



SMALL GROUP WORK ACTIVITY
STATE OF THE DISTRICT • COMMUNITY ENGAGEMENT SESSION #1

Instructions

Each group should select a **recorder** and a **facilitator/spokesperson**. The **recorder** is responsible for completing the information requested on the worksheet printed on color paper and located in the center of the table. Be sure to complete the information in the box in the upper right corner of the activity sheet. This activity sheet will be collected at the conclusion of the session.

The **facilitator/spokesperson** should facilitate discussions and keep the group focused to complete the work in the allotted time. At the end of the session, the **facilitator/spokesperson** from each table will be asked to report his/her group's information.

Please make sure the information recorded on the group's work activity reflects the *collective thought/decision or general agreement* of everyone at the table, not just the opinion of one or two individuals.

ACTIVITY

TASK #1: CELEBRATE • SURPRISE • CONCERN

CELEBRATE: *Discuss with members of your group what High School District 211 is doing right. What are we proud of?*

CODE: SP - SPANISH TABLE - TRANSLATED IND - INDIVIDUAL -EACH PERSON IS GIVEN A NUMBER
TABLE NUMBERS ARE FOLLOWED BY THE LETTER "a" INDICATE SESSION AT FREMD -FEB. 1

TASK #1: CELEBRATE	
TABLE #	WHAT HIGH SCHOOL DISTRICT 211 IS DOING RIGHT... WE ARE PROUD OF....
#1	1) The curriculum 2) Sports and clubs 3)
#2	1) Good educational programs 2) Good communications and information 3) Good variety of academic and sports activities
#4	1) Good educational programs 2) Good communication and information 3) Good variety of academic and sports activities
#5	1) Handling of lawsuit
#6	1) Technology-ipads per each student & updating media centers 2) Great programming via class offerings classes with college credit/dual credit/AP etc. 3) 0% abatement & a balance budget
#7	1) Diversity and acceptance (of both staff and students) 2) The breadth of student services 3)
#8	1) Graduation rate & college & career readiness-academics athletics 2) # of opportunities to get involved 3) Some outstanding teachers & administrators

TASK #1: CELEBRATE

TABLE #	WHAT HIGH SCHOOL DISTRICT 211 IS DOING RIGHT... WE ARE PROUD OF....
#9	1) Quality of programs-Special Ed, AP, Technology 2) Special services 3) High community involvement in some schools
#10	1) High Graduation rate 2) Safe Environment 3) 15+ college 4) Preparation for High School
#11	1) Student opportunities, educational, extracurricular and career-wise 2) Qualified administrative management of funds 3) Student-centered decision-making-helping students with out of school problems like hunger and homelessness-generous/giving business in the community
#12	1) Strong academics, well-educated graduates 2) Career paths paralleled academic tracks 3) Good safety at school; good anti-bulling policy
#13	1) Teachers are well educated/supportive of students 2) Academic rigor/sports, activities 3) Safety/communication/nursing staff; celebrate talents
#14	1) District is cost-effective 2) Budgets well 3)
#15	1) State-of-art facilities 2) Athletic & activity programs 3) # of classes offered/variety of curriculum
#16	1) Good academic success, prepared for college & beyond, Lg # of AP courses 2) Large # of activities & sports. Busing for activities & sports 3) Quality & experience of teaching staff
#17	1) High graduation rate 2) Beautiful facilities/clean, safe, welcoming 3) College or work force readiness
#18	1) Teacher/student relationships 2) Facilities/opportunities 3) Handling a law suit
#19	1) Quality programming* <u>*Legacy</u> 2) Financially sound* 3) High community involvement/Legacy
#20	1) Graduation rate 2) Special needs 3) Good facilities
#21	1) Supportive/caring environment (Student & staff; staff<->admin) 2) Wide offering of classes & programs 3)

TASK #1: CELEBRATE

TABLE #	WHAT HIGH SCHOOL DISTRICT 211 IS DOING RIGHT... WE ARE PROUD OF....
#30	1) Students are well prepared for college/future 2) Variety of activities-clubs/sports-mechanisms of support are in place for kids thru a variety of academics 3)
#34	1) Great reputation (legacy)/facility maintenance/improvement 2) Fiscally responsible 3) Progressive w/evolving technology
#35a	1) Everything is great, pick 211 because of what it is known for 2) Diverse and student acceptance of all 3) Opportunities for students
Individual IND-1	1) Great reputation 2) Large district 3)
Individual IND-2	1) Progressive with evolving technology 2) Dual credit classes! * 3) Balance budget!
Individual IND-3	1) Great reputation/legacy 2) Technologically advanced 3)
Individual IND-4	1) Reputation 2) Coursework is challenging 3)
Individual IND-5	1) 2) 3)
Individual IND-6	1) Teachers well educated/support from staff; academics 2) Safety/communication 3) Sports/activities/celebrate talents
Individual IND-7	1) Complete access to resources for success 2) Academic support 3) Extracurricular opportunities available

(TASK #1: CONTINUED)

GREATEST SURPRISE: *Based on the presentation, what were the greatest surprises for your group?*

TASK #1: GREATEST SURPRISES	
TABLE #	GREATEST SURPRISES
#1	1) Surprised that a Spanish translation was not given simultaneously, given that 30% of the population is Hispanic 2) 3)
#2	1) AP classes 2) Curriculum 3) Transportation
#4	1) The distance buses travel to transport students 2) AP classes 3) The amount of money that is required to educate the students
#5	1) Number of services provided (+breadth) to support students 2) Number of homeless students 3)
#6	1) Dan Cates finally looks his age! 2) 7300 homeless students & so many free/reduced priced lunches 3)
#7	1) Number of homeless 2) Number in free lunch program 3)
#8	1) Students needing assistance rising 2) Ethnicity shift 3) Summer free lunch/breakfast programs
#9	1) Changing demographics 2) Poverty/low income growth 3)
#10	1) Social services 2) Changing demographics 3) Opportunity for college credit
#11	1) 2) 3)
#12	1) Cost per student lowest in district 2) Too many homeless students; too many hungry; foster parents? 3)
#13	1) Balanced budget 2) Demographic changes 3)
#14	1) Number of kids receiving free & reduced meals 2) Size of district 3)

TASK #1: GREATEST SURPRISES	
TABLE #	GREATEST SURPRISES
#15	1) # of homeless/free lunch students % of increase 2) 3)
#16	1) Diversity in the schools 2) Power of 15-concerns-students worried about success-is it a good idea for all students 3) 2-1 ratio of disadvantaged kids
#17	1) Didn't know we offered free lunch & breakfast under 18 increase in numbers 2) Largest 4S district in state 3) Property tax relief
#18	1) Less spending per student 2) Providing food in summer 3)
#19	1) Financially sound 2) Amount of low-income in short amount of time* 3)
#20	1) Demographics (some people) 2) Free lunch for everyone under 18 3) Increase in number of homeless students
#21	1) Changing demographics 2) 3)
#30	1) # of homeless students 2) free meals 3) cost/student less than other districts
#34	1) The increases of free + reduced 2) Increases in homelessness 3)
#35	1) Change in demographic so quickly 2) Homeless numbers 3)
Individual IND-1	1) Free & reduced & homelessness 2) 3)
Individual IND-2	1) Increase in homelessness 2) Increase of free meals 3) Dual credit
Individual IND-3	1) # of homeless kids & the up over the years 2) Free/reduced lunch 3)
Individual IND-4	1) # of homeless kids 2) Free lunch for all kids in summer 3)

TASK #1: GREATEST SURPRISES

TABLE #	GREATEST SURPRISES
Individual IND-5	Left blank.
Individual IND-6	Left blank.
Individual IND-7	1) Changing demographics 2) Large number of employees & students 3) Opportunity for college credit

GREATEST CONCERN: *What concerns your group the most?*

TASK #1: GREATEST CONCERNS	
TABLE #	WHAT CONCERNS YOUR GROUP THE MOST?
#1	<ol style="list-style-type: none"> 1) Not having the resources necessary to graduate from high school 2) 3)
#2	<ol style="list-style-type: none"> 1) Economy of the District 2) 3)
#4	<ol style="list-style-type: none"> 1) Economy of the District 2) To have so many activities in the District and not being able to take advantage 3)
#5	<ol style="list-style-type: none"> 1) Illinois in general 2) Collaboration amongst all schools in district for benefit of the students 3)
#6	<ol style="list-style-type: none"> 1) Budget moving forward considering the state's finances 2) Male genitalia students who identify as female in female locker rooms/restrooms 3) Coffee bar/juice bar in high school seems extravagant & unnecessary
#7	<ol style="list-style-type: none"> 1) Number of homeless 2) Number in free lunch program 3)
#8	<ol style="list-style-type: none"> 1) State budget crisis 2) School calendar differences-211 v.54-days off don't coincide; -summer school for D211 starts before 54 gets out 3) Non AP courses don't get adequate resources
#9	<ol style="list-style-type: none"> 1) Transgender access issue 2) IL public finances & funding threat + economic decline in D211 3) Low community involvement in same schools 4) Technology distraction-poor focus skills
#10	<ol style="list-style-type: none"> 1) Now students can hang for position change in future in educational classes vs employment 2) Changing technology vs courses preparation for future 3)
#11	<ol style="list-style-type: none"> 1) Too much standardized testing, testing-based teaching 2) ACT might not be provided 3)
#12	<ol style="list-style-type: none"> 1) Academic balance needs to be maintained; 1000 non-certified? 2) Maintain able cost at \$250 million? how? 3)
#13	<ol style="list-style-type: none"> 1) Specific information about financial issues 2) PE part of GPA 3)
#14	<ol style="list-style-type: none"> 1) District uses & learns about programs to help underprivileged students-homeless, etc. 2) How our district compares to other districts 3) District needs to work closer with area businesses for internships, use their

	<p>knowledge, students gain hands-on experience</p> <p>4) Mental health of students-stress from AP & high level classes-is district taking care of students mental health?</p>
#15	<p>1) More for lower level learners/classes/college expectations</p> <p>2) Sports/clubs too intense/bring back intramurals</p> <p>3) iPads-how do we remove distractions</p>
#16	<p>1) Property taxes-stay constant or ↑ in the future</p> <p>2) Bldg. updates are they all needed? Could some things be left alone?</p> <p>3)</p>
#17	<p>1) Why do so many families qualify for free lunch if there are so many businesses in the district</p> <p>2) The state looking to tap into our district to finance their deficits</p> <p>3) Changes in scheduling, start times, blended learning (block)</p>
#18	<p>1) Vocational/career counseling</p> <p>2) How to balance sports demands time management/priority-guidance</p> <p>3) How to maintain academic excellence/activities</p> <p>4) Communication with parents</p>
#19	<p>1) Anticipation of less help from the state</p> <p>2) Projections in the next 5-10 years w/bill & reduced</p> <p>3)</p>
#20	<p>1) How to deal with changing demographics</p> <p>2) How to handle economic issues</p> <p>3) Transparency on transgender issues/privacy concern</p> <p>4) Parental responsibilities not clear</p>
#21	<p>1) Student mental health (bullying)</p> <p>2) Changing demographics</p> <p>3) Changing home life</p>
#30	<p>1) School is focused on college-track students-not addressing students who may not be on this track</p> <p>2) Students may not be as well-rounded (arts/music/community service)</p> <p>3)</p>
#34	<p>1) How the above w/11 impact district + how will it impact student performance</p> <p>2) Taxpayer burden of above due to increasing economic challenges – fewer paying into system – fewer taxpayers</p> <p>3)</p>
#35	<p>1) Individual schools (what is important for them)-different issues</p> <p>2) Something for every student-high achieving & maybe not college bound</p> <p>3) iPad distraction/usefulness</p>
Individual IND-1	<p>1) How those numbers impact whole district</p> <p>2) Better</p> <p>3)</p>
Individual IND-2	<p>1) Economic downturn effecting tax base</p> <p>2) Where will \$ come from with fewer paying into system. Too many resources taken away from those who pay into system. Soft skills.</p> <p>3) Too many taking out/not enough putting in.</p>
IND-3	<p>1) Impact of homelessness on the district and how that is going affect performance</p> <p>2) Economic challenges & prop. tax burden</p>

Individual IND-4	<ol style="list-style-type: none">1) Economic challenges & fewer people paying more2) After school sport activities, especially @ Pleasant Hill Elementary3)
Individual IND-5	Left blank.
Individual IND-6	<ol style="list-style-type: none">1) Specific info. about financial issues2) PE part of GPA3)
Individual IND-7	<ol style="list-style-type: none">1) How to position themselves for a future that changes so quickly

TASK #2: WHAT SHOULD A DISTRICT 211 GRADUATE LOOK LIKE?

Take 15 minutes to discuss with members of your group what you think a District 211 graduate should look like in the year 2021.

What skills should they have? • What health and wellness factors are important? • What technology skills should they have? • What kind of jobs should we prepare them for?

TASK #2: DISTRICT 211 GRADUATE IN 2021	
TABLE #	WHAT SHOULD A DISTRICT 211 GRADUATE LOOK LIKE?
#1	<ol style="list-style-type: none"> 1) Must have an understanding of technology 2) It would be important to have a second language 3) For students to have a good understanding about nutrition in order to have a healthy life 4) 5) The students should have more information about careers that they want to choose 6) Students should have access to a club to help them express themselves in front of the public
#2	<ol style="list-style-type: none"> 1) Positive 2) Sure of themselves 3) Competitive 4) Tech-ready 5) Sophisticated 6) Intelligent
#4	<ol style="list-style-type: none"> 1) Positive appearance 2) Security 3) Competitive 4) Intelligent 5) Computer knowledge and how to apply it 6)
#5	<ol style="list-style-type: none"> 1) Accountable, responsible people (especially for their digital footprint) 2) Strong self-awareness (they should know how they learn) 3) Optimistic & engaged & looking for the next step in their future 4) Know how to recover from mistakes (how to manage consequences) 5) 6)
#6	<ol style="list-style-type: none"> 1) Skills-keyboarding/typing 2) Should be ready for 4-yr. college 3) Should have English proficiency 4) Skill-time management skills with academics/social engagements/athletics/activities/community service 5) Non-college students may benefit from applied technical skills, i.e. machine & tool & dye 6) Jobs-Business analytics/data mining <p>Miscellaneous: How an increase in diverse students also be represented in increase of diverse parent volunteers/involvement?</p>

TASK #2: DISTRICT 211 GRADUATE IN 2021

TABLE #	WHAT SHOULD A DISTRICT 211 GRADUATE LOOK LIKE?
#7	<ol style="list-style-type: none">1) Use of technology- •Office suite, •Basic transfer of information/data2) Written & verbal communication skills3) Critical thinking and analytical skills4) Coping skills and knowing when to ask for help5) STEM, mental health, health care in general. While maintaining Liberal Arts6) Coping techniques such as therapy dogs and such
#8	<ol style="list-style-type: none">1) Communication skills-oral & written - Kindness & compassion toward other2) Balanced & self-confident; knowing where to find support3) Real-life learning experiences4) Technical skills-exposure to many types; navigation, search & research, keyboarding, Microsoft office suite5) Appropriate business communication6) Students should not be prepared for jobs, but to become productive members of society. -Prepare to be an adult; -Teamwork
#9	<ol style="list-style-type: none">1) Opportunity to be career ready based on skills learned, including social skills2) Improve face to face social interaction skills3) Learn how to use technology the right way at the right time4) Understand and respect each other's cultures and beliefs, encouraging assimilation and tolerance of differences5) Skills that are able to provide the student's with options in the job market e.g. critical thinking jobs, trade skills, jobs that match their aptitudes6)
#10	<ol style="list-style-type: none">1) Responsibility-dependable-good attitude2) Math, reading, basic skills, teach cursive3) Gym/physical/activity/arts/music4) Jobs: unforeseen careers/job development, changes, Job/career=new, Jobs in the future5)6) Cultivate positive attitude in student, right attitude, accept change Technology skills=Are OK=Used for advancement
#11	<ol style="list-style-type: none">1) Prepare students for a tech-driven world by encouraging students to take compsci classes and integrate tech in the class room2) Encourage creative curriculum structures not just following a cookie-cutter class3) Promote communication skills not just online4) Focus on student wellness even in academically rigorous classes5) Learning to build relationships and empathy for other students6) Pursue individual interests; Make 9 periods in a day
#12	<ol style="list-style-type: none">1) Math & literacy skills are always necessary2) Know how to positively socialize, outside of electronic devices, interpersonal skills3) Jobs that are self-supporting4) Learn to be caring, accepting and inclusive5) multi-lingual6)

TASK #2: DISTRICT 211 GRADUATE IN 2021

TABLE #	WHAT SHOULD A DISTRICT 211 GRADUATE LOOK LIKE?
#13	<ol style="list-style-type: none">1) Good communication skills-•Social interaction; •Coping with social anxiety, •Problem solving2) Self-sufficient, independent3) Study skills/process of writing4)5)6)
#14	<ol style="list-style-type: none">1) Technology very important but still need to be able to communicate face-to-face2) Leadership qualities3) Critical thinkers-able to think "Outside the box" be able to handle changes in work/life quickly & well4) More real-world experience, internships5) Need an active career readiness program-to aid those not going to college6) Bi-lingual; international exposure
#15	<ol style="list-style-type: none">1) Skills: how to be lifelong learners2) Interpersonal skills/interviewing skills3) Ability to reason/critical thinking4) How to use technology to get info5) Money skills/life skills6)
#16	<ol style="list-style-type: none">1) Technology-a big part to keep going forward2) Skilled globally-students be prepared for certification-maybe a career path instead of Collegiate3) Patterned or disciplined approach to studying4) Better critical thinking skills5) Real life examples6) More continuous learning-search web for more info about a topic that was learned in class
#17	<ol style="list-style-type: none">1) Coding, collaboration, self advocacy, be creators of technology not just users2) Writing/communication make a phone call-Work in small groups-time management3) Good nutrition, exercise, sleep, break from screens4) Balance, exposure to many things5) Holistic student, competitive edge with foreign countries, math, science6) Jobs that haven't been invented, entrepreneurial, health, computer programming, robotics

TASK #2: DISTRICT 211 GRADUATE IN 2021

TABLE #	WHAT SHOULD A DISTRICT 211 GRADUATE LOOK LIKE?
#18	<ol style="list-style-type: none">1) Personalize counseling-1 on 1 career/vocational2) Prepare them for the rigor of college3) Vocational counseling-guidance on specific school for each vocation4) Health-nutrition, exercise, sleep, performance science5) Instruction on tech & applications-windows/office6) Restrict social media on provided devices7) Community service & awareness8) Tech job/health services/trades service/business9) Life skills class-basic skills (Incorporate into other classes-real world) soft skills10) Internships-practical skills
#19	<ol style="list-style-type: none">1) Resilient & problem solvers2) Opportunities for Internships3) Problem solvers/seek out assistance & answers4) Job readiness for the global economy5) Hand write an essay-lots w/technology6) ***Sense of direction/passion for a career of their choice/career paths
#20	<ol style="list-style-type: none">1) Critical thinking; variety of opinions2) Time management3) Return tests with corrections for further study4) Health field5) Communication skills; verbal/written6)
#21	<ol style="list-style-type: none">1) Breath of knowledge (Buffett of subjects/classes)2) Civil mindedness as well as career mindedness3) Skills necessary to hold a job right out of H.S.4) Social/interpersonal/communication skills5) Physical wellbeing-skills learned in PE carry through life6) Prepare students for jobs not yet created-critical thinking skills-help students find their passion and what they can do with it7) Writing skills
#30	<ol style="list-style-type: none">1) Independent learner/thinker2) Technologically savvy3) Health; wellness; confident, resilient-well rounded4) Supported for non-college bound students5) Jobs; technology, health-care6)
#34	<ol style="list-style-type: none">1) Physical & mental wellness2) Critical thinkers3) Adaptability to changing environment4) Community engagement5) Basic life skills-financial skills & vocational skills6)

TASK #2: DISTRICT 211 GRADUATE IN 2021

TABLE #	WHAT SHOULD A DISTRICT 211 GRADUATE LOOK LIKE?
#35	<ol style="list-style-type: none">1) Understanding of high expectations2) Social skills, soft skills beyond technology3) Problem-solvers4) Grounded, well-rounded5) Time management, expectations-deadline consequences6) Responsible people
Individual Ind-1	<ol style="list-style-type: none">1) Physical fitness & mental wellness2) Critical thinking3) Stress & anxiety, adaptability4) Community engagement5) Basic life skills-financial6) deep set tracks
Individual IND-2	<ol style="list-style-type: none">1) Real life skills2) Physical/mental wellness3) Life balance4) Problem solve5) Personal finance/personal life skills6) *Sense of entitlement
Individual IND-3	<ol style="list-style-type: none">1) Real life skills-financial2) Physical & mental wellness3) Adaptability4) Community engagement5)6)
Individual IND-4	<ol style="list-style-type: none">1) Real life skills2) Physical & mental wellness3) Adaptability4) Outside the box thinking5) Problem-solving skills6) Personal finance handling
Individual IND-5	<ol style="list-style-type: none">1) There should be an option to use online learning to test thru a course to get a credit without attending a class room2) College and life require independent learning this could be learned in online credits. Perhaps students can do a course during summer and lighten their load during the semester or to take extra AP3) You can not catch the "latest technology" train. Teaching how to learn new technology is a better goal than teaching latest technology4) Again, utilizing an online, independent, learning model. Online learning gives the student control over when to take/finish same courses5)6)

TASK #2: DISTRICT 211 GRADUATE IN 2021

TABLE #	WHAT SHOULD A DISTRICT 211 GRADUATE LOOK LIKE?
Individual IND-6	<ol style="list-style-type: none">1) Self-sufficient, independent2) Good communication skills3) Study skills4) Process of writing/coping w/social anxiety5) Problem solving6)
Individual IND-7	<ol style="list-style-type: none">1) Prepared for a wide range of challenges2) Reading, typing/texting, arithmetic3) Computer literacy, not afraid to try4) The job that doesn't exist5) Recognize value in fitness6)

TASK #3: STRATEGIC TOPIC AREAS — QUESTIONS/ISSUES/OPPORTUNITIES

There are three strategic topic areas scheduled to be examined in the upcoming Community Engagement workshop series. To make those sessions most relevant to you, we need you to tell us the key **questions, issues, and opportunities** that should be addressed in each of these sessions.

Please use the space provided to tell us what we need to address in each of these workshop sessions. What are the strengths in each of the areas that the District should build upon in the future? What are the weaknesses in each area that need to be addressed in developing a long-range plan for District improvement?

Community Engagement Session #2

CES #2 —ACADEMIC PROGRAMMING

Discuss with your group topics that are related to coursework, college and career preparation, skills for success, etc. that you would like to see addressed in future meetings.

TASK #3: STRATEGIC TOPIC AREAS CES-2 - ACADEMIC PROGRAMMING	
TABLE #	QUESTIONS/ISSUES/OPPORTUNITIES TO BE ADDRESSED FOR DISTRICT IMPROVEMENT
#1	<ol style="list-style-type: none"> 1) For students to have more opportunities to visit more workplaces or companies to help them make a decision in the future 2) To follow up on the advice that was given today 3)
#2	<ol style="list-style-type: none"> 1) Good counselors 2) Greater number of AP classes 3) Financial Aid Information for college (university)
#4	<ol style="list-style-type: none"> 1) Good counselor, good communications and responsibility 2) Greater number of AP classes 3) Discover student activities 4) Financial aid information for school
#5	<ol style="list-style-type: none"> 1) Why is the school calendar change important for academics? and student well-being? 2) Why not 9 periods in day? Students cannot take electives/arts unless they ditch lunch 3) 360° teacher evaluations
#6	<ol style="list-style-type: none"> 1) Business analytics/data 2) International business 3)
#7	<ol style="list-style-type: none"> 1) GPA more readily available to portal 2) More guidance counselor informational sessions, and more college information available 3) AP information-How does it transfer specifically due to scores and schools *increase summer school offerings and availability to athletics-that do not require an either/or situation

TASK #3: STRATEGIC TOPIC AREAS CES-2 - ACADEMIC PROGRAMMING

TABLE #	QUESTIONS/ISSUES/OPPORTUNITIES TO BE ADDRESSED FOR DISTRICT IMPROVEMENT
#8	<ol style="list-style-type: none">1) More math options-practical, high level math2) The power of 153) Quality & resources for non-AP classes is lacking, average kids don't get the same quality of education4) Finding balance in life with such high expectations5) Working in groups
#9	<ol style="list-style-type: none">1) More verbal communication skills development2)3)
#10	<ol style="list-style-type: none">1) Further development of manufacturing skills2) Communicate-FACE to FACE; ethics3) Interactive=tests-Not bolding answers4) How to live on your own, insurance <p>*Social skills-ability to handle critical thinking-debate and ability to handle conflict and failure is ok</p>
#11	<ol style="list-style-type: none">1) Having extracurricular activities count for class credit and a set part of your schedule as a zero hour2) Expand block schedule for other students in the district to allow more focused time on a subject3) 9 period day later start time4) Allow students to retake tests to do test corrections to learn materials
#12	<ol style="list-style-type: none">1) Push some of the weaker students more, yet not so much push on the strongest students2) How much time does avg. student spend on homework; is that too much? Cap it at two hours, these are children, not just programs3) Career development field trips & invited speakers should continue and be better announced to parents4) Encourage parental involvement
#13	<ol style="list-style-type: none">1) Develop study skills2) Place students in the appropriate level for academic ability3) More selection of summer school to lessen class load
#14	<ol style="list-style-type: none">1) Cost benefit analysis for career tracks2) Make career tracks more effectively utilized. Can you ask a freshman to choose a track? We do not see value in career tracks3)
#15	<ol style="list-style-type: none">1) Mentoring/shadowing job programs2) Teaching students how to manage screen time (iPads)3)
#16	<ol style="list-style-type: none">1) More college or career planning @ night2) Basic courses-independent study maybe online, health or consumer ed.3) Budgeting should be more advanced. What opportunities are there for non-college bound?4) Offer more industrial courses for more hands-on jobs, use technology with industrial

TASK #3: STRATEGIC TOPIC AREAS CES-2 - ACADEMIC PROGRAMMING

TABLE #	QUESTIONS/ISSUES/OPPORTUNITIES TO BE ADDRESSED FOR DISTRICT IMPROVEMENT
#17	<ol style="list-style-type: none"> 1) See previous page 2) 3)
#18	<ol style="list-style-type: none"> 1) Counseling one on one for college life skills classes 2) Extracurricular & academic balance & priorities 3) Time of classes-core classes later (not 1st period) 4) Get more buses-later start
#19	<ol style="list-style-type: none"> 1) Career focus 2) Rigor 3) Academic accountability
#20	<ol style="list-style-type: none"> 1) Why are grading scales inconsistent? 2) Some summer school teachers aren't teaching in their expertise 3) Why are some curriculums not offered in all H.S. (e.g. nursing) 4) ACT preparation 5) Some electives are not very worthwhile (health/consumer ed)
#21a	<ol style="list-style-type: none"> 1) Internships-explore their passion before they leave H.S. (both in & out of school) 2) Digital citizenship 3)
#30	<ol style="list-style-type: none"> 1) Are 15 college credits worth the added stress & pressure on the student- colleges may not accept them 2) Summer school has to be taken to open slots for electives 3) 4 years of gym-necessary? Takes the place of electives. Trying new things
#34	<ol style="list-style-type: none"> 1) Personal finances 2) Basic life skills-home care/repair; wellness 3) Tracking: disconnect of middle school +D211; Avoiding being stuck; Require students outside "norm"
#35	<ol style="list-style-type: none"> 1) Programs specific to schools 2) Rigor for all students 3) High expectations w/consequences
Individual IND-1	<ol style="list-style-type: none"> 1) Personal finance/basic life skills 2) Tracking students 3)
Individual IND-2	<ol style="list-style-type: none"> 1) Tracking-avoiding ruts; exposing kids to classes outside their comfort zone 2) More outside of classroom learning/travel 3) Requiring a basic life skills class-personal finance-nutrition-home care/repair
Individual IND-3	<ol style="list-style-type: none"> 1) Being able to take care of things-personal finance & real life skills 2) Flexibility in curriculum w/o predetermined tracks 3) Career/skills
Individual IND-4	<ol style="list-style-type: none"> 1) Be "hands-on", practical experience-make it part of core curriculum, so they don't lose track of it in new "concentration" path 2) Functional math and science skills, engineering skills 3)

TASK #3: STRATEGIC TOPIC AREAS CES-2 - ACADEMIC PROGRAMMING

TABLE #	QUESTIONS/ISSUES/OPPORTUNITIES TO BE ADDRESSED FOR DISTRICT IMPROVEMENT
Individual IND-5	Left blank.
Individual IND-6	1) Develop study skills 2) Place students in the appropriate level for academic ability 3) More selection of summer school, lessen class load
Individual IND-7	Left blank.

Community Engagement Session #3

CES #3 —STUDENT INVOLVEMENT & WELLNESS

Discuss with your group topics that are related to activities, athletics, internships, social emotional wellness, etc. that you would like to see addressed in future meetings.

TASK #3: STRATEGIC TOPIC AREAS CES-3 - STUDENT INVOLVEMENT & WELLNESS	
TABLE #	QUESTIONS/ISSUES/OPPORTUNITIES TO BE ADDRESSED FOR DISTRICT IMPROVEMENT
#1	<ol style="list-style-type: none"> 1) To have more information and awareness of all the clubs in the District 2) Provide information of all the different activities in the District 3) Ensure fairness and recognition in the various activities and sports that students performed
#2	<ol style="list-style-type: none"> 1) 2) 3)
#4	<ol style="list-style-type: none"> 1) Encourage all students to participate in activities 2) 3)
#5	<ol style="list-style-type: none"> 1) 360° coach evaluations 2) Later start time potential 3)
#6	<ol style="list-style-type: none"> 1) See "Concern #2" 2) Athletic coaches lack accountability and evaluation of performance measures and a way to share meaningful feedback without ramifications/repercussions, etc. 3)
#7	<ol style="list-style-type: none"> 1) Not all Freshman throughout the district are always exposed to a Freshman mentor program. 2) "Require" rather than strongly encourage involvement in a club or activity or sport as a freshman 3) Intramurals? Especially for CUT sports
#8	<ol style="list-style-type: none"> 1) Mission statement & goals for the athletic dept. Appropriate communication of this. 2) The arts & athletics need to support each other, not conflict. Should not be consequences for choosing band over swimming, for example 3) Why aren't kids involved? Be aware of these kids & target getting them involved
#9	<ol style="list-style-type: none"> 1) Encourage more sports participation by making some less demanding & intense 2) 3)
#10	<ol style="list-style-type: none"> 1) Internships-Available in ALL Field-English-1 2) Arts, music 3) Sports: Coaches should: Focus on individual achievement, building character, FOR ALL! Less focus to win BUT, individual achievement

TASK #3: STRATEGIC TOPIC AREAS CES-3 - STUDENT INVOLVEMENT & WELLNESS

TABLE #	QUESTIONS/ISSUES/OPPORTUNITIES TO BE ADDRESSED FOR DISTRICT IMPROVEMENT
#11	<ol style="list-style-type: none">1) More lenient graduation requirements so students can pursue individual interests2) Increase funding for non-IHSA activities (Model ON, Viking league)3) Encourage teachers to connect with students beyond academic requirements
#12	<ol style="list-style-type: none">1) Have athletics & internships request parental involvement2) What proportion of kids are in more than one extracurricular activities? What about the ones that are not?3) Are the kids feeling cared for? And are they caring for each other?4) How many counselors per student; is there enough?
#13	<ol style="list-style-type: none">1) More internship options2) iPad-free zones (1 hour)3)
#14	<ol style="list-style-type: none">1) Start time2) Teach kids social media-ethics, bullying, responsibility, criminal activity3)
#15	<ol style="list-style-type: none">1) Sports/clubs too time demanding for some students. Offer intramurals or other "sports" clubs that are less demanding, but get kids moving2) More need for counselors for students (broken homes, anger mgmt.)3) Students participating in sports should meet P.E. requirements
#16	<ol style="list-style-type: none">1) Continue to expand wide range of activities & sports2) Summer "internship" programs-toward a career path3) Volunteer hours-why wait until Senior year?
#17	<ol style="list-style-type: none">1) See previous page2)3)
#18	<ol style="list-style-type: none">1) Balance of sports & academics2)3)
#19	<ol style="list-style-type: none">1) Community service throughout H.S.2) *Promote balance w/social media, academics & families (academic balance) ANXIETY3) High rate of anxiety
#20	<ol style="list-style-type: none">1) School starts to early at 7:302) Should be able to rate coaches for sports team3) Mock interviews for college prep (some schools do)4) Kids should be able to waive P.E. if they are in a sport or parent requests
#21	<ol style="list-style-type: none">1) Stress level of students-enjoyment of learning lost due to stress of performing in all classes2) Bullying3) There is not lack of opportunities to be involved
#30	<ol style="list-style-type: none">1) Swimming should not be required2)3)

TASK #3: STRATEGIC TOPIC AREAS CES-3 - STUDENT INVOLVEMENT & WELLNESS

TABLE #	QUESTIONS/ISSUES/OPPORTUNITIES TO BE ADDRESSED FOR DISTRICT IMPROVEMENT
#34	1) Social/emotional wellness-social etiquette; social exchanges 2) Outside of class room experiences in all classes 3) Mentoring-outside business experiences; small group learning
#35	1) Opportunity for all students to participate 2) 3)
Individual IND-1	Left blank
Individual IND-2	1) Mentoring small group learning 2) 3)
Individual IND-3	1) More physical activity 2) Social/emotional skills (basic etiquette) 3) Nutrition/eat healthy 4) Take them out of schools for outside experiences (trip to Washington DC, etc)
Individual IND-4	1) After school sports activities - it should not be everyday. If it is everyday they lose opportunity to be part of other social clubs 2) Social and inter-personal skills 3) Real world experiences through memberships-similar to Young Entrepreneur Academy (YEA) program
Individual IND-5	1) 2) 3)
Individual IND-6	1) More internship options 2) iPad free zones (1 hour) 3)
Individual IND-7	1) 2) 3)

Community Engagement Session #4

CES #4 — FINANCES & FACILITIES

Discuss with your group topics about finances and facilities that you would like to see addressed in future meetings.

TASK #3: STRATEGIC TOPIC AREAS CES-4 - FINANCES & FACILITIES	
TABLE #	QUESTIONS/ISSUES/OPPORTUNITIES TO BE ADDRESSED FOR DISTRICT IMPROVEMENT
#1	1) Maintain an eco-friendly environment 2) Distribute financial resources equally throughout clubs and sports 3)
#2	1) 2) 3)
#4	1) How to help raise funds 2) 3)
#5	1) 2) 3)
#6	1) Budget considering state of Illinois 2) Budget considering diversity, homelessness, increase in free/reduced price lunch 3)
#7	1) Offer more stipends for additional clubs and activities to be available 2) Clarifying what costs should be district costs as opposed to Booster or other costs 3)
#8	1) How will the state budget changes impact the district? 2) What is next round of capital projects? 3) Be pro-active about financial communications
#9	1) 2) 3)
#10	1) Continue active roll @ costs 2) Cost justify 3) Maintain improved efficiency on spending!
#11	1) Non-IHSA activity funding please 2) 3)

TASK #3: STRATEGIC TOPIC AREAS CES-4 - FINANCES & FACILITIES

TABLE #	QUESTIONS/ISSUES/OPPORTUNITIES TO BE ADDRESSED FOR DISTRICT IMPROVEMENT
#12	1) Given future state cutbacks, how do we prepare to maintain quality with less money? District grant writers? 2) Baseball & softball fields need improvement 3) Graduates should be well-balanced and able to communicate with others
#13	1) Disclosure (cliff note version) 2) 3)
#14	1) Why 2 alternative high schools? 2) 3)
#15	1) Locker room remodel (more privacy) 2) 3)
#16	1) District improvements on Capital Improvements. Future retirement benefits sustainable? 2) Sustainability of the budget. Check & balance toward large expenses 3) Reward program for cost reduction-suggestions better accountability on finances
#17	1) 2) 3)
#18	1) 2) 3)
#19	1) Tighten up transportation 2) 3)
#20	1) 2) 3)
#21	1) Expanding the school day 0/9th hours 2) Black box theater added all buildings 3) Redesigning outdoor facilities; reorganize fields; outdoor/indoor seating areas; seating for students
#30	1) To have a contingency plan in place if state alters funding 2) 3)
#34	1) Maintaining transparency of balances budget-helps to draw quality educators & keep current ones 2) Maintain + long term planning for improvements 3) Use student learning opportunities to care for building
#35	1) Continue improving facilities in all buildings 2) 3)

TASK #3: STRATEGIC TOPIC AREAS CES-4 - FINANCES & FACILITIES

TABLE #	QUESTIONS/ISSUES/OPPORTUNITIES TO BE ADDRESSED FOR DISTRICT IMPROVEMENT
Individual IND-1	1) Maintaining balance budget & transparency of that budget 2) Long term financial planning for improvements 3) Facilities & budget + quality
Individual IND-2	1) Maintaining balanced budget fiscal transparency 2) Long term financial planning for facility improvement 3) ****Use student learning to care for building-fixing toilets/painting-they will learn LIFE SKILL & gain respect for their school
Individual IND-3	1) Continuing to be fiscally responsible/transparent 2) Drawing in quality educators 3) Use kids to paint/update facilities as part of the curriculum
Individual IND-4	1) Balanced budget & transparency 2) 3)
Individual IND-5	1) 2) 3)
Individual IND-6	1) Disclosure (Cliff note version) 2) 3)
Individual IND-7	1) 2) 3)

OTHER SUGGESTIONS

What other suggestions would your group like to provide to the Facilitating Team as we move forward with this community engagement program? Please list your suggestions in the space provided.

TASK #3: OTHER SUGGESTIONS	
TABLE #	SUGGESTIONS
#1	Have translator on site-to simultaneously translate the information that is being given. And to have the flyers translated as well
#2	
#4	Human values and dignity
#5	
#6	
#7	
#8	Happy to see the district changing with the times
#9	
#10	Do we really need 1 employee for every 6 students? YES!! Computer or laptop (iPad) to complete this survey!
#11	
#12	
#13	
#14	
#15	
#16	A program to allow the community to have a greater voice prior to a large expense; Put some of these session questions online prior to the meeting? May a "student engagement" to enlighten them to give ideas and engage them in the district where they live
#17	
#18	
#19	
#20	
#21	Athletic fields; Investigate year round schooling & later start; Removing built in snow days; Commercial kitchens & culinary arts career program
#30	
#34	
#35	

TASK #3: OTHER SUGGESTIONS

TABLE #	SUGGESTIONS
Individual IND-1	
Individual IND-2	*Set up Foster Families for homeless kids; *Put more responsibility in laps of parents/families to engage in student success; *Sports too hard core-should be more "no cut" opportunities
Individual IND-3	
Individual IND-4	
Individual IND-5	
Individual IND-6	I have twins in different sections of the same class (English). The requirements and expectations are vastly different, the curriculum should be similar
Individual IND-7	