

MINUTES
SPECIAL MEETING OF THE BOARD OF EDUCATION &
STRATEGIC PLANNING COMMITTEE
LOCKPORT TOWNSHIP HIGH SCHOOL DISTRICT 205
Saturday, April 17, 2010 (8:00 AM)

CALL TO ORDER, PLEDGE TO THE FLAG

A Special Meeting of the Board of Education of Lockport Township High School District 205 and Strategic Planning Committee Meeting were scheduled to take place at East Campus, 1333 East Seventh Street, Lockport, Will County, Illinois.

ROLL CALL

1. The following members were present:

BOARD MEMBERS:

Ronald Svara

2. The following members were absent:

Michael Lewandowski

Cindy Polke

Angela Kamely

Lou Ann Johnson

John Lukasik

Susan L. Forbes

The Special Board of Education Meeting was cancelled due to the lack of a quorum. The Strategic Planning Committee Meeting was held as scheduled.

LTHS Strategic Planning Committee Meeting

3. Those in attendance were: Kim Brehm, Carin Cooper, Frank DeGrassi, Malak Hamdan, Dr. Bruce Lane, Matt Bedore, Randy Konstans, Lori Orban, Joe Ryan, Todd Wernet, Dr. Brett Gould, Bradley Johnson, Brian Klene, Tom Ducommun, Mike Fricilone, Courtney Oxley-Turner, Matt Dusterhoft, Tom Kurzawski, Gail Norris, John Schulz, Brian Covey, Kerri Green, Hannah Hollatz, Ann Lopez-Caneva, Dr. Allan Alson, Dr. Garry Raymond, Dr. Ronald Svara, Bill Thompson, Dennis Hicks, Kylie Mussay, and Jason Ozbolt.

LTHS Strategic Planning Discussions

4. The purpose of this session was to review data to determine future direction for Lockport Township High School. Dr. Allan Alson, Consortium for Education Change, led the group discussions which highlighted:

STRATEGIC PLANNING PROCESS

- Where are we currently
- Where are the opportunities for improvement
- Meeting focuses:
 - Data Retreat: Strengths and Opportunities for Improvement

- Determining the Preferred future: Envisioning the Possibilities
- Setting the Improvement Direction: Developing Goals, Measures and Timelines
- Board Review, Discussion and Approval
- Ground Rules
 - Be on Time
 - Notify if Unable to be Present
 - Do not interrupt others
 - No Cell phones or texting
 - Respect Input of others – disagree agreeably
 - Solicit input of others
 - Use evidence to make claims
 - Do not monopolize conversations
 - Honest Expression
 - Anyone can't live by these, any additional components, etc.

INTRODUCTIONS: INDIVIDUAL GOALS OF CEC PROCESS GROUPED BY THREE CENTRAL THEMES:

1. Build consensus and community throughout district
 - Remove all previous stigmas that previously kept district from being united.
 - Plan to find a way to have more parent involvement in school and with students.
 - Community consensus on academic and extra-curricular goals
 - Consensus among various communities of the district
 - See results of the committee – consistency and a common vision and plan
 - Create a cohesive and responsible plan that ends divisions
 - Consensus building that is inclusive and ongoing
 - Plan that promotes more community unity
 - Common vision
 - Note importance of getting process information out to community
 - Challenge to prioritize the things that need to be done; prioritizing
2. Performance – realistic, attainable goals; focused goals, measurable goals
 - Establish a plan that has realistic expectations that are not necessarily teacher centered that would improve climate, environment and climate
 - Focus on goals that can actually be accomplished
 - Plan that will continue to challenge students; needs to be stepped up for some students
 - Continue to expand upon the excellent opportunities to take it to the next level of student achievement.
 - Setting clear priorities
 - Set goals for the district, better understanding of the financial aspects of the expenditures and results
 - Create a long-term plan, a road map to assist board in its decision making
 - Plan with targeted and attainable goals
 - Do good and implement it; something that the district can do and follow through with; implement plan follow-through
 - Focus on bottom 10% achievement

- Challenge students; lost the sense of what is an appropriate challenge to all students; servicing all student populations at the appropriate level of their needs
- Listen and assimilate the information; look forward to the plan but keep focus on kids

3. School Environment

- Make LTHS a positive learning center; make students excited and wanting to come to school
- Community consensus on academic and extra-curricular goals
- Continue to give opportunities to all students. Electives do make a difference
- Stay on the path of running a safe comprehensive high school; continue on the path of high standards of social and academic success; build on current success
- Continue to expand excellent opportunities to take it to the next level of student achievement
- LTHS has 7 feeder school districts with differences in culture, etc. Want opportunities for all students
- Helping all students be successful means better communication from high school to all 7 feeder districts
- Understanding and responding to different cultures, socio-economic backgrounds
- Knowledge that we are giving student's knowledge, tools, experiences needed for success
- Improve communications at East
- More information on colleges and scholarships and futures
- Service all student populations at the appropriate level of their needs

CEC SYSTEM ASSESSMENT: TABLE DISCUSSION OF CURRENT STRENGTHS/CHALLENGES IN DISTRICT FELL INTO FOUR CATEGORIES – CURRICULAR; SCHOOL ENVIRONMENT; PERFORMANCE/GOALS; COMMUNICATION

CURRENT STRENGTHS:

1. Curricular:

- Opportunities for all students
- Aligned curriculum and assessments
- Well-developed curriculum across the board
- Have in place many of the components of a sound program; curriculum, assessments, staff, etc.
- Freshman center seen as strength; parents view it as nurturing environment
- Student-focused; try to create opportunities for students
- Courses have goals and common assessments
- Co-curricular activities are high achieving
- Foundation in place for student instruction

2. School environment:

- Opportunities for all students

Good facilities; use of space done the best we can
Freshmen center creates nurturing environment
Student-focused
High school facilities the hub of the community

CURRENT CHALLENGES:

1. Curricular:

More opportunities needed/desired
Seven feeder school districts and no cohesive curriculum
Grading inconsistencies- percentage of participation, lack of uniformity, homework, purpose, how it counts, etc.
Inconsistent feedback from teachers; some teachers go over test and explain what was missed, others just move on. Students need to understand what they did not learn

2. School environment:

Time for discussion and reflection on the issues. Department meetings do not allow for in-depth look
Students understanding purpose and direction of learning
Schedule makes it difficult to get things done
Size of district
Overcrowding and scheduling that is required because of it.
Issues of staff morale
Personal and political agenda of the board
Time for staff and students to meet
Time for students
Society challenges and lack of parental involvement
Students understanding of the way to get support from teachers or other resources
Differentiation issues
Student motivation

3. Performance/goals:

No strategic selective abandonment of tasks, which causes overload of things to do; i.e., PSAE tasks that result in backing off of other, more creative academic tasks
In classes, students experience the add-on impact; i.e., adding ACT prep takes away from other curriculum
Not all teachers are involved in the assessments or agree to the relative importance of the assessments
Don't use data effectively
Student awareness re: course expectations – it is uneven if it is done and how well it is done
Time for data analysis and to collaborate and develop best practices
Students understanding of the date and the timeliness of the data
Assessment focusing on knowledge and not application or lifelong skills
Assessment data is inconsistently used by teachers regarding individual students and moving forward in the class

Common expectations in all classes

4. Communication:

Understanding as external person what is happening internally

People on top understanding what it takes at the frontline to make things

happen. People on frontline understanding the constraints and issues at the top

Modalities of communication, internal communications – are we maximizing the effectiveness of the modalities?

Communication among stakeholders

Student – teacher responsibilities – not always clear

SURPRISES/QUESTIONS FROM CEC COMMITTEE MEMBERS:

- Overcrowding permeates all facets of district
- Division or differences in district community
 - Five different towns feed into school districts.
 - Parent thing... Homer versus Lockport. Kids don't see the difference.
 - Students do not see the division... they view the school as one.
- Discrepancy between East and Central morale
- We do not look at how we treat the feeder schools
- How do we bring all students to meet standards
- Next steps need to help focus on middle student population; address issue of effective use of time

REVIEW OF DISTRICT MISSION STATEMENT AND OBJECTIVES

Mission – purpose of the organization.

Vision – statement of the ideal state and frequently needs revisions.

Belief Statements -

Goals – that are measureable

- Agree –
 - Appears ideal. May not be happening.
 - Nurturing and challenging; appears to fit well to what is done
- Changes-
 - What are the definitions of success? Should be more than assessment scores
 - How to measure of objectives
 - Is the terminology of objectives appropriate? It should be beliefs
 - Tools and opportunity
 - Consider what the key components of the Mission process... is there a best practice?
 - Few of us have gone through the process
 - Living document. Look at every 3 to 5 years.
 - Language should not be “education-ese” Should be understood by anyone entering the district
 - Too many belief statements/objectives
 - Gender neutral
 - Connection to current life

Study other districts?

Group determined that Mission Statement does not need major revision.

LTHS 2009-10 Goals

- Garry reviewed the three goals of the district.
- We expect that ACT will increase each year.
- What growth would you want for those kids by the next steps? Where do the biggest gaps exist and how do we close them?

Next Meeting

5. The next Special Board of Education Meeting and Strategic Planning Committee Meeting Tuesday, May 17, 2010 – 6:00 – 8:00 p.m.

Adjournment

6. The meeting was adjourned at 8:54 p.m.

Ronald Svara, President

Lou Ann Johnson, Secretary

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