD 202 recognizes that students cannot simply begin college level courses in high school without a sound educational foundation. Therefore, through a well-rounded curriculum, students as young as sixth grade will be gradually exposed to more concentrated and rigorous learning experiences in preparation for upper level courses in high school.

Beginning in 2016-17, Lisle Senior High School will offer five new AP Courses in addition to the eight it currently offers. Lisle CUSD 202's effort to spread AP offerings across various departments, as well as the re-alignment of the curriculum in grades 6-12, will help to ensure that a more challenging overall curriculum is in place in order to achieve the goal of college and career readiness.



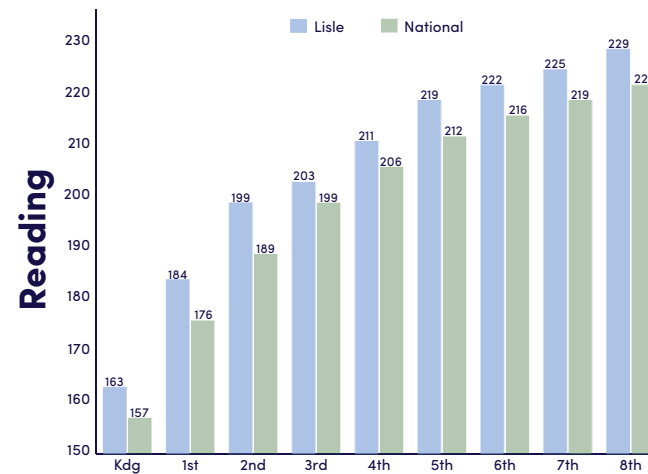
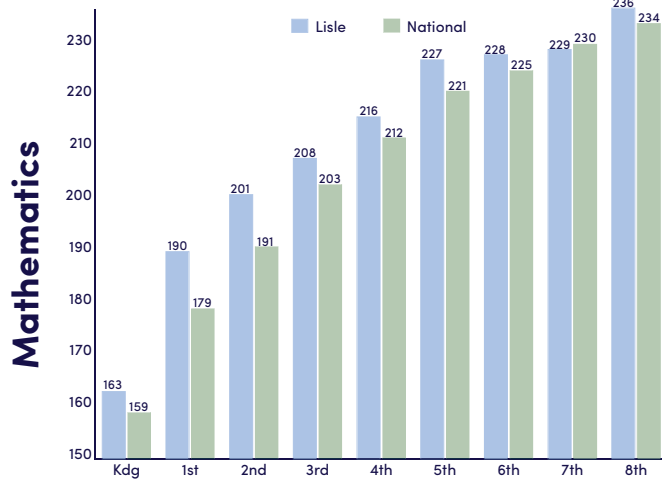
Assessment in Grades K-8

Measures of Academic Progress (MAP)

The Measures of Academic Progress, or MAP, is a nationally normed assessment that measures student growth in the areas of Reading and Mathematics for Kindergarten through Eighth grades up to three times during the school year. Data from this assessment provides valuable information showing students' knowledge, ability and growth within a specific time frame. The information is used to assist teachers in monitoring student progress as well as adjusting instruction according to student needs.

Lisle students consistently score above National Grade Level Norms across grade levels.

2015 Average Scale Score by Grade for MAP

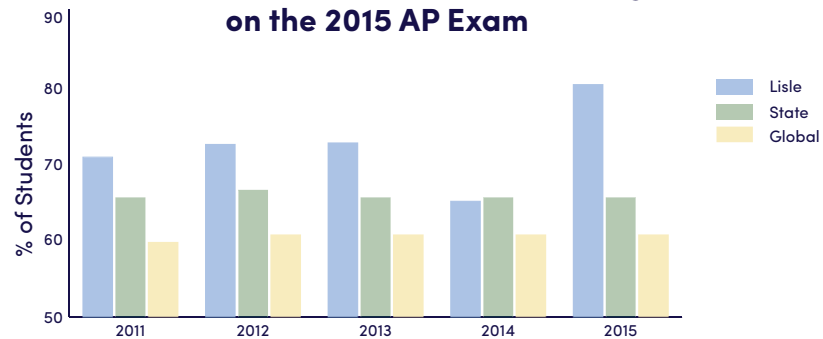


Assessment in Grades 9-12

AP Exams & ACT

- LHS Seniors who score a 3 or higher (on a scale of 1-5) on an **Advanced Placement (AP) Exam** may earn college credit.
- According to ACT benchmarks, Lisle's students **exceeded** the average percent of Illinois students in the area of *Readiness for College-Level Coursework* by 14%. Lisle students also scored above state and national results with an average **ACT** score of 23.1.

Percent of Students with Scores 3 or Higher on the 2015 AP Exam



Do you remember the days of Scranton exams at the end of a unit? Perhaps a quiz halfway through a unit of study and that was the only way to show your learning? These were the assessment practices of yesterday. Today's assessment practices ask students to do more than memorize information, but rather apply and analyze information to **show** their understanding throughout the learning process.

What is assessment?

Assessment is defined as the process of collecting and interpreting information that can be used to inform teachers, students, and, when applicable, parents/guardians or other users of assessment information about students' progress in attaining the knowledge, skills, attitudes, and behaviors to be learned or acquired in school (Joint Committee on Standards for Educational Evaluation, 2003).

Fundamental to an assessment process is a clearly stated purpose that is aligned to defined learning expectations and is effectively communicated to all students. Without this key element, learning expectations cannot provide the critical foundation and application needed for excellence in teaching and learning. Strong assessments are the building blocks and the road map for the design and development of curriculum materials, national standards, state standards, and local content standards that ultimately serve as a guide for student success.

How is the assessment data used?

Results collected are used to inform teacher instructional delivery, monitor student progress during learning, as well as measure student growth at the culmination of a learning period such as a unit, term, or year. Following all stages of assessment, sharing information with the students, parents/guardians and/or other teachers provides a valid and reliable approach to clearly communicate useful performance feedback aimed at improving student learning and showing student progress.



Local Assessments are a set of tools used to measure student growth and progress. These assessments are developed or selected by the school district or schools to meet specific needs.

Formative Assessments:

Administered *during* the learning process with the purpose of gathering information and providing regular feedback for the student and teacher in order to best support student learning.

Formative Assessment Examples:

- Spelling pre-test
- Essay rough draft
- Reading running record

Interim Assessments:

Administered *during* the learning process with the purpose of evaluating student knowledge and skills and providing information to support continued growth toward learning targets.

Interim Assessment Examples:

- Rubric-scored project
- Problem-solving activities
- Chapter test

Summative Assessments:

Administered at the *end* of the learning process with the purpose of evaluating student learning of the content and skills for learning targets.

Summative Assessment Examples:

- Midterm exam
- Final project
- Unit test

State Assessments are standardized tests given to all students in grades 3-8. These tests are designed to measure learning in relationship to the Illinois Learning Standards and are state mandated for public school districts.

PARCC - Partnership for Assessment of Readiness for College and Careers

PARCC assessments were built from the ground up to align 100 percent with the Illinois Learning standards that guide our curriculum.

The PARCC results will be used to measure student growth for school and district accountability, though each district will decide how it uses the data internally for instructional improvement. The results will also allow cross-state and international comparisons of student performance.

****At the time of publication of this Annual Report, the State of Illinois is continuing the process of evaluating and organizing test results for dissemination.**

College Readiness exams are designed to measure the extent of student readiness for college entrance.

Advanced Placement (AP) - This program created by the College Board allows secondary schools to offer college-level curricula and examinations to students. American colleges and universities often grant placement and course credit to students who obtain high scores on the examinations. Lisle High School currently offers eight AP courses.

ACT - Measures a student's cumulative content knowledge/what the student has learned.

PARCC - Administered to students based on specific course enrollment:
 Math: Algebra 1 and Algebra 1 Extended
 English/Language Arts: English 1 and Honors English 1

Vision 202

Listening • Learning • Leading

Lisle CUSD 202 believes in the importance of a collaborative partnership with the Lisle Community. Working together is a key element in forming a vision for the future and maintaining the tradition of excellence in our schools.

In order to create a collaborative forum, last spring five Community Engagement Sessions, or workshops, were held during which all District residents were invited to participate.

The first chapter of the **Vision 202** conversation was a tremendous success as a result of the ideas, time and support from the Lisle Community.

SESSION TOPICS

SESSION 1

JANUARY 20, 2015

The State of the District

SESSION 2

FEBRUARY 17, 2015

Student Achievement & Programs & Services

SESSION 3

MARCH 25, 2015

The Financial Landscape of Lisle CUSD 202

SESSION 4

APRIL 25, 2015

District Facilities

SESSION 5

MAY 21, 2015

Key Findings & Recommendations



Information

Each **Vision 202** session began with an informational presentation about the session topic.



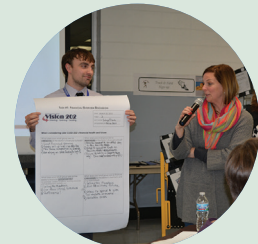
Collaboration

Vision 202 participants worked in small groups to share ideas, discuss topics and provide input to the Board of Education.



Participation

Following the collaborative work time, representatives from each small group shared consensus items with the **Vision 202** audience.



The input from the five **Vision 202** sessions provided key information about challenges and opportunities in the District regarding strategic topic areas. Information collected served as the basis for the **development of a community-wide collaborative vision, the *Statements of Recommendation*** for the areas listed below.

The Community Recommended...

Student Achievement

- 1.1 Professional Development
- 1.2 Curriculum Alignment
- 1.3 Curricular Options
- 1.4 Assessment Practices
- 1.5 Guaranteed and Viable Curriculum
- 1.6 Social-Emotional Learning
- 1.7 Learning Environments

Programs & Services

- 2.1 Full Day Kindergarten
- 2.2 School Schedule
- 2.3 Parent Education
- 2.4 Program Opportunities
- 2.5 Community Connections
- 2.6 Student Support Programs
- 2.7 Technology
- 2.8 Expanded Learning Platforms

District Finances

- 3.1 Future Planning
- 3.2 Debt Reduction Options
- 3.3 Professional Development Costs
- 3.4 Staff Recruitment/Retention
- 3.5 Technology
- 3.6 Risk of Legal Mandates and Changes in State Revenue

Facilities

- 4.1 Facilities Master Plan
- 4.2 Safety, Security, and Accessibility
- 4.3 Full Day Kindergarten
- 4.4 Building Grade Configurations
- 4.5 Space Utilization
- 4.6 Future Facilities Research

Continuous Improvement Framework



We are proud that school district launched an exciting new Community Engagement initiative – **Vision 202** – during the spring of 2015. Over 200 individuals participated in the ongoing, collaborative conversation including community members, educators, district administration, and Board Members. The conversations focused on the achievements, needs, and other key issues involved in maintaining a successful educational experience for our students of today and for years to come. The feedback received from each of the four strategic topic sessions was used to identify community priorities and guide the planning for the future of Lisle CUSD 202. Indicated below each element in the Framework are the **Vision 202** recommendations.

Student Achievement	Programs & Services
District Finances	Facilities

See page 15 for more information on the **Vision 202** Statements of Recommendation

Teaching and Learning

Establish systems at the District and Building levels to support and deliver high-quality teaching and learning.

- A. Utilize a **standards-aligned curriculum** that defines a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers in the 21st Century.
1.2 · 1.3 · 1.5 2.4 · 2.6 · 2.8
- B. Employ **instructional practices** that are evidence based and differentiated resulting in improved outcomes for all students.
1.5
- C. Develop and use standards-aligned **formative, interim and summative assessments** that provide the necessary data to make informed decisions to improve student learning and staff practices.
1.4
- D. Encourage student growth in **social & emotional development, cultural awareness, and global perspective.**
1.6 · 1.7 2.5

Educator Quality and Support System

Provide effective systems of support for students and staff that promote quality learning experiences.

- E. Recruit, employ, retain, and assign **highly qualified teachers, administrators, and support staff** who are able to improve and support quality instruction.
3.4
- F. Provide high quality, job-embedded, on-going mentoring and **professional development** for district and school staff aligned to teacher and student needs.
1.1 3.3
- G. Utilize a teacher and administrator **evaluation system to improve educator effectiveness** that incorporates both professional practice and student growth.
1.1
- H. Implement and use **systems** for collecting, storing, accessing, analyzing, and disseminating school and student-level data.
1.4
- I. Review and expand **programs and services** that support students' academic, cultural, physical, behavioral, and social & emotional needs.
1.3 2.1 · 2.4 · 2.5 · 2.6 · 2.8

To ensure all Lisle School District students graduate with the skills and knowledge necessary to succeed in the 21st Century, we will focus on the essential elements outlined in the **Continuous Improvement Framework**. The Framework was developed from research-based best practice, recommendations from the **Vision 202** Community Engagement process, and our commitment that every student will have the **academic, creative problem solving, and social emotional skills** to be successful in college and their careers.

District Finances

Maintain long-term financial stability through effective management of District resources.

-
- J. Effectively and efficiently **manage fiscal resources** through policies and practices that promote fiscal stability, financial accountability and ensure District goals are adequately supported.
3.1 · 3.2 · 3.6
 - K. Provide **regular financial updates** to the community.
 - L. Continue to **collaborate with other agencies** such as the Village, Park District, Fire District, Library and other school districts to pool resources and reduce or restrict spending.
2.5
 - M. Explore **alternate revenue sources** such as grants, when available, to support District needs.

Learning Environments

Provide safe, secure and well maintained learning environments that support student learning.

-
- N. Maintain a **safe and effective classroom learning environment** that addresses factors that impact student achievement.
1.6 · 1.7 · 2.2
 - O. Ensure that essential **safety, security and accessibility** are present at each facility.
4.2
 - P. Develop a **Facility Master Plan** that identifies and prioritizes district-wide facility needs to enhance and support educational programs and safety.
3.1 · 4.1 · 4.3 · 4.4 · 4.5 · 4.6
 - Q. Expand the **District's technology infrastructure** to an appropriate level to support future needs of students and staff and the devices they will employ.
2.7 · 3.5
 - R. Collaboratively engage in a **culture of honesty and trust** that supports high-expectations and professionalism among staff, parents, students, and stakeholders.

Parent, Community, & Stakeholder Engagement

Stay connected with our community to determine priorities, foster partnerships and promote learning.

-
- S. Continue to utilize **communication and engagement mechanisms with families** to assist them in supporting and participating in the learning process of their students.
2.3
 - T. Consider and address **recommendations from the Vision 202 Community Engagement sessions**.
 - U. Continue to **utilize two-way communication processes** with all District stakeholders to collaborate on decisions that impact the future of the District.
1.1 through 4.6
 - V. Remain committed to **highlighting student and staff achievements** through various media.
1.1 through 4.6

We are pleased to share that the Board of Education has **approved the implementation of a full-day kindergarten program for all students** beginning in the 2016-2017 school year. In addition to the strong support voiced by **Vision 202** Community Engagement Program participants, Lisle CUSD 202 recognizes the need to continue to enhance the educational foundation of younger students in order to meet the expectations of the Common Core State Standards. More information about the half-day and new full-day kindergarten programs will be shared in upcoming months.



Building an essential bridge between prekindergarten programs and more structured learning in first grade

Increased time for instruction in the core curricular areas to best support student growth

Additional opportunities to address the development and social/emotional needs of early learners

Benefits of Full-Day Kindergarten



In December 2015, Lisle CUSD 202 will be taking advantage of historically-low interest rates, restructuring approximately three million dollars in bonds that were used to finance the District's past construction projects. Record-low interest rates and uncertainty about when and by how much the Federal Reserve might raise the rates have prompted the School District to closely watch the bond markets. This refinancing is expected to save tax payers an estimated \$200,000 in the next four years.



Vision 202 Community Engagement participants voiced their desire for more parent education workshop opportunities.

We are proud to share that a number of educational programs are being offered during the 2015-2016 school year to assist families in supporting and participating in the learning process of their students.

Parent education opportunities this school year include:

- *Parent Power Hour:*
 - o "How can I support my child at home with homework, managing emotions, and setting up routines?"
- *Parent University:*
 - o "What are the school assessments and how is the data used to move my student towards greater achievement?"
- *College Preparation Seminars*

The seminars are filled with engaging speakers discussing how to address topics facing today's youth and parents. Please contact your school to learn more about upcoming events.



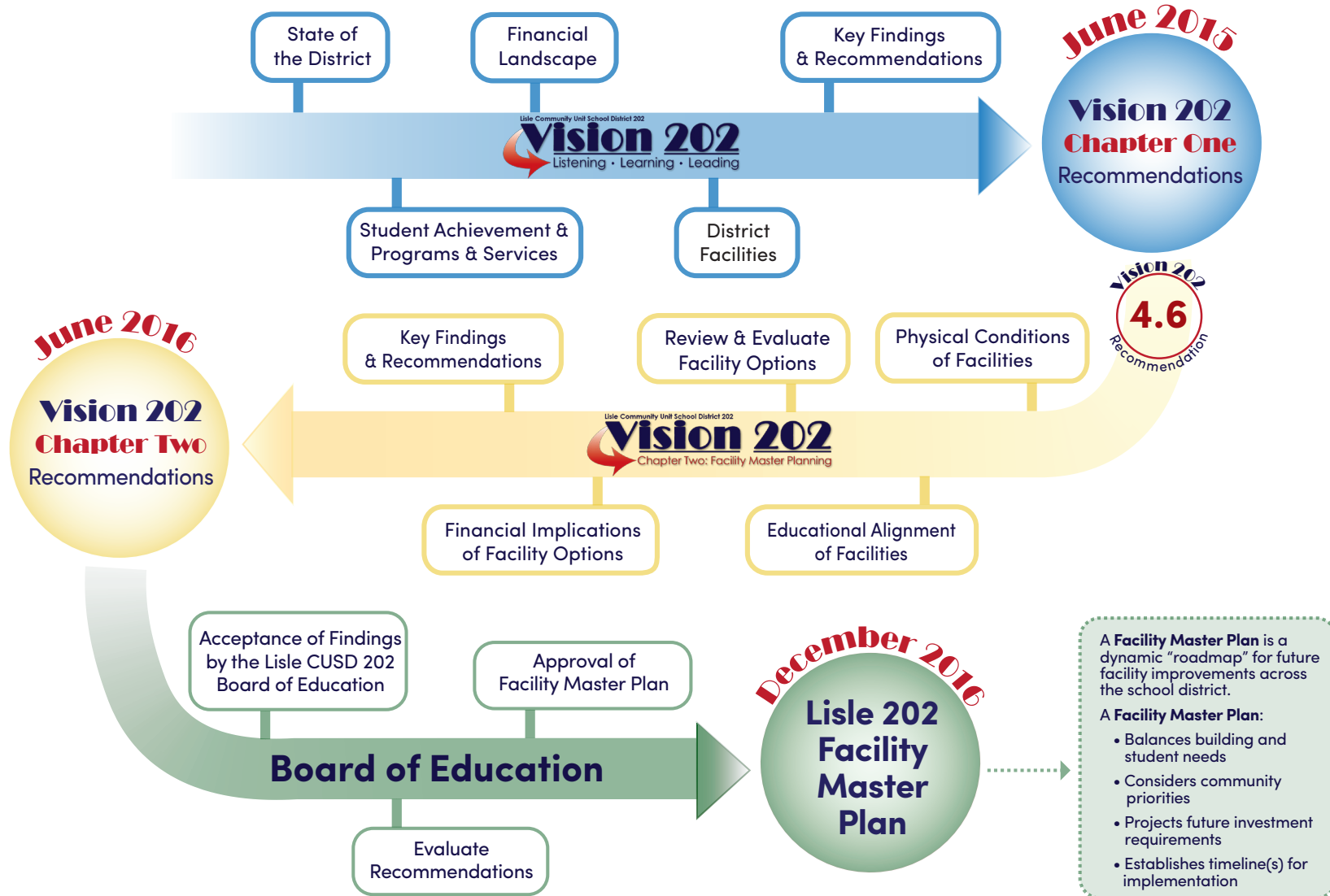
Safeguarding the well-being of all students and staff is a primary concern for Lisle School District. The importance of school safety was also made clear through **Vision 202** participants' recommendation 4.2, "Examine the current safety, security and accessibility measures that are necessary at each school building." We are pleased to share that video surveillance systems have been recently installed in all four buildings and have become an important tool for ensuring safety on school grounds.



Vision 202

Chapter Two: Facility Master Planning

The next phase of the **Vision 202** conversation will be integral in creating a Facility Master Plan for the future of the facilities in Lisle CUSD 202. **Vision 202: Chapter 2** will continue the collaborative process by engaging in meaningful conversation with community members to assist the District in determining priorities for school facilities.





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