

TASK: SUGGESTED EDITS/REVISIONS TO THE STATEMENTS OF RECOMMENDATION

GOT IT! – OR, MISSED THIS . .

In this Work Activity document are Statements of Recommendation. It is intended to be a summary of *consensus* input and feedback received from participants during the four topical community engagement sessions. Before finalizing these for the Board of Education, *Vision 202* leadership provides this opportunity for you to suggest any edits or points of clarification.

Review the draft statements under each category (Student Achievement, Programs & Services, Finance and Facilities). Use the space below each section to let us know if we “*Got It!*” or tell us if we “*Missed*” something.

Suggestions consistent from a majority of groups will be reflected in updating or revising the Statements.

INTRODUCTION

General Agreement: The following Statements of Recommendation express the general agreement of Vision 202 participants regarding what they believe to be key points of celebration and overarching challenges to be considered when developing the long-range plan for Lisle Community Unit School District 202.

AREAS TO CELEBRATE

Vision 202 participants noted the following as key areas of celebration regarding our School District’s performance.

- **Quality program offerings** support high student performance levels. There are also high levels of differentiated instruction provided to students by Lisle teachers and staff.
- The School District offers a **significant number of student programs** (curricular, co-curricular, clubs and sports) and activities relative to its small size.
- Students who attend Lisle CUSD 202 schools from **Kindergarten through 12th Grade** demonstrate **higher academic performance** as opposed to students who enroll in the District schools later in their educational career.
- The parents, District staff, and the Board of Education **work collaboratively** to make good decisions for all students.
- The School District currently has a **very strong financial position**.

CHALLENGES TO BE ADDRESSED

Vision 202 participants agreed that the following are key challenges or hurdles to address to improve the overall performance of Lisle CUSD 202.

- All **curriculum and instruction** (most notably math) **should be evaluated** relative to the new more rigorous Illinois Learning Standards based on student performance on standardized tests
 - Participants recognized the need to **continue developing support systems** to address changing demographics, cultural differences, increasing mobility rates, low-income families, and the increased amount of different languages spoken in the School District.
 - Participants shared **concerns about the current grade-level configuration** of Tate Woods and Schiesher Elementary Schools.
 - Many of the school **facilities require significant capital improvements** such as roofs, parking lots, infrastructure, safety, and security in the near future.
 - Participants identified **other areas that impact student achievement** including staff development/training, full-day kindergarten, technology integration, and expanded curricular opportunities.
-

Approximately 50 people participated in the May 21, 2015 CES-5. This does not include Facilitating Team members, Board of Education members and District administrators. After a brief review of the key themes that emerged from the previous four topical sessions and a brief presentation of the draft summary Statements of Recommendation by the co-chairs, participants worked in 10 small groups to complete the task described above.

There were several "Got It" areas noted, but there were also a few comments offered by participants that suggested possible word tweaking to the Statements, as well as other notes of explanation. Overall, however, there were not significant recurring themes or issues consistent with a majority of the groups that require additional Statements, deletion of Statements or major alterations of existing Statements.

Following are a few of the items mentioned by the groups.

STUDENT ACHIEVEMENT

Six of the 10 groups indicated that the Statements in the Student Achievement section "Got It." One comment suggested changing 'STEM' to 'STEAM' to include Arts. One group asked if the District could provide a curriculum 'point person' to support the curriculum transition and this person could possibly conduct a needs assessment to ensure assessments align with the new curriculum. The group's note suggested that the element of coordination and consistency was missing and thus the need for the 'point person' in the area of curriculum. One group suggested an addition to Statement 1.4 as follows: "Standard, regular assessment of teachers to round out practices." Other suggestions by groups were as follows: "Provide flexibility to take advantage of

increased choices—longer school day, especially 9-12" and "Look for other ways to utilize the timing of the professional development—after/before school hours."

PROGRAMS & SERVICES

Three of the groups recorded "*Got It*" for the draft Statements in the Program & Services section. However, most of the groups (7 of 10) provided comments or suggests. Two of the groups explained that acronyms like ELL and STEM should be spelled out in the document noting that some readers may not know what the acronyms mean or the actual name of the programs. Another group said "change 'STEM' to 'STEAM' to include the Arts." Some of the groups provided comments about specific programs or services—"A language immersion program – teaching a second language at earlier grades"..."additional foreign language options such a Latin." One group wanted "additional Fine Arts programs." One group noted "Priority – Full Day Kindergarten."

Other verbatim comments from the Programs & Services section included the following:

"More clarification of school schedule changes. What changes would be made and how would they be implemented? Can summer assignments be given to avoid loss of skills and ready them for next year?"

"Are there more partnering abilities with technical schools in the area for kids not wanting to go to college? Apprenticeships, etc? C.O.D.; UTI; Co-ops?"
"Investigate partnering with IMSA."

"Add study of inverted classroom, project based learning (especially for STEM)."

"Competition robotics is a good use for Mentors, as well as Science Olympiad, etc."

" 'Racial and Ethnic Minorities' are never mentioned specifically. Do they need to be? 'Economically disadvantaged' is a huge/large percentage of our district. The parents (for the most part) were not at our meetings. Are we paying enough attention to this issue/area?"

"Tying teacher and administrator performance and compensation...what impact does the teacher evaluation have?" "Accountability for teachers."

FINANCE

Nine of the ten groups said "*Got It*" for the Finance section.

One group had the following comments: "Investigate collaborative professional development opportunities with neighboring districts. Look into web-based learning opportunities."

FACILITIES

Eight of the groups said “*Got It*” for the Facilities section.

One group said add the following: “Allow current residents to tour our existing facilities as well as look at surrounding communities. What does an updated, new space look like?” Another group agreed with Statement 4.2 regarding Safety/Security saying “especially for the Elementary Schools.”

**For a complete listing of all responses
see the May 21, 2015 CES-5 Verbatim Response Document found at vision202.org.**