



EXECUTIVE SUMMARY
AS A RESULT OF THE
SMALL GROUP WORK ACTIVITY
SESSION #3

APRIL 4, 2016 • HOFFMAN ESTATES HIGH SCHOOL
APRIL 5, 2016 • PALATINE HIGH SCHOOL

TASK #1: STUDENT INVOLVEMENT: ATHLETICS, ACTIVITIES AND INTERNSHIPS

- **Positives:** *Discuss the positives in regard to District 211 athletics, activities, and internships.*
- **Concerns:** *Discuss any concerns in regard to District 211 athletics, activities, and internships.*
- **Suggestions:** *Discuss suggestions in regard to District 211 athletics, activities, and internships.*

TASK #2: SOCIAL AND EMOTIONAL WELLNESS

- **Celebrate:** *Discuss what District 211 is doing right to ensure the social and emotional wellness of high school students.*
- **Greatest Surprise:** *Based on the presentation, what were the greatest surprises for your group in regard to the social and emotional wellness of high school students.*
- **Greatest Concern:** *What concerns your group the most about the social and emotional wellness of high school students?*
- **Suggestions:** *Discuss suggestions in regard to the social and emotional wellness of high school students.*

TASK #3: FIVE KEY COMPONENTS TO STUDENT READINESS

What if every high school student had an Individual Student Readiness Plan displaying a student's strengths and areas for development in each of the five Key Components for Student Readiness: Academic Readiness, College Major and Career Exploration, Global Competitive Skills, Student Involvement, and Wellness?

- **Benefits:** *Discuss the benefits of every high school student having an Individual Student Readiness Plan displaying a student's strengths and areas for development in each of the five Key Components for Student Readiness.*
- **Concerns:** *Discuss the concerns of every high school student having an Individual Student Readiness Plan displaying a student's strengths and areas for development in each of the five Key Components for Student Readiness.*
- **Communication Suggestions:** *Discuss suggestions for effective parent, student and school communication regarding a student's Individual Student Readiness Plan.*

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.

Nearly 200 participants attended the third *211 of Tomorrow* community engagement sessions on April 4 and 5, 2016, at Hoffman Estates High School and Palatine High School, respectively.

The presentation began with Associate Superintendent Dr. Lisa Small presenting information about opportunities for student involvement in District 211 through various clubs, activities, and sports as well as information about the internship program that is being developed for the students. Superintendent Dr. Daniel Cates then shared information about student wellness, how District 211 supports students through various services provided, as well as a new process that is being considered to assist in developing, supporting, and determining student readiness called an Individual Student Readiness Plan. The presentation can be viewed [here](#), on the District's Community Engagement website. Then, participants worked in 27 small groups total between the two nights to complete the three tasks listed above. Following is a summary of the responses from the groups as well as a small number of individual responses.

TASK #1: STUDENT INVOLVEMENT: ATHLETICS, ACTIVITIES AND INTERNSHIPS

211 of Tomorrow participants listed a number of positives, concerns, and suggestions in regard to student involvement while in high school.

POSITIVES

By far, the most listed positive was the variety and number of opportunities offered by District 211. Participants felt that there is "something for everyone" and there are "opportunities for individuals, competitive and non-competitive. One group noted that the opportunities include options that are student-driven and support student interest. *211 of Tomorrow* small groups also shared satisfaction with the impact of student involvement on the development of life skills such as time management, being part of a team, discipline and responsibility. Also indicated as a positive by the groups was the large percentage of students involved in sports, activities and clubs within the district.

CONCERNS

While groups shared varied items of concern, the most frequently mentioned concern was the conflicts that arise if a student is involved in more than one sport, activity or club. Participants noted that it is difficult to participate in more than one and "teachers/coaches [make] it 'either-or'." Other concerns listed in relation to this topic include conflicting practice schedules and having to choose between which sport/activity to attend. Another concern shared by multiple groups was the challenge in balancing academics and sports/activities. One group noted "at times students are spread so thin with numerous commitments," while another said, "Activity hours are very long...less time to do work at home." Also mentioned by the small groups was a concern that the participants were unfamiliar with the internships or a desire for more internship options such as opportunities in the trades.

SUGGESTIONS

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TASK #2: SOCIAL AND EMOTIONAL WELLNESS

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TASK #3: FIVE KEY COMPONENTS TO STUDENT READINESS

BENEFITS

Small group participants identified many benefits to every high school student having an Individual Student Readiness Plan, including the five Key Components for Student Readiness. Several small groups noted the impact on a student's future as a benefit. Groups made comments such as, "Gives students direction," "Helps them in future career choices," and "Way to set goals." Another benefit frequently mentioned was the individualized nature of this type of plan with groups citing ideas such as, "Focus on how strengths can improve areas to work on," and "Being able to track how a student is doing." Participants also appreciated that this plan could promote student awareness and ownership as well as how this plan addressed the concept of the "whole child."

CONCERNS

Two main concerns were listed by the *211 of Tomorrow* groups related to the Individual Student Readiness Plan. The most frequently listed concerns focused on plan management. Several groups questioned how this type of plan could be managed, who will manage the plans, who will define readiness, if there is time to make the plans truly individualized, as well as how the plans will be maintained. Also included by several groups was the concern that students may be asked to make decisions about their future path too early. One group questioned, "Do 15-year-olds need to know their career," while another group shared the concern that it may "push freshman into paths too soon."

COMMUNICATION SUGGESTIONS

Participants were asked to provide suggestions for effective parent, student and school communication regarding a student's Individual Readiness Plan. A number of groups recommended ideas relating to parent involvement and a cooperative approach between the student, parent and school. One group suggested a mandatory counselor meeting with parents at least once per year and others suggested ideas related to a mentor program such as student mentors. Another common suggestion category was related to using technology to support the process and plan. A group suggested "software to track your own progress," and another suggested the availability of an App to fill out a readiness plan. Also mentioned by a few groups was the idea of creating a homeroom time in the schedule.

OTHER SUGGESTIONS

A small number of groups or individuals provided other suggestions for District 211 administration to consider. Ideas included promoting science and STEM, creating a "parent corner" on websites to list parent information, as well as not allowing extra-curricular activities during winter and spring breaks.

**For a complete listing of all responses,
please see the CES-3 Verbatim Response Documents for April 4 and 5 found at
<http://adc.d211.org/communityengagement>**