

## **STATEMENTS OF RECOMMENDATION – ACTIVITY & VERBATIM RESPONSES MAY 21, 2015**

### **INTRODUCTION**

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**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**

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**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 12<sup>th</sup> 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**

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**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.

# 1. STUDENT ACHIEVEMENT

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**General Agreement:** Student academic achievement is the first among the District's four overarching goals and was listed as the most important of all the topics for **Vision 202** participants. The Board of Education should ensure that the tools/resources are in place to meet the needs of every student, every day.

- 1.1 **Professional Development** - Provide continued professional development opportunities for teachers in the areas of differentiation, hands-on learning experiences, STEM curriculum, and cross-subject learning to prepare students for college and career.
- 1.2 **Curriculum Alignment** - Evaluate curriculum and instruction for alignment with the new more rigorous Illinois Learning Standards which includes the Common Core State Standards.
- 1.3 **Curricular Options** - Provide increased choices for Advanced Placement (AP) classes, vocational experiences, and coursework geared toward cultural differences and needs.
- 1.4 **Assessment Practices** - Explore current assessment practices: frequency, alignment to academic goals, and correlation to student growth.
- 1.5 **Guaranteed and Viable Curriculum** - Conduct a thorough study of the curriculum and instructional practices, especially in the area of mathematics, to identify areas of improvement and progress resulting in improved outcomes on state assessments, and college & career readiness benchmarks.
- 1.6 **Social-Emotional Learning** - Continue to implement and expand social-emotional learning into the curriculum at all grade levels.
- 1.7 **Learning Environments** - Examine learning environments to ensure they are conducive to student needs both academically and social-emotionally.

## VERBATIM RESPONSES

Table  
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1	1.4 (Add) Standard, regular assessment of teachers to round out practices
2	Got It!
3	Got It!
4	Got It!
5	Got It!
6	Got It!
7	1.1 Please change "STEM" to "STEAM" to include Arts. 1.2 Can there be a curriculum "point person" to support the curriculum transition. 1.4 Reconsider student growth assessment options. 1.5 Could the "point person" conduct a needs assessment to ensure assessments align with the new curriculum.
8	Got It!
9	1.1 Element of coordination and consistency missing. Incorporate a curriculum coordinator K-12. 1.3 Provide flexibility to take advantage of increased choices - longer school day, especially 9-12.
10	Look for other ways to utilize the timing of the professional development - After/Before school hours.

## 2. PROGRAMS & SERVICES

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**General Agreement: Vision 202** participants recognize that the School District provides numerous curricular, co-curricular, and extra-curricular activities for its students. During the community engagement small group discussions, participants communicated a need to re-examine programs and services in order to maintain a high level of academic expectations and student performance.

- 2.1 **Full day Kindergarten** - Explore the cost and infrastructure necessary to implement full day Kindergarten.
- 2.2 **School Schedule** - Examine the length of school day and year as well as summer school programs at all grade levels to support student progress.
- 2.3 **Parent Education** - Expand parent education workshop opportunities, such as ELL classes for parents.
- 2.4 **Curricular Program Options** - Implement additional co-curricular and extra-curricular academic opportunities such as, STEM based programs and vocational programs both during and after school.
- 2.5 **Community Connections** - Establish additional community partnerships to support student populations. For example: potential mentoring programs, community donation drives, and area speakers from cultural and sporting fields.
- 2.6 **Student Support Programs** - Identify and implement programs to support student needs such as breakfast programs, homework clubs, mentoring programs and after-school tutoring.
- 2.7 **Technology** - Evaluate current infrastructure and consider expanding student access to 1:1 technology.
- 2.8 **Expanded Learning Platforms** - Explore ways to enhance student access to curriculum through online learning opportunities.

## VERBATIM RESPONSES

Table #	
1	Got It!
2	Got It!
3	2.2 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? 2.3 Please don't use acronyms. Many people don't know what ELL means. 2.5 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?
4	2.4 Add study of inverted classroom, project based learning (especially for STEM) 2.5 Competition robotics is a good use for Mentors, as well as Science Olympiad, etc.
5	A language immersion program - teaching a second language at earlier grades *Priority-Full Day Kindergarten
6	Expand acronyms (i.e. ELL, STEM); Investigate partnering with IMSA  "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?
7	2.4 Please change 'STEM' to 'STEAM' to include the Arts.

8	Tying teacher and administrators performance and compensation. What impact does teacher evaluation have?
9	2.4 Additional foreign language options such as Latin. Additional Fine Arts programs and accountability for teachers.
10	Got It!

### 3. FINANCE

**General Agreement:** When **Vision 202** participants were asked to reflect on the strengths, weaknesses, opportunities, and challenges of Lisle CUSD 202's financial outlook, there was a general agreement that the School District's financial health is strong. Some concerns expressed were: future shifts in state funding, facilities, as well as expansion of staff and student programs.

- 3.1 **Future Planning** - Plan for future District facility needs and ensure that financial planning for all facility needs is a priority.
- 3.2 **Debt Reduction Options** - Examine the possibility of paying off debt early.
- 3.3 **Professional Development Costs** - Explore opportunities to provide staff development for both staff and administration in order to continue to deliver curriculum based on current best practices.
- 3.4 **Staff Recruitment/Retention** - Determine effective strategies for recruiting and retaining high quality teachers and expanding student programs while staying fiscally responsible.
- 3.5 **Technology** - Evaluate the technology infrastructure in order to improve access for students and teachers in the classroom.
- 3.6 **Risk of Legal Mandates and Changes in State Revenue** - Prepare for the impact of changes in legislative requirements and potential funding loss from the State of Illinois.

## VERBATIM RESPONSES

### Table

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1	Got It!
2	Got It!
3	Got It!
4	Got It!
5	Got It!
6	Got It!
7	3.3 Investigate collaborative professional development opportunities with neighboring districts. 3.3 Look into web-based learning opportunities.
8	Got It!
9	Got It!
10	Got It!

## 4. FACILITIES

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**General Agreement: Vision 202** participants consistently commented on various aspects of the facilities that they felt needed to be addressed. There is a general agreement that the physical structure and grade-level configuration of the elementary facilities need to be specifically addressed.

- 4.1 **Facilities Master Plan** - Assess the buildings and grounds needs of all district buildings during the Facilities Master Plan process.
- 4.2 **Safety, Security, and Accessibility** - Examine the current safety, security, and accessibility measures that are necessary at each school building.
- 4.3 **Full Day Kindergarten** - Determine the space needed and explore options to support a full day Kindergarten program.
- 4.4 **Building Grade Configurations** - Examine if the current grade locations should be re-configured in the current spaces (such as a primary and intermediate elementary grade centers) or if a new Pre-K-5 space would be most effective for student learning and logistical transitions.
- 4.5 **Space Utilization** - Review the current interior space appropriation at each building and determine if the environment is being effectively utilized for student learning and support.
- 4.6 **Future Facilities Research** - Analyze the long term educational and economic value of renovating, repurposing, and/or building a new school for grades Pre-K through 5.

## VERBATIM RESPONSES

### Table #

1	Got It!
2	Add: Allow current residents to tour our existing facilities as well as look at surrounding communities. What does an updated, new space look like?
3	Got It!
4	Got It!
5	Got It!
6	Got It!
7	4.2 Especially for the Elementary Schools.
8	Got It!
9	Got It!
10	Got It!