

**TASK #1: OPPORTUNITIES FOR IMPROVING STUDENT ACHIEVEMENT**

District leadership has identified several key initiatives that, if funds were available, could be implemented to positively impact the achievement of all students. If funds would become available, which of the initiatives should receive the greatest emphasis or priority by the District? Assume your group has \$1.00 (100 pennies) to allocate for these initiatives. Indicate the amount (number of pennies) your group would allocate to each. There is a space for your group to add any initiatives not listed (OTHER). When your group's allocation is complete the total should equal \$1.00.

**TASK #2: INPUT AND SUGGESTIONS FOR SUPPORTING OUR STUDENTS**

Think about tonight's presentation focusing on Student Achievement & Programs of Study. Take some time to discuss with your small group ways in which Lisle CUSD 202 can support ALL students and work toward closing the achievement gap. Record your input and suggestions for some or all of the segments of our student population listed in the chart below.

**TASK #3: INPUT AND SUGGESTIONS FOR SUPPORTING OUR STUDENTS**

When you reflect on tonight's presentation and the current curriculum and programs offered for Lisle students, what programs, curriculum, extra curricular sports/activities and technology experiences do you want the district to explore in the next 3-5 years?

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According to the sign-in sheets the number of individuals attending the Tuesday, February 17, 2015 CES-2 was 101. However, this number does not include Facilitating Team members, Board of Education members and some school/central office administrators; and sometimes, late arrivals. Participants first witnessed an in-depth presentation <http://bit.ly/ces2presentation> about Student Achievement and Programs of Study delivered by the superintendent and principals. The presentation provided data and information answering four key questions:

1. What do we expect our students to learn? (Goals & Expectations)
2. How will we know if they are learning?
3. How will we respond when they don't learn?
4. How will we respond if they already know it?

The presentation also provided an overview of the four sets of standards that are used to drive instruction in Lisle 202. They are as follows:

1. Common Core State Standards
2. Next Generation Science Standards
3. 21<sup>st</sup> Century Skill Standards
4. Social & Emotional Standards

Then, participants worked in 20 small groups to complete the tasks described above. Following is a summary of the response from the groups.

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Groups were asked to allocate (distribute based on priority) \$1.00 among four 'Possible Future Initiative' areas—Expand Our Digital Learning Environment and Technology, Increase Instructional Offerings/Opportunities for Students, Provide Relevant Professional Development and Increase Instructional Time. Participants also had the opportunity to add initiative areas.

Averaging the groups' responses showed a relatively even amount allocated for each of the four areas.

Expand Digital Learning Environment & Technology .....	\$0.25
Increase Instructional Offerings/Opportunities .....	0.28
Provide Relevant Professional Development .....	0.23
Increase Instructional Time .....	0.24

Within each of the four areas were 'specific' initiatives. Here were the 'specific' initiatives receiving an allocation of \$0.05 or more.

Full Day Kindergarten .....	\$0.14
Computers Available to Each Student (1:1) .....	0.13
Summer School for Grades 6-8 .....	0.09
Vocational Programs .....	0.08
Curriculum Shifts .....	0.07
Instructional Practices .....	0.07
On-line Learning .....	0.06
After School Tutoring .....	0.06
Longer School Day .....	0.05

The chart below shows the allocations for specific initiatives in each of the four Initiative Areas. See the CES-2 Verbatim Response Document for several comments from the groups in supporting their allocation decisions.

<b>TASK #1: OPPORTUNITIES FOR IMPROVING STUDENT ACHIEVEMENT</b>		
<b>INITIATIVE</b>	<b>PROMPTING IDEAS AS IDENTIFIED IN CES 1 &amp; CES 2</b>	<b>¢</b>
<b>EXPAND OUR DIGITAL LEARNING ENVIRONMENT AND TECHNOLOGY INFRASTRUCTURE</b> <b>25¢</b>	Computers available for each student (1:1)	.13
	Digitalized resources	.03
	On-line learning	.06
	Other (please specify)	.03
<b>INCREASE INSTRUCTIONAL OFFERINGS/OPPORTUNITIES FOR STUDENTS</b> <b>28¢</b>	Vocational programs	.08
	Full day kindergarten	.14
	Credit recovery @ high school	.03
	Other (please specify)	.03
<b>PROVIDE RELEVANT PROFESSIONAL DEVELOPMENT</b> <b>23¢</b>	Curriculum shifts	.07
	Instructional practices	.07
	Culturally responsive practices	.04
	Designing & analyzing assessments	.04
	Other (please specify)	.01
<b>INCREASE INSTRUCTIONAL TIME</b> <b>24¢</b>	Summer school for grades 6-12	.09
	Longer school day	.05
	After school tutoring	.06
	Other-Parent Education/Training for Preschool Parents	.01
	Other (please specify)	.03

## **TASK #2: INPUT AND SUGGESTIONS FOR SUPPORTING OUR STUDENTS**

Discussions for Task #2 focused on "How can we better support our students?" Participants shared ideas and suggestions on ways to support each of the students attending Lisle CUSD and how to work towards closing the achievement gap. Participants could list their ideas related to the overall student population, as well as specific segments of the student population—Racial & Ethnic Minorities, Economically Disadvantaged, English Language Learners, Students with Disabilities and Other.

### **INCREASE PROFICIENCY FOR ALL STUDENTS**

The majority of the comments shared by the groups were associated with the **academic program** at Lisle CUSD. Ideas related to classroom curriculum and instruction, including assessment and teacher professional development, were shared by 12 of the groups. Related to the curriculum, participants listed suggestions for more differentiation, increased AP classes, more hands on learning experiences, adding STEM programs, cross subject learning, partnerships with businesses (vocational experiences) and coursework geared toward cultural differences and needs. Two of the groups suggested that improvement should include a review of current assessment practices. Increased teacher training, especially in the area of best practices, was also listed by two groups.

Opportunities for students **outside of the standard school day** were listed by three of the groups. Suggestions included afterschool or evening activities such as book clubs, STEM-based extracurricular classes, math nights and an afterschool care program. An extension for the school year or summer school was listed as an idea.

Ideas related to **technology** were shared by two of the groups. One group simply suggested access to technology, while another mentioned online software to engage students afterschool.

### **RACIAL & ETHNIC MINORITIES**

In their discussions on how to support minority students attending Lisle CUSD schools, participant comments were again focused on broadening the classroom experience beyond the curriculum. While nearly half of the groups did not include comments, five groups identified positive strategies they believe would impact student success. One group suggested focusing on cultural diversity at the elementary level while also celebrating ethnic groups at the schools through ethnic food and cultural themes.

**Mentoring or tutoring programs** designed for minority students were suggested by four of the groups. Strategies to provide additional support services included targeted tutoring and tutoring by community volunteers or high school students needing service hours.

Three groups identified areas to better meet the needs of minority children. Participants suggested having teachers integrate **culturally relevant lessons** into the classroom, increasing bilingual instruction and having a more diverse teaching population.

### **ECONOMICALLY DISADVANTAGED**

When asked how to better support economically disadvantaged students, the majority of responses were related to methods for offering additional resources outside of the school day both at school and throughout the community. Seven of the groups identified strategies to better meet the needs of these students including a **breakfast program, homework clubs and after school tutoring**.

Six groups offered ideas designed to **connect students and families with community resources** such as the park district, community donation drives and area speakers from cultural and sporting fields.

**Technology** was listed by six of the groups as a tool to better support economically disadvantaged students. Access to technology, having a computer lab and having a computer at home were each identified by groups as strategies for improvement.

The participants also identified the District's current **Social/Emotional Learning** program as a benefit for economically disadvantaged students. Four of the groups specifically mentioned the program as an important support for students.

While not listed by a significant number of groups, **improved parent involvement and parent education** were listed by three of the groups as possible strategies to increase support for students. One of the groups offered, "more parent instruction meetings" as an improvement idea.

### **ENGLISH LANGUAGE LEARNERS**

Not unlike ideas and strategies discussed for previous student populations, the majority of participant comments related to students identified as English Language Learners focused on improved curriculum and instruction both inside and outside of the school day. Seven of the groups reiterated common improvement ideas such as before and after school **tutoring** and increased **diversity of District staff**. One group suggested cultural and sensitivity training and professional development related to teaching ELL students. **Full-day kindergarten, summer school** and **bilingual instruction** were again mentioned.

A smaller number of groups suggested **ELL classes for parents, parent workshops** and building **relationships with families** as strategies for improved support.

### **STUDENTS WITH DISABILITIES**

Participant comments were limited in this area with only half of the groups offering suggestions. While no common strategy was shared, ideas such as increasing the number of teacher aides and increasing programs for children with disabilities were listed.

## **TASK #3: INPUT AND SUGGESTIONS FOR SUPPORTING OUR STUDENTS**

Finally, participants were asked to provide their input and suggestions regarding programs, curriculum, extracurricular sports/activities and technology experiences they would like to see the District explore in the next 3-5 years?

While most of the groups shared previously noted ideas, nearly half of the groups listed those strategies related to curriculum and instruction as those they desire to have the District pursue in the immediate future.

Multiple groups listed **STEM initiatives** and **expanded AP/Honors classes** while also listing **dual credit classes** as needs. One group mentioned offering home economics and business classes including **child development classes** at the high school. Another group again suggested **expanding tutoring programs**. The concept of increased tutoring continued to be a commonly shared idea throughout the evening.

Also previously noted but listed again by six of the groups, were ideas related to extending the school day and the school year. **Full-day kindergarten** was again listed, as was **summer school**

and a **longer school day**. Five of the groups listed many of the earlier suggestions related to vocational training, too. They cited partnerships with businesses and the need for more trade/career classes.

A smaller number of groups, five of 20, listed **extracurricular activities** as areas for future review. While one group questioned, "why has the number of students decreased" in participation at the high school level, others offered possible new activities for consideration, including orchestra, sixth grade sports, volleyball, bowling, lacrosse and intramurals.

As in earlier discussions, **technology** was listed by four groups as an area for continued review by the District. Access to technology and computer online literacy were again listed as was the idea of afterschool computer clubs.

For a complete listing of all responses see the February 17, 2015 CES-2 Verbatim Response Document found at [vision202.org/CES-2](http://vision202.org/CES-2)