

## **TASK #1: CELEBRATE • SURPRISE • CONCERN**

### **CELEBRATE**

Take some time to discuss with members of your group about what Lisle District 202 is doing right—what the District is doing “well”—to educate District 202 students. Maybe think of it in terms of completing this statement: “We are proud of our District because \_\_\_\_\_.”

### **BIGGEST SURPRISE**

Based on the information provided in the presentation, what was the greatest surprise for your group?

### **GREATEST CONCERN**

Based on the information provided in the presentation, what concerned your group the most?

## **TASK #2: STRATEGIC TOPIC AREAS - QUESTIONS • ISSUES • OPPORTUNITIES**

There are three strategic topic areas scheduled to be examined in the upcoming *Vision202* workshop series—Student Achievement & Programs of Study, Finances and Facilities. To make those sessions most relevant to you we need you to tell us the key **questions, issues and opportunities** that should be addressed in each of these sessions.

What are the strengths in each of the areas that the District should build upon in the future? What are the weaknesses in each area that need to be addressed in developing a long-range plan for District improvement?

## **TASK #3: OTHER SUGGESTIONS**

What other suggestions would your group like to provide to the Facilitating Team as we move forward with this community engagement program?

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An estimated 150 participants attended the first *Vision 202* community engagement session on January 20, 2015. However, Facilitating Team members, Board of Education members and some District administrators are not asked to sign-in.

*Vision 202* Co-chairs Susan Stears and Bill Buchelt launched the community engagement project sharing their commitment to facilitating a positive conversation and collaborative process. Superintendent Dr. Keith Filipiak

presented information about Lisle CUSD 202 — "The State of the District." To view the presentation [Click HERE](#). Then, participants worked in 24 small groups to complete the three tasks listed above. Following is a summary of the responses from the groups.

## **TASK #1: CELEBRATE • SURPRISE • CONCERN**

### **CELEBRATE**

Participants at the first *Vision 202* community engagement session identified several items they believe are sources of pride for Lisle CUSD 202. Each group shared a high level of overall satisfaction with the District in key areas including academics, curriculum, finances, teacher and District support and extracurricular activities. Groups recorded phrases like the following to indicate pride in District 202: "Kids enjoy going to school here;" "Everyone works together;" "They care;" "Want to stay in Lisle...want kids to go to Lisle schools;" "Lisle produces successful citizens, outstanding young people;" "If I had to do it over I would have moved (to Lisle) earlier for my kids;" and, "We don't want Lisle to lose what makes our small school district unique."

Above anything else, the **performance levels** of Lisle CUSD students, the quality of program offerings in comparison to other local school districts and the high level of instruction by Lisle teachers, were noted by a majority, 17 of 24 groups. Groups listed the variety of programming, test scores above state standards and instruction that is individualized and differentiated.

Participants were especially proud of the strong sense of "team" for **supporting students and parents** that is experienced throughout Lisle CUSD. Comments about teachers, administration, Board of Education and parents all committed to working together and making good decisions for all students were listed consistently with over half of the tables listing areas of student support as a source of pride. One group praised the District's efforts for providing a quality education and "the efforts of staff, teachers and administration to support individual students..."

### **BIGGEST SURPRISE**

Without question, Lisle CUSD's changing **student demographics** surprised a significant number of groups. A majority, 18 of 24 groups, indicated the District's increasing levels of poverty, mobility rate and number of languages spoken at schools as their greatest surprise.

While academic issues were a source of pride, many of the groups were surprised to learn how well Lisle CUSD **test scores** compared to other schools throughout the County and the State. Members in one group stated they were surprised to learn how "incredibly strong" K-12 average scores were in Lisle CUSD.

*(Task 1 - continued)*

Several groups indicated they were surprised at how high test scores were for students who attend Lisle schools from kindergarten through high school graduation.

Some groups were surprised to learn District **math score levels** were not as high as expected, the **older age of District facilities** and that the District would be **debt free in 2019**.

## **GREATEST CONCERN**

The top area of concern focused on **academics, especially the Common Core**. A majority of groups, 15 of 24, expressed concern about the impact the new Common Core standards will have on student learning and curriculum development. One group speculated about the impact the new standards might have on the number of teachers needed for various subjects such as math. And, it should be noted that math was listed as a concern by six of the groups.

The District's **student demographic trends**, while listed previously as a surprise, were also a top concern for many groups with 11 of 24 indicating changes in mobility, number of low-income families and number of languages spoken in schools as a concern. Multiple groups questioned how the District would continue to accommodate and support a diverse student population.

At least half the groups also listed **facilities** as a concern using phrases like the following: "aging," "out-dated," "condition of the buildings" and "older."

## **TASK #2: STRATEGIC TOPIC AREAS - QUESTIONS • ISSUES • OPPORTUNITIES**

### **STUDENT ACHIEVEMENT & PROGRAMS OF STUDY**

Many of the questions presented by the various groups related to student achievement and programs of study and focused on the previously expressed concerns of the participants. Participants shared questions about the new **Common Core standards**, the impact the standards will have in the classroom, for teacher training and on Academically Talented (AT) and Advanced Placement (AP) classes.

Participants repeatedly asked about various **programs and services** to ensure student achievement continues to improve and remains high. They recognized the importance of making sure the needs of ALL students were met, being especially sensitive to the changing demographics of Lisle students. Questions about improving math scores and the math program currently used in schools were listed. Other questions included the possibility of implementing a full-day

kindergarten program, offering more foreign language classes and preparing secondary students for college and careers.

Questions about **technology** were shared by six of the groups. One group specifically questioned if the District is at the forefront of technology and another asked about efforts to improve technology integration in the schools. Another group asked if the District can meet technology needs and deploy needed support.

## **FINANCES**

As previously expressed by many of the groups, participants were **pleased with the financial status** of Lisle CUSD. Groups again stated their pleasure that the District would be **debt-free in a few years**, but groups also questioned what will happen with funds once the debt is paid off in 2019.

Some groups asked for more detailed information related to **property taxes and revenues** generated for the District by local taxes. Other groups shared questions about the District's **\$3 million surplus** in 2014 and what plans the District had for the surplus money. Overall financial questions and issues related to a request for more information about specific programs and their costs and future plans for District spending.

## **FACILITIES**

Of all discussion topics, the groups expressed more items related to facilities as future opportunities for District improvement rather than specific questions. Nearly half of the groups had comments about **reconfiguring or consolidating schools** to better utilize district facilities. Groups listed having one elementary school, an upper and lower elementary school or an early childhood/kindergarten center as items for discussion.

Future discussion of **full-day kindergarten** was listed by seven of the groups, including the option of before and after care options for parents of young students.

A few groups shared questions about **safety and security** with school entrances and parking areas specifically listed. Other groups listed questions about rationale of **replacing or repairing aging schools** buildings, the need for a long-range facilities plan and improved lighting at some school sites.

## TASK #3: OTHER SUGGESTIONS

### OTHER SUGGESTIONS

At the end of the workshop, participants were asked to share additional suggestions for the *Vision 202* community engagement program. About half of the groups offered other suggestions for the Facilitating Team. Questions about **full-day kindergarten** were listed by five groups, including when the District planned to offer full-day kindergarten, plans to provide it before any facility upgrades and possibly collaborating with another district to offer the program.

Other groups asked about strategies to reach out to families not represented at the workshop, the need for summer vacation, school uniforms, and breakfast options for students.

For a complete listing of all responses  
see the January 20, 2015 CES-1 Verbatim Response Document found at  
[CES 1 Verbatim Responses](#)