



Future Focus 203

Verbatim Transcripts

Session I - State of the District

Over 320 community stakeholders participated in an open discussion about our community's educational priorities during Session I of Future Focus 203.

After hearing the "State of the District" report, participants were asked to reflect on 1) what they heard that surprised them and 2) what raised the biggest concerns for them. These reflections were discussed in small groups. The groups were asked to prioritize topics from the report for discussion in future sessions and insert any additional topics that they felt should be considered.

The following documents are the verbatim transcripts from those small groups. This information reflects the collective, immediate and unedited thoughts of each table of stakeholders. Accompanying this data is an executive summary which captures the priorities reflected in the combined transcripts. From this summary, the Facilitating Team will determine the focus points for the remaining sessions.

All community members can review the video recording, PowerPoint slides and transcripts from Session I. Together, this information illustrates the breadth and depth of planning and engagement that made our first session such a success. We hope reviewing the work that was done will encourage all participants to return for Session II and excite new community members to join the conversation.

Thank you to all the community members who have participated to this point. We hope you will bring a friend or neighbor with you on Wednesday, April 17, from 7-9 pm at Naperville Central High School or Thursday, April 18, from 8:30-10:30 am at Grace United Methodist Church.



EXECUTIVE SUMMARY

AS A RESULT OF THE

SMALL GROUP WORK ACTIVITY

SESSION #1 • MARCH 12 & 13, 2013

Small Group Work Activity - Developing the Study Topics Community Engagement Session (CES) #1

TASK #1: Greatest Surprise/Concern

Based on the information provided in the presentations, what was the greatest surprise for your group? What concerned your group the most?

TASK #2: DEVELOPING THE STUDY TOPICS

Review the list of possible topic areas that could be addressed in subsequent *Future Focus 203* sessions.

First, determine if there is consensus in your group to add any topics and, if so, use the blank boxes to make the addition(s).

Second, prioritize the list of topics by placing a number in the column next to each topic. The number "1" means your group determined this to be the *most* important topic. Place the number "2" beside the topic your group determined to be the *second* most important topic. Place a "3" beside the *third* most important topic. Continue this process until all topics have been assigned a priority number (number "1" through "?", depending on the number of topics your group has listed).

Third, go back to each of your top priority topics and indicate details (concepts, issues, opportunities and questions) that should be addressed in each of those study topics.

TASK #1: Greatest Surprise/Concern

The greatest *surprise* for most groups was also listed as their greatest *concern*. The three areas listed most frequently, along with an accompanying question(s), are the following:

1. **Trend of declining test scores and the achievement gaps.** What can we do to reverse this trend and close the gaps? There was also surprise and concern regarding the changing demographics (especially the degree of increase in students qualifying for free and reduced meals).
2. **Finances.** How can we continue maintaining the financial stability of the District at a time when there will be more resources needed to address changing curriculum (Common Core standards) and additional efforts to eliminate the achievement gaps?
3. **Facilities.** How can there be more parity/equity among all the schools? Are some schools still "tight" even following the boundary adjustments? How will all-day kindergarten impact the facilities in the future?

TASK #2: Developing the Study Topics

The frequency that a topic (for subsequent *Future Focus 203* engagement sessions) received a Priority 1, 2 or 3 listing is as follows:

Student Performance and Achievement Gaps – 48

Finance – 38

Facilities – 29

Programs of Study: Elementary – 27

Programs of Study: Junior High – 24

Programs of Study: High School – 19

Other topics that received at least one listing in the Priority 1, 2 or 3 category were the following: diversity, social/emotional issues, engaging others in our community, communication/consistency among all schools, meeting the needs of low income students and families, training students in STEM, teacher assessment and performance.

Here is a *sampling* of specific statements/concepts noted in each of the priority topic areas.

Facilities

- Most efficient use of facilities and balancing enrollments
- Impact of adding all-day kindergarten
- Issue of aging buildings
- Make sure environments adequately support learning/changing expectations for the future

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- Parity/equity among all D203 school buildings
- Technology infrastructure for the future
- Safety/security issues at school facilities
- Inequities between the two high schools

Finance

- Maintenance of high performance and comprehensive services within budget - ?
- Continued fiscal responsibility in light of possible federal/state cuts...pension fund shift
- Unknowns for the future—will this lead to increase in property taxes?
- How is the District to do more with less?
- Prioritize implementation of programs based on resources
- Get community input about financial challenges
- How to improve quality while reducing costs?
- How are we going to pay for the resources of all the programs that will be needed?

Programs of Study - Elementary

- Elementary and junior high school—how are we supporting emotional and social needs for students?
- The effect of all-day kindergarten on all grades?
- Inconsistency in programming and implementation of curriculum
- Better alignment of areas of study to improve transition for students
- Communicate with parents/community regarding common core goals/principles
- Overwhelming focus on academics at expense of all other developmental traits
- How do we support teachers as they work to integrate the students' BYOD/increased technology
- Academic rigor while dealing with changing demographics

Programs of Study - Junior High

- New curriculum implementation/Support needs to increase
- Equity of programs/consistency with programs across District
- Consider adding the option to take foreign language and FACS classes
- Teaching to the test
- Highest impact of social-emotional development
- How will CCSS be implemented for children in the middle of their education
- Electives—where those may be headed
- Need/demand for additional languages in schools (i.e. Chinese)

Programs of Study - High School

- Provide more study tools for test taking
- Top kids & lowest kids get a lot of time and energy; middle kids get lost in the middle
- Extra-curricular opportunities are excellent
- Kids in AP classes are challenged, but kids in regular classes are not being challenged
- Are best teachers available to all students
- Grammar instruction or lack of it
- Non-college post graduation options
- Stress management

Achievement Gaps/Diversity

- How can we maintain high performance with CCSS?
- Adequate resources for these students
- What additional supports will be needed? Implemented?
- Maintenance of excellence
- How do we help students who struggle?
- Making sure all students have the opportunity to succeed
- More energy into the “average” students
- Teaching to the test/too many tests
- HOW do we close the gaps?

For a complete listing of all responses see the March 12 -13, 2013 CES-1 Verbatim Response Documents



Verbatim Response Document

SMALL GROUP WORK ACTIVITY

SESSION #1

X MARCH 12, 2013

□ MARCH 13, 2013

ACTIVITY

VERBATIM RESPONSES

TASK #1: GREATEST SURPRISE/CONCERN

Based on the information provided in the presentations, what was the greatest surprise for your group?
What concerned your group the most?

TASK #1: GREATEST SURPRISE/CONCERN		
TABLE #	BIGGEST SURPRISE	BIGGEST CONCERN
1	<ul style="list-style-type: none"> Some not really surprised. Happy with per pupil expenditures in line with budget. High ACT scores and top % of HS in country. Declining test scores. Decrease in state funding 	<ul style="list-style-type: none"> Declining test scores related to changing demographics. How do we get subgroups test scores higher? How can we meet the needs of the subgroups? How can programs be better designed? More financial support? More program support? Are citizens open to referendum changes in increasing taxes? Future uncertainty about 2018 unbalanced budget, pension changes, state funding, health care.
2	<ul style="list-style-type: none"> 203's test scores are decreasing compared to peer districts in the western suburbs but high compared to Midwestern districts. Good high ACT score to cost per pupil ration. 	<ul style="list-style-type: none"> How to increase academic rigor – measure globally vs. locally. Appropriate differentiation
3	<ul style="list-style-type: none"> High FRL Pleasant surprise how well HS are performing Choose school based n achievement 	<ul style="list-style-type: none"> Facilities issues Empty schools on south side. 2 ½ day K enrollment Meadow Glens Want ½ day Ann Reid not ½ day Some preschool longer than ½ day. Workload for HS w/acacemics & extra curricular

TASK #1: GREATEST SURPRISE/CONCERN

TABLE #	BIGGEST SURPRISE	BIGGEST CONCERN
		<ul style="list-style-type: none"> • Students need positive feedback • HS start early especially if extra curricular • Elem-jr-hs transition w/work load • Gifted helped • 4th & 5th work harder than 6th • JH not rigorous • No sp study for band so not factor • Jh more social issues for girls
4	<ul style="list-style-type: none"> • High ACT scores • Demographic switch – please appreciate diversity • 8% more spending but not seen in HS w/results 	<ul style="list-style-type: none"> • All Day Kindergarten seems to be focus • Implement common core 1 – 5 w/special needs children • Scoring for IAA scores ~ what are they • Why didn't we benchmark against the Highest performing schools and emulate best practices • Finance – balance between spending and revenue • Why is dual language a priority
5	<ul style="list-style-type: none"> • Free & reduced - % low income • Such a strong reliance on property tax for funding • PSAT scores trending down despite strong ACT scores 	<ul style="list-style-type: none"> • Common core • What is that going to look like & how is that going to be implemented? • How can we help bring parents along to help teach (help) our kids with new strategies taught. • Facility utilization needs to be looked at building by building to make sure that fully utilized.
6	<ul style="list-style-type: none"> • Surprised that our demographics had changed so dramatically • Although noted that US financial situation is reflected • Surprise at the nationwide districts we were compared with in consortium – some agreement to disagree here 	<ul style="list-style-type: none"> • Teaching to the test • Bang for the buck • Concerned about districts compared with • That our concerns will go unnoticed
7	<ul style="list-style-type: none"> • In viewing comparison charts with other schools, 203 is still performing well, but is not that much higher than others any longer • What are other schools doing to catch up • Are we not as strong as we previously 	<ul style="list-style-type: none"> • Would like to continue to succeed and set the high standards and benchmarks that we have achieved in the past. • Future funding; hope to not cut programs that attract people to 203 in order to meet budget needs.

TASK #1: GREATEST SURPRISE/CONCERN

TABLE #	BIGGEST SURPRISE	BIGGEST CONCERN
	thought <ul style="list-style-type: none"> • Would like to see 203 continue to trend up 	
8	<ul style="list-style-type: none"> • We were surprised at the increase in the low income population 	<ul style="list-style-type: none"> • How are we addressing the needs of students who are in those population groups such as special education, low income, or low performing ethnic groups when it comes to preparing them to take assessments and to graduate
9	<ul style="list-style-type: none"> • Change to more lower income students • Change in ethnic groups – greater diversity in learners 	<ul style="list-style-type: none"> • Test scores on PSAE: down trend in PSAE • What programs can be implemented to change this • How can we meet needs of students with changing demographics (delivery of instruction)
10	<ul style="list-style-type: none"> • Test scores trending down compared to local districts 	<ul style="list-style-type: none"> • Taxes • Spending on facilities for construction
11	<ul style="list-style-type: none"> • Stability of finances • How much of an impact property taxes has • How sound our funding is for at least next 5 years 	<ul style="list-style-type: none"> • Downward trend of benchmarks – PSAE • High schools in need to be ready for college • Want to reverse this trend
12	<ul style="list-style-type: none"> • Change to PARCC coming so soon • We stand out more at HS level than elementary • Size of increase for free & reduced lunch/low income students • Encouraged that 85% of AP students score 3+ 	<ul style="list-style-type: none"> • Full time kindergarten; housing and staffing • Capacity of buildings • Decrease of state aid (-13%)
13	<ul style="list-style-type: none"> • Projected financial concerns – Federal gov. already reduced funding. • Why are we adding all day kindergarten & new programs for younger kids when we need the money for older kids. • Majority of money comes from property taxes – concerning 	<ul style="list-style-type: none"> • Differentiation among the schools – why are some schools so strong (ie. Highlands Elem. Blue Ribbon School) and others not • The schools should be balanced • How do we hold the teachers accountable for learning?
14	<ul style="list-style-type: none"> • Surprised at the size of the achievement gap between low-income and non low-income students 	<ul style="list-style-type: none"> • District finances moving forward as state funding continues to decrease
15	<ul style="list-style-type: none"> • Assessment of social and emotional 	<ul style="list-style-type: none"> • Competitive at what cost

TASK #1: GREATEST SURPRISE/CONCERN

TABLE #	BIGGEST SURPRISE	BIGGEST CONCERN
	<ul style="list-style-type: none"> growth not addressed How much property taxes support school Why do we not receive more state money No mention of technology Schools used for comparison 	<ul style="list-style-type: none"> Too much pressure Too much focus on academics and not the whole student How especial ed assessments are evaluated Gap between gifted, special needs and regular students
16	<ul style="list-style-type: none"> Demographic changes How does this overlay w/surrounding districts like you assessed for budget/performance 	<ul style="list-style-type: none"> Struggling students – middle Great achievements but are not perfect inconsistencies in programming across district -ie. Reading Interventions for broader student population vs very high or very low groups
17	<ul style="list-style-type: none"> Significant makeup change of the district primarily the increase in low income but pleasantly surprised with our “bang” for out buck 	<ul style="list-style-type: none"> How are we going to address the changing socio-economic differences How are we going to compete nationally There appears to be more demand for less resources
18	<ul style="list-style-type: none"> Increase in low income students and the correlation of that with the result of the test scores The in-balance of the low income students at some schools and how the resources will be increased to support them. 	<ul style="list-style-type: none"> Equality of schools In-balance of income levels Test scores trending downward
19	<ul style="list-style-type: none"> Turn out Academic performance trends Comparing schools – academic performance Achievement gaps for at risk students 	<ul style="list-style-type: none"> Continuing our high academic performance while providing resources to address achievement gaps within our financial resources.
20	<ul style="list-style-type: none"> Demographic change Downward trending of scores – esp. high school Comparisons of benchmark school districts 	<ul style="list-style-type: none"> Curriculum changes – too many too little time Support for changes for all students
24	<ul style="list-style-type: none"> The number of low income families that have changed in the district, the change in demographics Those people aren’t being represented in forums like these. Also, concern for teaching to the 	<ul style="list-style-type: none"> Having more focus on equal time for each type of student. Readiness for a global economy Naperville competes well among other local benchmark districts but what about other countries?

TASK #1: GREATEST SURPRISE/CONCERN		
TABLE #	BIGGEST SURPRISE	BIGGEST CONCERN
	"lowest" denomination might cloud challenging the tip tier students	

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TASK #2: DEVELOPING THE STUDY TOPICS

Review the list of possible topic areas that could be addressed in subsequent *Future Focus 203* sessions.

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Third, go back to each of your top priority topics and indicate details (concepts, issues, opportunities and questions) that should be addressed in each of those study topics.

TASK #2: POSSIBLE STUDY TOPICS - FACILITIES

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
1	3	<ul style="list-style-type: none"> Long term consistency of programs Sufficient space at <u>all</u> buildings
2	6	<ul style="list-style-type: none"> Most efficient use of facilities and balancing enrollment
3	1	<ul style="list-style-type: none"> What will happen w/NNHS now that NCHS has been redone? Mulligan last year w/ECS. Redo this year? Cost for adding K classrooms More of a concern for the north side
4	None	<ul style="list-style-type: none"> Manage space more efficiently
5	2	<ul style="list-style-type: none"> Concern of changing building/attendance boundaries
6	5	None listed
7	2	None listed
8	None	<ul style="list-style-type: none"> Lincoln – age of building, issues with flooding Central – roof leaking and 2nd floor west wing air conditioning
9	7	<ul style="list-style-type: none"> Up to date Equal Environmentally safe building conditions
10	3	<ul style="list-style-type: none"> Overcrowding
11	None	None
12	None	<ul style="list-style-type: none"> All day kindergarten – facilities, staffing, cost

TASK #2: POSSIBLE STUDY TOPICS - FACILITIES

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
13	None	None
14	3	<ul style="list-style-type: none"> • Facility upgrades to facilitate all day kindergarten
15	None	<ul style="list-style-type: none"> • Realistic projections for enrollment • Are pods permanent • Healthier lunch options
16	None	<ul style="list-style-type: none"> • Building investments not consistent w/capacity and program needs • Tribune article – Prairie expands • Highlands not investment • Kindergarten implementation
17	4	<ul style="list-style-type: none"> • How is the district going to make accommodations for all day kindergarten?
18	2	<ul style="list-style-type: none"> • How does implementation of all day kindergarten affect the facilities
19	None	<ul style="list-style-type: none"> • Making sure our environments adequately support learning
20	6	<ul style="list-style-type: none"> • Better use of current facilities
24	None	<ul style="list-style-type: none"> • None

TASK #2: POSSIBLE STUDY TOPICS -**FINANCE**

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
1	3	None
2	1	<ul style="list-style-type: none"> Decreasing revenues from IL, federal gov't and shifting pension cost
3	1	<ul style="list-style-type: none"> How will the district pay since IL is suffering?
4	2	<ul style="list-style-type: none"> Discuss management of Facilities and ,manage for change to be fiscally responsible
5	None	None
6	3	<ul style="list-style-type: none"> Bang for the buck How budget addresses student needs How schools are staffed
7	2	None
8	3	<ul style="list-style-type: none"> Concerned about state funding issues
9	6	<ul style="list-style-type: none"> Intelligent use of resources Measure results of expenses to overall student achievement
10	2	<ul style="list-style-type: none"> Impact of pension reform How much control we have over how we manage the impact of salaries and pension
11	None	None
12	3	<ul style="list-style-type: none"> State aid reduction (13%)
13	3	<ul style="list-style-type: none"> Funding for special programs need to stay in place Don't add new programs such as all day kindergarten
14	2	<ul style="list-style-type: none"> Worried about the impact of state funding on district finances
15	2	<ul style="list-style-type: none"> 2018 revenue vs. expenditures Can we use under used facilities to build revenue Are you priming for increase in real estate tax
16	None	<ul style="list-style-type: none"> Reliance on property tax Why not lobby for state/Fed Best practices w/ CC Why are we doing the heavy lifting /cost / time and not looking at East Coast other Midwest schools have completed CC
17	3	<ul style="list-style-type: none"> How are we going to pay for the resources of all the programs that will be needed

TASK #2: POSSIBLE STUDY TOPICS -**FINANCE**

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
		<ul style="list-style-type: none">• How are we going to increase revenues or reduce expenses to meet these needs• Who is paying for CCSS to be implemented
18	1	<ul style="list-style-type: none">• How to plan for the uncertainty based on the facility needs• Allocation of resources across the district moving from one pocket to another
19	2	<ul style="list-style-type: none">• Prioritization of resources to support most imp. academic goals• Continued academic achievement• Curriculum foundation beginning in elementary school• Decisions to support goals within financial resources
20	5	<ul style="list-style-type: none">• Continue current financial trend
24	3	<ul style="list-style-type: none">• More aides, teachers, low rations (student-to-staff) cost money

TASK #2: POSSIBLE STUDY TOPICS -
PROGRAMS OF STUDY - ELEMENTARY

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
1	4.1	<ul style="list-style-type: none"> • “tracking” of students • PI/HM • Average • Addnl. Help/assistance (ie. LEAP)
2	3	<ul style="list-style-type: none"> • Academic rigor while dealing w/changing demographics (FRL) • More differentiation
3	1	<ul style="list-style-type: none"> • For parents who are @ the beginning need overview of what’s to come • Curriculum stay where they are & improve • ADK for all discussed
4	None	None
5	3	None
6	1	<ul style="list-style-type: none"> • Teaching to the test • Lack of critical thinking skills
7	4	None
8	2	<ul style="list-style-type: none"> • How will new curriculum be implemented (transition)
9	3	<ul style="list-style-type: none"> • Early intervention sets the stage for future
10	None	None
11	4	<ul style="list-style-type: none"> • Equal opportunity regardless of school • Instruction /programs need to set child up to succeed • Are honors programs & special needs met and equal regardless of school
12	1/6	<ul style="list-style-type: none"> • 1/ opportunities to improve communication in general (consistency) • 6/ lack of differentiation at both ends of the educational spectrum • Program explanations and opportunities
13	1	<ul style="list-style-type: none"> • Differentiation among schools • Why are some schools stronger than others academically
14	6	None
15	None	<ul style="list-style-type: none"> • Longer school day • Focus on writing (essays, formulation, and presentations) • Minor science projects • Math – Kid friendly with real world application for understanding

TASK #2: POSSIBLE STUDY TOPICS -
PROGRAMS OF STUDY - ELEMENTARY

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
16	1	<ul style="list-style-type: none"> • Equality of programs • Consistency with programs across the district • Teaching to the test • Helping how to parent advocating
17	2C	<ul style="list-style-type: none"> • Kindergarten – why is full day only offered to low income • Statistics for dual language are not favorable, why is it going forward? • What is the plan to address setting everyone up to district standards • September 1 cut off should be mandated
18	None	High School Preparedness
19	2	<ul style="list-style-type: none"> • STEM – greater emphasis • All day kindergarten • Consistency within schools • Reading comprehension • Length – longer day
20	3	<ul style="list-style-type: none"> • Addressing deficit or need at elementary level <u>for all kids</u>
24	1	<ul style="list-style-type: none"> • All day kdg • Does performance really show it makes a diff. long-term for groups other than “at-risk?” • Budgetary concerns

TASK #2: POSSIBLE STUDY TOPICS -
PROGRAMS OF STUDY - JUNIOR HIGH

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
1	4.2	None
2	4	<ul style="list-style-type: none"> Academic rigor while dealing w/changing demographics (FRL) More differentiation
3	1 & 2	<ul style="list-style-type: none"> Weak link academically? Half & half 8th to 9th HS blows away – small JH to large HS STEM discussed as well all the way up through college
4	3	<ul style="list-style-type: none"> Gap in junior high Support needs increase STEM needs to be an alternative to language or rotating applied arts
5	3	None
6	1	<ul style="list-style-type: none"> Teaching to the test Lack of critical thinking skills
7	4	None
8	2	<ul style="list-style-type: none"> New curriculum implementation
9	2	<ul style="list-style-type: none"> Very unique age group Greatest changes
10	None	None
11	3	<ul style="list-style-type: none"> Choices made in HS (choose language/fine arts) impact HS courses Difficulty getting into HS Courses need to take DES of who program Teams in JHS result in varying opportunities for kids
12	5	<ul style="list-style-type: none"> Welcoming of new students Transitioning Orientation/events to get to know each other
13	None	none
14	4	<ul style="list-style-type: none"> Consider adding the option to take a foreign language <u>and</u> FACS classes
15	None	<ul style="list-style-type: none"> Does it match up with preparing for high school PI+ segregating kids – is there a better way
16	1	<ul style="list-style-type: none"> Equality of programs Consistency with programs across district

TASK #2: POSSIBLE STUDY TOPICS -
PROGRAMS OF STUDY - JUNIOR HIGH

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
		<ul style="list-style-type: none"> • Teaching to the test • Helping how to parent advocating
17	2B	<ul style="list-style-type: none"> • Teach students how to take tests • How will CCSS be implemented for children in the middle of their education • More emphasis on how to study
18	3	<ul style="list-style-type: none"> • Talking between levels of grades and schools of teachers needs to be improved 100%
19	None	None
20	2	<ul style="list-style-type: none"> • Need feedback on how to address and identify any gaps after assessment • Give students a 3rd choice STEM vs. only Foreign Language or applied arts or technology
24	None	<ul style="list-style-type: none"> • Highest impact of social-emotional development • Those teachers/social workers have a big diff. on confidence • Getting kids on right track for high school

TASK #2: POSSIBLE STUDY TOPICS -
PROGRAMS OF STUDY - HIGH SCHOOL

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
1	4.3	None
2	5	<ul style="list-style-type: none"> • Academic rigor while dealing w/changing demographics (FRL) • More differentiation
3	1&2	None
4	3	None
5	3	None
6	1	<ul style="list-style-type: none"> • Teaching to the Test • Lack of critical thinking skills
7	4	None
8	2	<ul style="list-style-type: none"> • New curriculum implementation
9	4	<ul style="list-style-type: none"> • Sig. no. of choices • Prepare for college & other careers
10	None	None
11	None	None
12	None	None
13	None	None
14	5	None
15	None	<ul style="list-style-type: none"> • Too much homework • Pressure • Preparation for college in an environment that isn't killing our children • Feeding and balancing students to be socially, emotionally and academically sound at all levels
16	1	None
17	2A	<ul style="list-style-type: none"> • Too much emphasis on how to study • Teachers need to have some say in a students' grade (participation) and not <u>so</u> much emphasis on tests as not everyone is a good test taker • They need to get into college • Provide more study tools for test taking
18	None	None
19	None	None

TASK #2: POSSIBLE STUDY TOPICS -
PROGRAMS OF STUDY - HIGH SCHOOL

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
20	4	<ul style="list-style-type: none"> • College readiness • Mentoring and assessment to determine if they are meeting benchmarks
24	2	<ul style="list-style-type: none"> • Continuum of education and not just separating into honors/regular/ELL/special education • Top kids get a lot of time and energy and lowest kids do too. • Middle kids get lost in the middle

TASK #2: POSSIBLE STUDY TOPICS -**STUDENT PERFORMANCE AND ACHIEVEMENT GAPS**

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
1	1	<ul style="list-style-type: none">• Making sure <u>all</u> students have the same opportunity to succeed• More energy into the “average” students• Most free/reduced on one side of town, affecting only a few schools (those areas with section 8/low income apartments)
2	2	<ul style="list-style-type: none">• Performance with changing demographics
3	3	<ul style="list-style-type: none">• Up in assessment• Curriculum driven by assessment backwards?• Teaching to the test• Comparison to NE & NW portion of country• Concerning but didn’t affect families @ table• Include kids extra curricular who are FRL• Really affluent & really poor split
4	1	<ul style="list-style-type: none">• Differentiate Learning• Differentiate instruction
5	1	<ul style="list-style-type: none">• Attention needed to middle – seems to be the average students tend to get lost amidst the over-achievers & the students who need extra attention
6	4	<ul style="list-style-type: none">• Teaching to the test• Critical thinking/life skills
7	1	None
8	1	<ul style="list-style-type: none">• How will the achievement gaps be addressed• Do we need support programs to aid with the achievement gap?
9	1	<ul style="list-style-type: none">• Teaching to the test• Too many tests• Focus should be on the kids!!• How to close gap (why is there this gap?)
10	1	<ul style="list-style-type: none">• Test scores trending down among the benchmark dist.• Addressing ELL populations to the increasing gap in scores
11	1	<ul style="list-style-type: none">• Give students same experiences & opportunities• Community district to address each school’s needs• Support children regardless of school, socioeconomic status

TASK #2: POSSIBLE STUDY TOPICS -**STUDENT PERFORMANCE AND ACHIEVEMENT GAPS**

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
12	4	<ul style="list-style-type: none">• Impact of adjusted norms on student performance
13	2	<ul style="list-style-type: none">• How do we help kids fill in the gaps• Curriculum keeps changing – how do we fill in the gaps?• Common core standards and gaps in learning• Meeting the needs of all the kids even the gifted• (having PI+ class at all schools?)
14	1	<ul style="list-style-type: none">• How to bridge the gap between low income students and non low income students
15	1	<ul style="list-style-type: none">• Effect of the change of common core - especially to current students – making the change
16	2	<ul style="list-style-type: none">• Pulling best teachers out for CC planning• Why not broader/share beyond our Midwest area – East coast (PA math program)• Collaboration• Best practices• Testing – too much• Students are not data points
17	1	<ul style="list-style-type: none">• Teach students how to study & learn – not just base things on a test result!• Provide students with homework for the week on a Monday and have it due by Friday so they learn time management and how to balance things in their lives
18	None	<ul style="list-style-type: none">• How is common core going to prepare students for prep of tests
19	1	<ul style="list-style-type: none">• Continued high academic performance• Resources to address achievement gaps• Curriculum foundation• Best practices within schools
20	1	<ul style="list-style-type: none">• How to support the children as they transition into new curriculum• Possible summer program for parents & children – especially for varying demographic & low income group
24	None	<ul style="list-style-type: none">• Concern for focus on top & bottom, leaving the middle out to just “coast”

TASK #2: POSSIBLE STUDY TOPICS -**STUDENT PERFORMANCE AND ACHIEVEMENT GAPS**

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED

TASK #2: POSSIBLE STUDY TOPICS -**TOPIC:**

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
1	None	None
2	None	None
3	3	Diversity <ul style="list-style-type: none"> • Naperville bubble • Involved families are still white • Many people in morning session women • Forum @ COD for African American families • Touchy/heated topic • Asian elitism/lack of assimilation Socio-Emotional Concerns of Students <ul style="list-style-type: none"> • Stressed out kids – kids psychiatric hospitalized • Transition between levels • Changing social norms • Drug use • Extra-curricular demands • JH social concerns How are we advertising? Beyond who is already involved? Evening meeting different demographics. Will we reach out to non English speakers?
4	2	Plan for PI & Honors math after common core study Inconsistent opportunities across all schools – need to be consistent - Extra-curricular opportunities, field trips, etc from elementary to high school
5	None	None
6	2	Social/emotional/wellness support <ul style="list-style-type: none"> • Technology – devices vying for time • Health/nutrition – difficulty focusing when sleep & nutrition needs are not met • Bullying • Over-scheduling • Emotional intelligence • Citizenship • Drug/sex education • So many activities, foods, games, family events & issues vying for students attention, difficult to focus on learning/thinking skills

TASK #2: POSSIBLE STUDY TOPICS -**TOPIC:**

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
7	3	Engaging the “remainder” of the community and including and involving the diverse population and retirees
8	None	None
9	6	Service Delivery <ul style="list-style-type: none"> • District resources are used to effectively education all students in the teacher’s classroom • How different levels provide additional instruction to address gaps
10	4	How accurate have projections been on finances and enrollment
11	2	Communication between school levels <ul style="list-style-type: none"> • Does assessment team check on feeder schools strengths (weaknesses) and address • Are trends monitored from feeder schools to support trends seen
12	7	Infinite Campus <ul style="list-style-type: none"> • Making grades available at the elementary level online (feedback before conferences and between report cards) Class Size <ul style="list-style-type: none"> • Numbers of students has gone up – instruction and achievement impacted
13	1	Consistency with all the schools in regards to communication & education – needs to have accountability w/Principals & teachers <ul style="list-style-type: none"> • Homework demands are different in the school • Behavioral expectations are different • The way information is communicated from Principals & teachers to the parents is different • We feel their needs to be a way to hold the principals & teachers accountable How can we increase parent involvement? <ul style="list-style-type: none"> • No details
14	None	BYOD in the future <ul style="list-style-type: none"> • What will this look like for our kids K – 12 • Is this going to happen?
15	None	Technology <ul style="list-style-type: none"> • Useful tool for students and cost savings Social Emotional

TASK #2: POSSIBLE STUDY TOPICS -**TOPIC:**

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
		<ul style="list-style-type: none">• Need to focus on whole child• Pressure• Drug use• Bullying• How to access social success and emotional Inequity within the district – real and perceived <ul style="list-style-type: none">• Technology• Resources• Class sizes
16	None	Social Programs Formal Programs Drugs Bullying Technology
17	None	None
18	None	Necessity of Dual Language Program as it relates to budget Consistency of <u>quality of teachers</u> Jr. High preparedness for HS and getting kids ready for High school
19	4	Consistency among schools <ul style="list-style-type: none">• Share best practices of learning• Consistent academic performance• Equitable facilities that support learning
20	None	Mentoring program
24	None	None

TASK #2: POSSIBLE STUDY TOPICS -**TOPIC:**

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED

TOPIC:

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Verbatim Response Document

SMALL GROUP WORK ACTIVITY

SESSION #1

□ MARCH 12, 2013

x MARCH 13, 2013

ACTIVITY

VERBATIM RESPONSES

TASK #1: GREATEST SURPRISE/CONCERN

Based on the information provided in the presentations, what was the greatest surprise for your group?
What concerned your group the most?

TASK #1: GREATEST SURPRISE/CONCERN		
TABLE #	BIGGEST SURPRISE	BIGGEST CONCERN
1	The increase in low income students	<ul style="list-style-type: none"> How are we serving our diverse population: ELL, IEP, gifted program, free and reduced lunch? Gifted services "under review" what does that mean? Closing the achievement gap?
2	Shift in low-income population from 1% to 11%	<ul style="list-style-type: none"> How will the district meet the needs of our newly diverse population? (language barriers) How will we support and educate the parents who are unfamiliar with our educational system? Implications of BYOD and new technology ~support for staff and families
3	<ul style="list-style-type: none"> Scores on benchmark ISAT lower esp. when looking at Elmhurst while ACT tests indicated 203 exceeded Elmhurst. (%ages not significant but still lower) Free & reduced low income numbers were high 	<ul style="list-style-type: none"> How can we meet the diverse needs within the school day? Less money to do more Why do we receive less state money than other districts?
4	<ul style="list-style-type: none"> Scores are dropping when compared to benchmark districts. We were surprised that we are declining as a district. 	<ul style="list-style-type: none"> What is the reason for declining scores? Facility use/capacity at the elementary level needs to be addressed.
5	Surprised that after the boundary changes there are still tight conditions at several of	The timing of CCSS and how it's applied & differentiated within our general education

TASK #1: GREATEST SURPRISE/CONCERN

TABLE #	BIGGEST SURPRISE	BIGGEST CONCERN
	the elementary schools.	population.
6	Test scores – HS down on PSAE but also how well we compare to benchmarks	Changing demographics and how this impacts our schools – facilities/curriculum/resources
7	Increase in low income levels and change in demographics.	<ul style="list-style-type: none"> Imbalance trend remaining at high school level, given shifts in feeder schools – were changes enough? Are projections accurate? Low income/subgroups level at high schools and other schools?
8	<ul style="list-style-type: none"> Change in percentage of low income population Test scores, specifically difference b/w ACT scores for 203 and 204. 	<ul style="list-style-type: none"> How to increase proactive community engagement (get families involved, communicate new CCS, etc) Educating and supporting parents students and staff with the change to the CCS.
9	<ul style="list-style-type: none"> Web graphs Enrollment and facilities are not as big a concern as shown in the last few years. 	<ul style="list-style-type: none"> Low income student scores as compared to other categories of students. Increase in low income students.
10	<ul style="list-style-type: none"> Beebe is still over capacity even after enrollment shift. Still capacity issues @ Naperville North but not shown on metric slides (portables, etc.) 	<ul style="list-style-type: none"> Downward trends of student performance as measured by testing.
11	Academic performance is declining and needs of community and students are increasing – where is the programming to address this?	Our shifting demographics and the need for additional specialized support staff in order to support educational achievement gaps especially with the implementation of a more rigorous curriculum – common core.
12	<ul style="list-style-type: none"> Test scores: state & high school (ISAT/PSAE) Fiscal responsibility – positive How does 203 compare against highest performing districts 	<ul style="list-style-type: none"> Continued financial/fiscal responsibility Children needs met w/less funding Accessible technology for each student How is Common Core really advancing our students education
13	<ul style="list-style-type: none"> Capacity at some of schools Demographics of district (minority & low income) Declining funding from the state of Illinois 	<ul style="list-style-type: none"> Social/emotional health of stake holders How to sustain high academic environment, attract top teachers and prepare our children for the future given the deteriorating state funding How to sustain spending levels with stagnant economy given high proportion

TASK #1: GREATEST SURPRISE/CONCERN

TABLE #	BIGGEST SURPRISE	BIGGEST CONCERN
		of funding coming from property taxes.
14	<ul style="list-style-type: none"> The district is financially stable & projections appear that will remain 	Facilities overcrowding – use of space
15	Shift in demographics	<ul style="list-style-type: none"> Funding – what programs will need to be cut? Achievement gap – how will we account for all students?
16	<ul style="list-style-type: none"> 2% course offerings in H.S. lots of opportunities for choice Comfortable facility size Small size of admin. Changing demographics Dipped a little in performance How high we are compared to other states We should compare to similar states not Mid-State Amazing ACT scores Excellent articulation of state of 203 Food program is a wash Social/emotional present on agenda 	<ul style="list-style-type: none"> Finances – great to have so much FED funding States share dropping Expenses exceeding revenue Needs of students increasing Test driven rather than arts thriving & overall breadth/depth of education So much time preparing students to do well on tests A well rounded child is desired More social & emotional effort
17	<ul style="list-style-type: none"> PSAE scores trending downward while ACT scores continue to rise. 	Closing the achievement gap across the district considering the increase of students needing support for free and reduced lunch.
18	Slight/show decline in district benchmarks as compared to similar district in recent years.	How to address the changing demographics <u>and</u> learning differences of all students
19	<ul style="list-style-type: none"> % of low-income Demographics (shift and student) quality/quantity of classes & having moderate expenditures 	<ul style="list-style-type: none"> Fallen test scores (where and why?) Tax & funding, who decides who we are compared to (states, districts) Teaching to the tests (comparison schools and districts) Do we want to test driven?
20	<ul style="list-style-type: none"> Moderate spending in D203 Elmhurst performance was very surprising 	Elementary and Junior High population distribution inequalities (Title 1 & high-need populations seem to be in high and over-capacity schools)
21	<ul style="list-style-type: none"> High school progress has trended down on PSAE (up Title 1) Up in low income Meeting the needs of all students part due to change in standards for 	<ul style="list-style-type: none"> How do we help Title 1 achieve? PARCC testing how affect soph. vs. 3rd grader? Social/Emotional not separate but integrated into all?

TASK #1: GREATEST SURPRISE/CONCERN

TABLE #	BIGGEST SURPRISE	BIGGEST CONCERN
	<ul style="list-style-type: none"> qualifying) How are projections on school attendance #s determined? 	<ul style="list-style-type: none"> Are their needs met? (Nurtured Heart? Will it really help?)
22	<ul style="list-style-type: none"> SES (low income) increased to 11% Under-enrolled south end of Naperville Under budget currently 2017 expenses surpass revenue projected 	<ul style="list-style-type: none"> Financial picture – state funding Achievement gap Amount of testing (too much) Enrollment changes need to be reflected in boundary changes/school consolidation
23	<ul style="list-style-type: none"> PSAE scores trending down in light of pending common core as well as changes in demographics/sub-groups 	<ul style="list-style-type: none"> How will curriculum/common core address needs of sub-groups with decrease in PSAE?
24	<ul style="list-style-type: none"> Bigger population changes in some schools in terms of demographics. Very large # of at-risk students Percent of free & reduced lunch Benchmarks in terms of representation PSAE & ACT 	<ul style="list-style-type: none"> Changes in demographics – instruction & home connections as partners Parental involvement Do we as a district look at whole picture for fresh families Achievement gap Continuing to support all students in growth process
25	<ul style="list-style-type: none"> Growth in the low income segment of our demographic requiring additional inputs and resources. 	<ul style="list-style-type: none"> Ability of district to address needs of students and increased standards and performance metrics
26	<ul style="list-style-type: none"> Decline in test scores though slight Selection of benchmark districts – esp. zero from out of state – why for each Delta in low income demographics – why? 	<ul style="list-style-type: none"> Level of homeless students – how is it managed? What is rate of growth of per pupil expenditure over past 10 years? What are the factors?
27	<ul style="list-style-type: none"> Demographic shifts both w/race and income levels. Being 4th on the chart for per pupil expenditures The increasing gap being addressed academically. Sadly the people at this meeting don't adequately represent our demographics 	<ul style="list-style-type: none"> Will the group between gifted and those needing extra help get lost in the shuffle? The bodies that hold us for state standards are the same bodies that are reducing our funding. Also, if PARRC is electronic, do we have the
28	<ul style="list-style-type: none"> Current financial strength without compromising educational achievement coupled with our need to keep an eye on the future changing economic environment 	<ul style="list-style-type: none"> Downward trend in achievement compared to the upward trend in other districts' achievement The impact our partners (state and federal financial commitments) will have on us if they do not meet their

TASK #1: GREATEST SURPRISE/CONCERN

TABLE #	BIGGEST SURPRISE	BIGGEST CONCERN
		commitments
29	<ul style="list-style-type: none">Point where financial lines cross (expenditures/revenue) is further out than we thought	<ul style="list-style-type: none">Financial/funding picture
30	<ul style="list-style-type: none">Change in number of low income students	<ul style="list-style-type: none">Expenditures exceeding our income
31	<ul style="list-style-type: none">Re-districting? Did it solve the over-crowding at Beebe?In the future what will happen?Concern is all day kindergarten factored into future school population	<ul style="list-style-type: none">How can we make changes in instruction to support the increased population of low-income & diverse students to continue to meet and exceed performance testing results?
32	<ul style="list-style-type: none">Rising costsBenchmark compared us to TN, Oklahoma, etc.That the screen was obstructed by a grid and the colors on the handout are not distinguishable – no full page slidesIncrease in low income groupBenchmark against other top 3% nationally and what the cost/student is.	<ul style="list-style-type: none">Amount of testing – COGAT, ISAT, PARCC, etc.No foreign language until junior high – miss “window” could introduce language soonerMore seats in the magnet programs (PI+)Expenditure per pupilSecurity & safety of all schools
33	<ul style="list-style-type: none">The amount of money given by the state it's our district verses others, and how does that effect our students	<ul style="list-style-type: none">Should we be spending more per pupil and would that lead to benefits for our students, better education.
34	<ul style="list-style-type: none">Pleasant surprise of expenses are within range of other districts. (staying relatively under budget)	<ul style="list-style-type: none">Decrease in PSAT over the last 10 yrs. – why/what parameter if decrease most average students are not getting challenged enough to prosper
35	<ul style="list-style-type: none">That enrollment numbers look largely ok but that is not the personal experience of some families at our tableThat enrollment is going down and expenses up.	<ul style="list-style-type: none">How common core is being implementedWhat technology will be used and howHow much kids will be assessed and how much pressure is on parents to teach kids especially since teachers and principals are assessed on growthWe also are very concerned about achievement gaps and want more information.

(Continued Next Page)

TASK #2: DEVELOPING THE STUDY TOPICS

Review the list of possible topic areas that could be addressed in subsequent *Future Focus 203* sessions.

First, determine if there is consensus in your group to add any topics and, if so, use the blank boxes to make the addition(s).

Second, prioritize the list of topics by placing a **number in the column next to each topic**. The number “1” means your group determined this to be the **most important** topic. Place the number “2” beside the topic your group determined to be the **second most important** topic. Place a “3” beside the **third most important** topic. Continue this process until all topics have been assigned a priority number (number “1” through “?”), depending on the number of topics your group has listed.

Third, go back to each of your top priority topics and indicate details (concepts, issues, opportunities and questions) that should be addressed in each of those study topics.

TASK #2: POSSIBLE STUDY TOPICS - FACILITIES

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
1	3	<ul style="list-style-type: none"> • Space! Overcrowding. • Also, how is all-day kindergarten affecting facilities?
2	None	<ul style="list-style-type: none"> • None
3	3	<ul style="list-style-type: none"> • Maintaining <u>real</u> reasonable class sizes not just on paper?
4	2	<ul style="list-style-type: none"> • How will all day kindergarten impact facilities? • Learning experiences S/B equitable regardless of school attended.
5	3	<ul style="list-style-type: none"> • Still tight conditions at several elementary schools
6	3	<ul style="list-style-type: none"> • Space needs, be cognizant of special needs not just class size (ELL/Sp ed/gifted and remedial) • Community engagement transparency
7	2	<ul style="list-style-type: none"> • Fully utilizing facilities • Balance of population & demographics (NNHS & NCHS) • Age of schools (elementary) • Continued facility management
8	4	<ul style="list-style-type: none"> • Equity among schools – not just square footage, types of rooms (multi-purpose), materials, etc.
9	5	<ul style="list-style-type: none"> • Cash reserves for aging buildings
10	2	<ul style="list-style-type: none"> • Lincoln roof issues (only there?) • Overcrowding despite shifting/capacity issues

TASK #2: POSSIBLE STUDY TOPICS - FACILITIES

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
		<ul style="list-style-type: none"> • Full day K impact • Are phase 2 & 3 still in existence • Inequities between 2 high schools – safety (NNHS in particular) – programming issues
11	5	<ul style="list-style-type: none"> • None
12	4	<ul style="list-style-type: none"> • None
13	3	<ul style="list-style-type: none"> • To support ADK given financial constraints
14	1	<ul style="list-style-type: none"> • What is considered capacity? • Class size? • Integrity, design, function of space
15	4	<ul style="list-style-type: none"> • Capacities – use facilities most efficiently
16	None	<ul style="list-style-type: none"> • Empty space use • Future plans/demolition/sale • Accommodating technology • Good inside/outside spaces • Trailers to stay/phase out/improved?
17	3	<ul style="list-style-type: none"> • Boundaries • Do present facilities meet future needs? All day kindergarten Technology infrastructure
18	None	<ul style="list-style-type: none"> • None
19	None	<ul style="list-style-type: none"> • None
20	2	<ul style="list-style-type: none"> • Personnel • Student demographics • Student redistribution is a political issue • Do facilities exist to support all the changing expectations of schools? • Personnel distribution might be better allocated based on need over sameness.
21	2	<ul style="list-style-type: none"> • Full day K will change #s – some are still overcrowded • Projections for enrollment don't account for lack of multipurpose space.
22	None	<ul style="list-style-type: none"> • Look at enrollment when making decisions about where to locate other programs
23	3	<ul style="list-style-type: none"> • Balance enrollment vs. capacity • Utilizing buildings more effectively that are not at capacity (full day K)
24	3	<ul style="list-style-type: none"> • Community stake holder input – particularly in regard to boundary adjustments • Are we utilizing our facilities in a way that supports our academic goals for

TASK #2: POSSIBLE STUDY TOPICS - FACILITIES

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
		students
25	2	<ul style="list-style-type: none"> • Safety and security at school facilities • Mobile classrooms
26	None	<ul style="list-style-type: none"> • Imbalance of enrollment vs. capacity • North – still have un-renovated science labs – especially with STEM focus • Use of portable units – safety weather related • Accommodations for all day kindergarten
27	2	<ul style="list-style-type: none"> • “potential” disparity in enrollment between high schools and will the facilities dictate more shifting of boundaries • Already modulars at NNHS • Discussion /survey of the effect of splitting feeder schools
28	None	<ul style="list-style-type: none"> • None
29	2	<ul style="list-style-type: none"> • Update on capacity plans, redistricting • what assumptions are built in with respect to adding multi-purpose room, classrooms, gyms, etc.
30	3	<ul style="list-style-type: none"> • How do we use buildings in southern Naperville? • Does it make more sense to add onto building to accommodate ADK or to shift students where space is available?
31	3	<ul style="list-style-type: none"> • Balance student population in elementary buildings • Space in elementary schools with large populations – classrooms lunch space • Instructional space for all day kindergarten
32	None	<ul style="list-style-type: none"> • None
33	2	<ul style="list-style-type: none"> • Naperville North needs to be updated in terms of technology • All schools at each level should have the most current technology available.
34	2	<ul style="list-style-type: none"> • Appropriate room for services provide such as all day kindergarten
35	2	<ul style="list-style-type: none"> • Student capacity of schools with all day kindergarten
		<ul style="list-style-type: none"> •

TASK #2: POSSIBLE STUDY TOPICS -**FINANCE**

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
1	4	<ul style="list-style-type: none">• Sources of revenue• Teacher pensions
2	None	<ul style="list-style-type: none">• None
3	2	<ul style="list-style-type: none">• How will all this influence the property taxes?
4	4	<ul style="list-style-type: none">• What can be done to keep within our revenues?
5	None	<ul style="list-style-type: none">• None
6	2	<ul style="list-style-type: none">• Fiscal responsibility• Prioritize needs• efficiency
7	2	<ul style="list-style-type: none">• unknowns in future• increases in taxes
8	None	<ul style="list-style-type: none">• None
9	2	<ul style="list-style-type: none">• Maintenance of high performance and comprehensive services within the budget
10	6	<ul style="list-style-type: none">• Too many unknown variables at this time (state dependent)• Scenario forecasting for budget based on impending changes
11	4	<ul style="list-style-type: none">• None
12	2	<ul style="list-style-type: none">• Continued fiscal responsibility in light of possible fed/state cuts• Pension fund shift
13	1	<ul style="list-style-type: none">• None
14	None	<ul style="list-style-type: none">• None
15	3	<ul style="list-style-type: none">• Labor contracts – salaries• Facilities maintenance – capital plans• Funding sources• Security
16	1	<ul style="list-style-type: none">• Meet budget with cuts (how many bake sales are we looking at?)• Cuts in programs• Larger burden on taxpayer• Appreciate straight forward background• Appreciate goal to live within 203 means• Continue to pay teacher top \$

TASK #2: POSSIBLE STUDY TOPICS -**FINANCE**

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
		<ul style="list-style-type: none"> • Cost of special needs seems high
17	None	<ul style="list-style-type: none"> • How does the status of state finances affect our financial stability?
18	3	<ul style="list-style-type: none"> • Prioritize programs to implement based on financial resources • Doing more with less
19	2	<ul style="list-style-type: none"> • Taxes • Teacher salaries • Teacher pension • Overall financial situation
20	5	<ul style="list-style-type: none"> • Declining Illinois State funding • Pension shift • Tax rate increase? • More business partnerships? • Role of educational foundation? • Personnel management • Contract issues
21	3	<ul style="list-style-type: none"> • Creative ways to utilize operating rev. to solve space problems w/o referendum
22	1	<ul style="list-style-type: none"> • What are our options • Where would we get additional revenue or make cuts in expenditures?
23	1	<ul style="list-style-type: none"> • Maintaining fiscal budget • Look at ways to decrease budget while continuing to provide an excellent education. • Financing all day kindergarten for <u>all</u> elementary schools
24	2	<ul style="list-style-type: none"> • Community stakeholders thoughts about finances • Priorities for finances in terms of academics – and how to support within our more limited budget • Community input about financial challenges
25	3	<ul style="list-style-type: none"> • Better communication regarding status of finances
26	2	<ul style="list-style-type: none"> • Impact of state's issues on finances • Opportunities for cost savings in future
27	1	<ul style="list-style-type: none"> • How the district can meet the increasing state/federal mandates with decreasing funding (including increased ELL needs)
28	None	None

TASK #2: POSSIBLE STUDY TOPICS -**FINANCE**

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
29	1	<ul style="list-style-type: none">• How to improve quality while reducing costs?• How has the cost breakdown changed over time (%instruction vs. other cost categories)• New programs & impact on costs: common core ADK
30	2	<ul style="list-style-type: none">• Is cost of building onto buildings taken into consideration
31	2	<ul style="list-style-type: none">• Continued funding for gifted program, dual language, ELL• \$for all day kindergarten• Cuts of \$ from state – will that affect funding for all the wonderful programs we offer in D203?
32	None	<ul style="list-style-type: none">• None
33	3 or 4	<ul style="list-style-type: none">• Yes we are concerned about how to fund the schools, given state and federal contribution is decreasing.
34	3	<ul style="list-style-type: none">• Expenses for students who are out of district
35	4	<ul style="list-style-type: none">• We need more info• Too much we can't control

TASK #2: POSSIBLE STUDY TOPICS -
PROGRAMS OF STUDY - ELEMENTARY

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
1	2	<ul style="list-style-type: none"> Across elementary junior and high school, how are we supporting emotional and social needs for students?
2	1	<ul style="list-style-type: none"> How do we support teachers as they work to integrate the students' BYOD into the school day? (all levels of schools) The increase in technology. Inconsistency in programming and implementation of curriculums including RTI organization.
3	4	<ul style="list-style-type: none"> The effect of all day K on all grades? The continuation and expansion of support services? The inequity of all day K on students? Why do we wait to offer foreign language?
4	3	Better alignment of areas of study so the transition as students move through the unit school district is seamless.
5	None	<ul style="list-style-type: none"> None
6	5	<ul style="list-style-type: none"> No one more important – but motivation and success early is important
7	4	<ul style="list-style-type: none"> Foreign language in daily teaching Health curriculum More important to address gaps early on Drug use/social/emotional learning state standards (inner confidence consequences) Parental involvement
8	2	<ul style="list-style-type: none"> All day kindergarten - effectiveness Dual language – staffing As related to facilities and finances
9	6	<ul style="list-style-type: none"> None
10	5	<ul style="list-style-type: none"> More aggressive/rigorous with this level of curriculum especially math/science (recognizing common core should boost this) Full day K Dual language instruction \$ lots of it spent on small group of kids Isolation of kids? It is effective? Will test scores be affected by it? Are students staying in program long term?

TASK #2: POSSIBLE STUDY TOPICS -
PROGRAMS OF STUDY - ELEMENTARY

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
11	3	<ul style="list-style-type: none"> • Our group feels that all of the study topics on this page are inter-related
12	3	<ul style="list-style-type: none"> • All day kindergarten • How common core will affect test scores • Prepping parents on how the common core principles apply • Honors programs
13	2	<ul style="list-style-type: none"> • Managing stress • Social/emotional health for all stakeholders • Communicating common core to parents
14	3	<ul style="list-style-type: none"> • More language • Look at gifted program – limiting • Look at other assessments & rubrics to use instead of COGATS only • The amount of standardized testing is out of control
15	2	<ul style="list-style-type: none"> • Qualifications for PI and Honors math programs • Leveled math groups' • ADK
16	3	<ul style="list-style-type: none"> • Partnerships with parents • Engage struggling families • Getting all 203 schools to be “schools of excellence”, if it is possible for some, it should be possible for all. • How to blend Kindergarten kids with those who did not attend all day kindergarten • More fine arts • Education on food quality – obesity awareness – too much junk • Inclusion is positive and keep raising bar educate educators • Implementing changing standards with little planning time – need time to collaborate. Common plan time.
17	None	<ul style="list-style-type: none"> • None
18	2	<ul style="list-style-type: none"> • Curriculum designed to meet problem areas such as achievement gaps and all learners
19	3	<ul style="list-style-type: none"> • Rigor – all levels/grades • What's best pull-outs vs. push-in • All students aren't standard (differentiation)
20	4	<ul style="list-style-type: none"> • Overwhelming focus on academic development at the expense of all other developmental traits

TASK #2: POSSIBLE STUDY TOPICS -
PROGRAMS OF STUDY - ELEMENTARY

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
		<ul style="list-style-type: none"> Stress starts young
21	5	<ul style="list-style-type: none"> No math support for those that struggle Teachers don't seem to know what to do with enrichment – no communication to parents Cut off in school language (Spanish) in 200 – big loss.
22	None	<ul style="list-style-type: none"> A continuum of services and placements for struggling and advanced students
23	None	<ul style="list-style-type: none"> Full day kindergarten for <u>all</u> elementary schools
24	4	<ul style="list-style-type: none"> Differentiation Foundation for future learning Parent involvement right from the beginning Early trumps later
25	4	<ul style="list-style-type: none"> Early interventions and support
26	None	<ul style="list-style-type: none"> Further all school dual language implementation? What will the all day kindergarten program look like?
27	6	<ul style="list-style-type: none"> Second language introduced earlier, Asia, Europe & South America introduce a 2nd
28	None	<ul style="list-style-type: none"> None
29	None	<ul style="list-style-type: none"> None
30	4	<ul style="list-style-type: none"> Grammar instruction or lack of it Social/emotional needs
31	None	<ul style="list-style-type: none"> ½ day or full-day options in district for K Consistency of instruction between buildings
32	2	<p>Consistency of home and school program offerings – science fair intl. fair etc</p> <p>Or make it part of curriculum</p>
33	5	<ul style="list-style-type: none"> Foreign language being offered earlier. At the start of elementary school
34	5	<ul style="list-style-type: none"> None
35	3	<ul style="list-style-type: none"> We think there need to be more communication on common core, the expectation on parents and managing the pressure on kids.

TASK #2: POSSIBLE STUDY TOPICS -
PROGRAMS OF STUDY - JUNIOR HIGH

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
1	2	<ul style="list-style-type: none"> Across elementary junior and high school, how are we supporting emotional and social needs for students?
2	1	<ul style="list-style-type: none"> How do we support teachers as they work to integrate the students' BYOD into the school day? (all levels of schools) The increase in technology. Inconsistency in programming and implementation of curriculums including RTI organization.
3	6	<ul style="list-style-type: none"> Electives – where those may be headed
4	3	Better alignment of areas of study so the transition as students move through the unit school district is seamless.
5	None	<ul style="list-style-type: none"> None
6	5	<ul style="list-style-type: none"> No one more important – but motivation and success early is important
7	5	<ul style="list-style-type: none"> Social and emotional learning Drug use (heroin) Science/STEM
8	2	<ul style="list-style-type: none"> Dual Language – staffing as related to facilities and finances
9	6	<ul style="list-style-type: none"> None
10	4	<ul style="list-style-type: none"> Gap between performance from junior. high to high school (junior high grades inflated) (standards based report cards should help this) Why rotate through all exploratories in junior high when already been exposed in elementary.... Let them specialize.... Make electives more meaningful Co-curricular activities are for kids from stay at home parents (no transportation provided, even extra study time w/teachers
11	3	<ul style="list-style-type: none"> Our group feels that all of the study topics on this page are inter-related
12	3	<ul style="list-style-type: none"> How common core will affect test scores Prepping parents on how the common core principles apply Honors programs
13	2	<ul style="list-style-type: none"> Managing stress Social/emotional health for all stakeholders Communicating common core to parents
14	None	<ul style="list-style-type: none"> More language k - 12

TASK #2: POSSIBLE STUDY TOPICS -
PROGRAMS OF STUDY - JUNIOR HIGH

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
15	2	<ul style="list-style-type: none"> • Leveled math and reading
16	None	<ul style="list-style-type: none"> • Do a better job transitioning 8th – H.S. for special needs students within the building • Partnerships with parents • Engage struggling families
17	None	<ul style="list-style-type: none"> • None
18	2	<ul style="list-style-type: none"> • Teacher assessment and performance – how do these tie into common core & assessments
19	3	<ul style="list-style-type: none"> • Rigor • As challenging at each grade level
20	4	<ul style="list-style-type: none"> • Alternate placement program for troubled students (traditional schools don't work for all students)
21	7	<ul style="list-style-type: none"> • Science • Team teaching are teachers really in their strengths?
22	3	<ul style="list-style-type: none"> • Rigor needs to be addressed in the curriculum • How can student achievement be improved w/implementation of CCSS
23	None	<ul style="list-style-type: none"> • More in depth science curriculum for all students • More fine arts opportunities for students including technology
24	None	<ul style="list-style-type: none"> • None
25	4	<ul style="list-style-type: none"> • Allocation of time within core subjects how is this determined?
26	None	<ul style="list-style-type: none"> • Need/demand for additional languages in schools i.e. Chinese • Gym every day takes away other opportunities for exposure
27	4	<ul style="list-style-type: none"> • Having to choose between doing a language and exploratory • Safety of large PE classes at Jefferson • Disparity between teachers standards regarding penmanship, basic sentence structure, complete paragraphs, etc. ex. One child has to write 3 paragraph papers in cursive, the other class does short answers on a computer
28	None	<ul style="list-style-type: none"> • None
29	None	<ul style="list-style-type: none"> • None
30	5	<ul style="list-style-type: none"> • Aggressive passive towards academics • Don't want to forget about the S & E needs

TASK #2: POSSIBLE STUDY TOPICS -
PROGRAMS OF STUDY - JUNIOR HIGH

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
31	None	<ul style="list-style-type: none"> • Science/social science curriculum – higher levels of instruction
32	1	<ul style="list-style-type: none"> • STEM & GEMS • More preparation in Jr. High for rigorous high school programs
33	4	<ul style="list-style-type: none"> • We need to challenge our kids more at this level. • Children are not being challenged in particular in the science and math subjects
34	5	<ul style="list-style-type: none"> • Setting higher standards and assistance for the average student while still addressing the needs of our outliers such as the lower achievers and spectrum needs and committing the necessary support to our gifted programs
35	3	<ul style="list-style-type: none"> • Why teach French

TASK #2: POSSIBLE STUDY TOPICS -
PROGRAMS OF STUDY - HIGH SCHOOL

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
1	2	<ul style="list-style-type: none"> Across elementary junior and high school, how are we supporting emotional and social needs for students?
2	1	<ul style="list-style-type: none"> How do we support teachers as they work to integrate the students' BYOD into the school day? (all levels of schools) The increase in technology. Inconsistency in programming and implementation of curriculums including RTI organization.
3	5	<ul style="list-style-type: none"> None
4	3	<ul style="list-style-type: none"> Better alignment of areas of study so the transition as students move through the unit school district is seamless.
5	None	<ul style="list-style-type: none"> None
6	5	<ul style="list-style-type: none"> No one more important – but motivation and success early is important
7	6	<ul style="list-style-type: none"> Drug use (heroin) Balance between high schools (demographic/ population)
8	5	<ul style="list-style-type: none"> Study skills – how to teach study skills (note taking, studying, etc.) to students
9	6	<ul style="list-style-type: none"> None
10	3	<ul style="list-style-type: none"> Poor choices for freshman year science (only 2) Loss of speech/communication in high school Need more options for non college bound students
11	3	<ul style="list-style-type: none"> Our group feels that all of the study topics on this page are inter-related
12	3	<ul style="list-style-type: none"> How common core will affect test scores Prepping parents on how the common core principles apply Honors programs
13	2	<ul style="list-style-type: none"> Managing stress Social/emotional health for all stakeholders Communicating common core to parents
14	None	<ul style="list-style-type: none"> More language K-12
15	2	<ul style="list-style-type: none"> Emphasis on advanced placement courses
16	None	<ul style="list-style-type: none"> Partnerships with parents Engage struggling families

TASK #2: POSSIBLE STUDY TOPICS -
PROGRAMS OF STUDY - HIGH SCHOOL

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
		<ul style="list-style-type: none"> • Vocational, technical path important • Stress level, our kids are under a lot of pressure • Extra-curricular opportunities excellent • Positive adult involvement
17	None	<ul style="list-style-type: none"> • None
18	2	<ul style="list-style-type: none"> • None
19	3	<ul style="list-style-type: none"> • Rigor
20	4	<ul style="list-style-type: none"> • Stress management • Mental health screenings? • Academic support/flexibility
21	8	<ul style="list-style-type: none"> • None
22	None	<ul style="list-style-type: none"> • Great as is
23	None	<ul style="list-style-type: none"> • Opportunities and courses to challenge and meet the overall needs of ELL, IEP and lower income students to keep scores excelling
24	None	<ul style="list-style-type: none"> • None
25	4	<ul style="list-style-type: none"> • Non-college post graduation options
26	None	<ul style="list-style-type: none"> • Gym every day limits other enrichment opportunities • Motivation of middle students • Are best teachers available to <u>all</u> students • Cheating – implications/penalties
27	5	<ul style="list-style-type: none"> • Is the curriculum being introduced from the bottom up- in other words are we properly coordinating between the 3 school levels to maintain consistency • Making trade classes an earlier introduction at perhaps junior high level, so if you start that track in high school you aren't labeled as a "burn-out" (PLTW is a good start)
28	None	<ul style="list-style-type: none"> • None
29	None	<ul style="list-style-type: none"> • None
30	None	<ul style="list-style-type: none"> • Grammar instruction or lack of it • Social/emotional needs
31	None	<ul style="list-style-type: none"> • Can course offerings be streamlined if cost-cutting is needed
32	None	<ul style="list-style-type: none"> • Disparity of science choice freshman year

TASK #2: POSSIBLE STUDY TOPICS -**PROGRAMS OF STUDY - HIGH SCHOOL**

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
33	6	<ul style="list-style-type: none">• Children who take AP classes are challenged.• However those kids who are in regular classes are not being challenged enough
34	5	<ul style="list-style-type: none">• Setting higher standards and assistance for the average student while still addressing the needs of our outliers such as the lower achievers and spectrum needs and committing the necessary support to our gifted programs
35	3	<ul style="list-style-type: none">• None

TASK #2: POSSIBLE STUDY TOPICS -**ACHIEVEMENT GAPS/DIVERSITY**

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
1	1	<ul style="list-style-type: none"> • Want to make sure the diverse population is being served well.
2	None	None
3	1	<ul style="list-style-type: none"> • How can we maintain high performance with CCSS? • Communication with parents on changing scores & interpretation • Is it appropriate for children to have a curriculum closely tied to CCSS?
4	1	<ul style="list-style-type: none"> • Programs are in place for neediest • Programs are in place for high achievers • Not enough specialized programming for our middle students • This is where student score declines should be addressed.
5	1	<ul style="list-style-type: none"> • What is the access teachers have to test results? • How do teachers use it to evaluate students and move them forward? • How will student performance affect teacher evaluations? • Focus on individual student growth
6	1	<ul style="list-style-type: none"> • Over emphasis on test scores • Demographic gaps • Progressive measurement vs. snapshot
7	1	<ul style="list-style-type: none"> • Concerned about downward trend • Adequate resources for those students • Implementation of core curriculum • More info about where gaps are
8	3	<ul style="list-style-type: none"> • How to we reduce gaps for special population (special ed, ELL, low income, minority)
9	1	<ul style="list-style-type: none"> • With emphasis on meeting common core standards, how are we meeting the social/emotional needs of the whole child, too?
10	1	<ul style="list-style-type: none"> • The need for a broader focus on post secondary options (junior college, technical career, etc.) • How are we addressing the changes in both the core standards and the bar being changed at the same time?
11	1	<ul style="list-style-type: none"> • How do we close the gaps? • What additional supports will be implemented? • What is the data available (grade levels – especially primary, struggling students, SES)? • To have a better understanding and communication of the strategies in

TASK #2: POSSIBLE STUDY TOPICS - ACHIEVEMENT GAPS/DIVERSITY

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
		place for addressing the gaps.
12	1	<ul style="list-style-type: none"> • Test scores and performance now with new common core standards
13	1	<ul style="list-style-type: none"> • How to close gap given diversity and low income
14	2	<ul style="list-style-type: none"> • Kids who have been in District K-8 still have gaps
15	1	<ul style="list-style-type: none"> • Enrichment for AK-5 • Differentiation in the classroom • Teachers ability to adapt to the new common core standards
16	2	<ul style="list-style-type: none"> • Allow students to make personal decisions • Important to involve parents in outside-of-school continuation of child focus • Making families (especially gap students) feel welcome at all levels of K-12. Being able to help and support parents.
17	1	<ul style="list-style-type: none"> • Investigate the impact of students' socio-economic status and language barriers on learning • Which classroom instructional strategies help to close the gaps?
18	1	<ul style="list-style-type: none"> • Student assistance/intervention? • Support at home? • Language barriers – how they are being addressed presently. Are methods effective? How will this change in the future
19	1	<ul style="list-style-type: none"> • Teaching to the test? • Trend of falling test scores <ul style="list-style-type: none"> • Can we streamline the testing? • Where and why so many tests? • Overall rigor in all levels of schooling
20	1	<ul style="list-style-type: none"> • Maintenance of excellence • Acknowledgement of changing demographics in student populations • Implementation of the common core state standards • Considerations bout the emerging 21st century classroom
21	1	<ul style="list-style-type: none"> • How do we help students already in high school to bridge the gap of the new curriculum and testing? • How do we help students who struggle?
22	2	<ul style="list-style-type: none"> • Low income, ELL, special education achievement gaps • IEP parents training – what to expect? How to advocate?

TASK #2: POSSIBLE STUDY TOPICS -
ACHIEVEMENT GAPS/DIVERSITY

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
23	2	<ul style="list-style-type: none"> • More activities to engage/encourage our lower performing students' families to participate in academics, athletics, arts and overall well-being.
24	1	<ul style="list-style-type: none"> • What interventions are planned to solve and address these problems? We want specifics. • Clearer definition of the problem – thorough examination with a special eye toward subgroups that are behind • Look at best practices from other districts • Look at best practices within district • In addition to gaps – student performance efforts as a whole – Differentiation? Best Practice? • With emphasis on each population and how to address needs, especially with common core
25	1	<ul style="list-style-type: none"> • Can assistance and support for students experiencing gaps in performance be targeted and enhanced?
26	None	<ul style="list-style-type: none"> • Why has decline in performance occurred - specific segments? • What has been successful in addressing? • What hasn't and why?
27	3	<ul style="list-style-type: none"> • Demographic shifts both with race and income levels • Being 4th on the chart for per pupil expenditures • The increasing gap being addressed academically
28	1	<ul style="list-style-type: none"> • How do we compete internationally? (Not just locally/interstate.) TIMMS was over 10 years ago. • What are the academic needs of our low income students that we can meet within our school district? • How can we leverage our diversity to enhance learning?
29	3	<ul style="list-style-type: none"> • Expectations of teachers to differentiate across all abilities/challenges within their classroom vs. leveraging grade level differentiation and pull-out programs. • Amount of time classroom teachers are pulled out to support district initiative (common core).
30	1	<ul style="list-style-type: none"> • How do we close the gap within our district between SES groups? • Have more support available after school. • How do we provide after school support for students who do not receive it at home
31	1	<ul style="list-style-type: none"> • Focus on low income students

TASK #2: POSSIBLE STUDY TOPICS -
ACHIEVEMENT GAPS/DIVERSITY

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
		<ul style="list-style-type: none"> • How to help increase student performance • What is best practice? • How to best address needs of all students – social/emotional and academic.
32	None	<ul style="list-style-type: none"> • None
33	1	<ul style="list-style-type: none"> • How do parents prepare for helping their students to achieve common core goals?
34	4	<ul style="list-style-type: none"> • None
35	1	<ul style="list-style-type: none"> • Concerns that bright kids with learning disabilities fall through the cracks. We want more information. • How kids are assessed • How much kids are assessed
		<ul style="list-style-type: none"> •
		<ul style="list-style-type: none"> •
		<ul style="list-style-type: none"> •
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TASK #2: POSSIBLE STUDY TOPICS -**TOPIC:**

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
1	None	None
2	2	Needs of low income families/students <ul style="list-style-type: none"> • Support and education of low income families
3	None	None
4	None	None
5	2	Training students in STEM <ul style="list-style-type: none"> • How do we teach that engineering component? • How does that evolve to meet the needs of businesses and employers?
6	4	Communication & Engagement <ul style="list-style-type: none"> • All stakeholders • Focus on insuring non-parents know what is going on?
7	None	Social/emotional <ul style="list-style-type: none"> • Increase of drug use – heroin and hard core drugs
8	1	Social/emotional Learning <ul style="list-style-type: none"> • Increased social/emotional issues prevalent in the community • Concern regarding increased rigor with CCS • Concern of elimination of PE, art, music, etc.
9	3 4	All Day Kindergarten for all <ul style="list-style-type: none"> • Where is space? • What about 7 schools who have full day vs. 7 schools who only have half day? Technology <ul style="list-style-type: none"> • Funding, acquiring and maintaining • Student instruction in technology • Availability of technology for each student
10	7	School Calendar <ul style="list-style-type: none"> • Explore option to optimize the school calendar (year round school, fewer isolated holidays, etc.)
11	2	Social/emotional – support and programming across the board
12	None	None

TASK #2: POSSIBLE STUDY TOPICS -**TOPIC:**

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
13	None	None
14	5 6 4	Diversity <ul style="list-style-type: none"> • Challenging to reach out when there is such a small sample (i.e. ELL) Parent Community Involvement <ul style="list-style-type: none"> • Some parents volunteering at schools – need to get more involved. Articulation between programs at all levels <ul style="list-style-type: none"> • Common Core will help as kids move through • Not taking full advantage of being a UNIT district
15	5	Social/emotional <ul style="list-style-type: none"> • Ethnic diversity • Racial diversity • Socioeconomic diversity
16	None	Community Engagement/Alumni Support <ul style="list-style-type: none"> • Majority of taxpayers without children in 203 • Keep them engaged and on 203 team • Celebrate alumni especially 50 year reunion Access to Courseware by parents and taxpayers i.e. ability to sign up online to have same iPad class lesson as any student.
17	None 4	Community Resources Common Core State Standards <ul style="list-style-type: none"> • How will program of study be impacted at each level?
18	None	None
19	None	Dual Language <ul style="list-style-type: none"> • Analyze and publish results • Is it best thing or way to improve results Length of the school day Structure of school day and year
20	3	Social Work/SEL <ul style="list-style-type: none"> • Increase of mental illness among student population • Program services do not see any increases • Social/emotional learning needs additional consideration
21	6	Social/emotional (Bullying) <ul style="list-style-type: none"> • Difficult for PI+

TASK #2: POSSIBLE STUDY TOPICS -**TOPIC:**

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
	4	<ul style="list-style-type: none"> • Bullying throughout • Failure to intervene • Protection for victims Transition to Common Core for Parents, Students and Teachers <ul style="list-style-type: none"> • Education for teachers • Pressure on students
22	None	Staff Breakout Percentage <ul style="list-style-type: none"> • Administrative • Certified • Non-certified • Etc. Bullying <ul style="list-style-type: none"> • Addressed district-wide
23	None	PARCC <ul style="list-style-type: none"> • Are we prepared to administer PARC to all students with our current technological capabilities? • How will we continue to prepare students to exceed?
24	None	None
25	None	None
26	3	Teacher Assessment and Performance <ul style="list-style-type: none"> • Current quality • How measured • How will it change in the future • What is experience/pay levels Bullying/Ethics (Social/emotional health) <ul style="list-style-type: none"> • How managed/disciplined • Ethical/Behavioral standards and expectations • Cheating • Athletic Code
27	None	Student Attendance <ul style="list-style-type: none"> • Correlation between those not in classes and their test scores • When we were 1% lower income where our attendance #'s higher? • How to address Benchmarking Success

TASK #2: POSSIBLE STUDY TOPICS -**TOPIC:**

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TABLE #	PRIORITY	DETAILS TO BE ADDRESSED
		Are we benchmarking post graduate success? I.e. achieving high scores and even matriculation means nothing if our students aren't successfully going on to college, trade schools or gainful employment.
28	None	None
29	4	Programming <ul style="list-style-type: none"> • Update on gifted identification review • How will we continue to serve these students? • How are we supporting teachers and students in addressing behavioral issues in the classroom (social/emotional needs)?
30	None	None
31	None	None
32	2 None None	Social/emotional Health <ul style="list-style-type: none"> • What is the evidence that we are addressing social/emotional learning? • Stress? • Scores? Security and Safety <ul style="list-style-type: none"> • # of officers (ratio) at high schools • Easy access to elementary schools Consistency among Home & School offerings i.e. science fair, international fair, etc. OR becomes part of the curriculum
33	None	Technology <ul style="list-style-type: none"> • There were five parents seated at our table and none of us could conclusively say which sites i.e. Canvas/Infinite Campus are used for.
34	1	Social/emotional support for bullying and drug and alcohol problems.

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