

# LYONS TOWNSHIP HIGH SCHOOL



## LT Community Advisory Council November 1, 2023



#WeAreLT

# What is the LTCAC?

- Meets quarterly to learn about, discuss and provide feedback on important school-related topics.
- Serves as a communication link between our school and our community.
- Members include students, staff, parents, alumni, and community members.



# LTCAC Format

- School presentation (topics include academics, climate and culture, operations, equity and belonging, and community).
  - Topics for the next year discussed at the April/May meeting
- Small group discussion regarding consensus questions.
- Summary of feedback posted to LTCAC website and shared with LTHS Leadership Team and Board of Education.



# Our Agenda

- District 204 Quarter One Update
- LT Associate School Collaboration
- Table Discussion re: Consensus Questions





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# LT Community Conversations

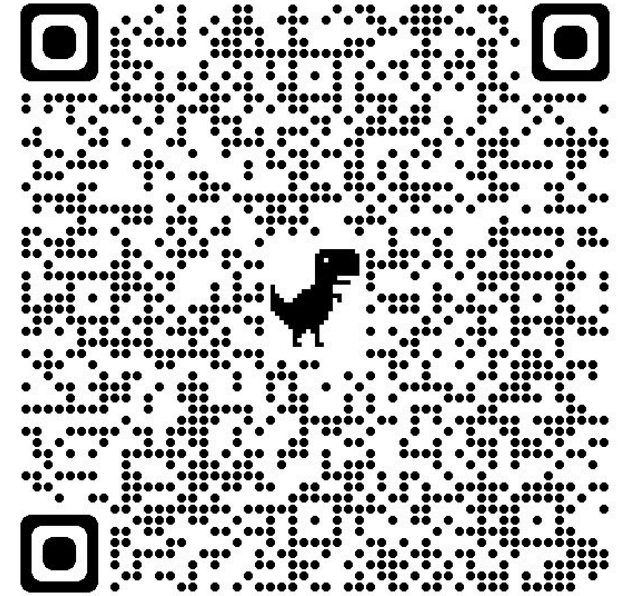
**Starting the Conversation:  
Supporting LGBTQ+ Youth**



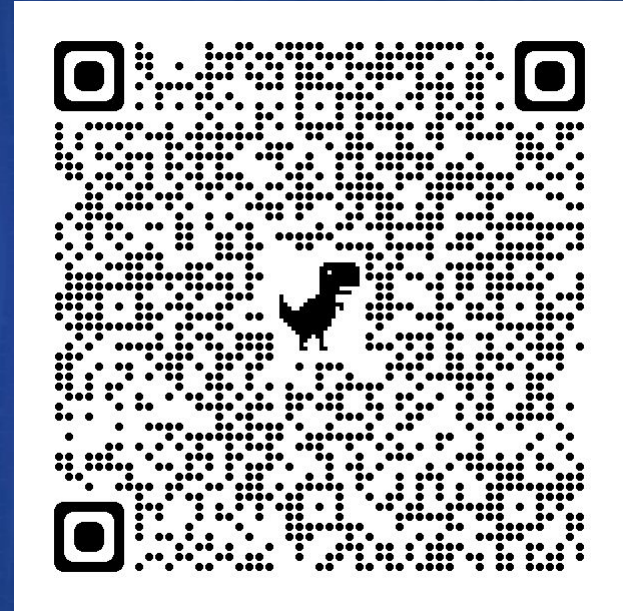
**Join Us to hear from Youth Outlook.**

**Nov. 15 6-7:30PM**

**South Campus Library**



**#WeAreLT**



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# National Merit Scholarship SemiFinalists



Miriam Buterman



Mark DeMonte



Cali Hendricks



Ashlin Kwong



Ella Maciasz



Greta Sandman



Abigail Saunders



Joseph Stetler



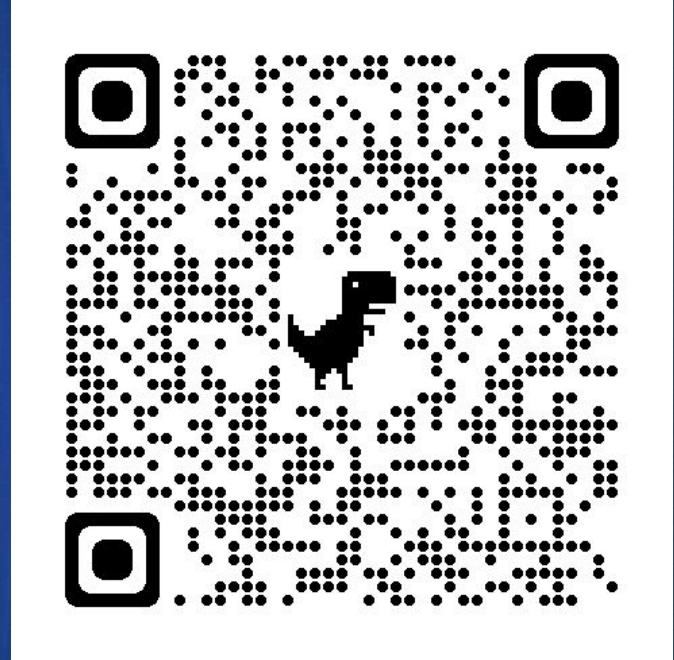
Nicholas Strayer



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# 2024-25 CALENDAR APPROVED



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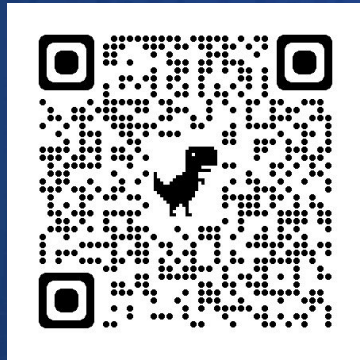


## Upcoming Facilities Projects

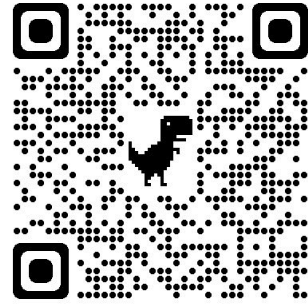
- SC Cafeteria/Collaborative Space
- North Campus Air Conditioning Project
- Classroom Modernization Project
- Restroom and Accessibility Improvements
- Physical Welfare/Athletic Improvements
- Roof and Mechanical Upgrades

## Summer 2024 O&M Projects

- Community Room Air Handling Replacement
- SC Pool and Fieldhouse Lighting
- Exterior Door Replacement
- Bennett Field Ticket Booths



# Illinois School Report Card



- Commendable Designation
- Highlights
  - 76% of students in the class of 2024 met College and Career Readiness benchmarks in ELA.
  - All student groups had a greater percentage of students achieve proficiency on the EBRW section of the spring 2023 SAT than the spring 2022 SAT.
  - All student groups had an equal or greater percentage of students achieve proficiency on the mathematics section of the spring 2023 SAT than the spring 2022 SAT.
  - 81% of LTHS Juniors were proficient on the Illinois Science Assessment.
- Focus Areas
  - SAT Achievement gaps ranging from 24-52% exist among Black/African American, Hispanic/Latinx, Economically Disadvantaged, English Learners, and students with disabilities compared to the overall student proficiency.
  - 52% of students in the class of 2025 met College and Career Readiness benchmarks in mathematics.
  - ACCESS proficiency percentages remain low at 3%.



## Important Upcoming Dates

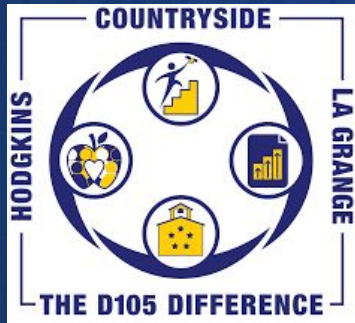
- Veteran's Day Assembly - November 10
- Class of 2028 Kickoff - November 13
- Thanksgiving Break - November 22





# Associate School Partnership

- Strategic Plan Goal 4 (Family and Community Partnerships)
  - Promote high school readiness by fostering communication and collaboration with our associate districts



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# Freshman Preparedness Survey

## History and Administration of Survey

- First administered in 2017
- Given at the start of the second semester (after finals)
- Perception Data
- 11 categories
- Low response rates until 2023 (90% response rate in '23)

## Connection to LT strategic plan scorecard

## How do our associate schools use the data?

- *From Tigers to Lions* analysis
- Internal discussions
  - Administration
  - Staff
  - Goal setting

# Articulation Meetings

- Feeder School Principal Meetings
  - Communication with families
  - LT programs, events, staff
  - Area resources
  - Professional connections
- Departmental Meetings
  - Professional connections
  - Content articulation



# Transition Events & Timeline

- Redesign and Enhancement of Transition Event Series has been a priority over the course of the past three years
  - Scheduling events strategically throughout the course of the year
  - Developing events with focus and intentionality
- Class of 2028 Events
  - ***Road Show - Early November 2023*** (New this year)
  - ***Kick Off Event - November 13, 2023*** (Generating excitement!)
  - ***Freshman Experience Day - January 24, 2024*** (Registration focus)





# Evolution of Placement Process

- Looking back at placement process, early 2000s.
- Building deeper opportunities for articulation and collaboration around student placement into Prep, Accelerated, Honors.
- Utilizing a longitudinal view of student assessment, academic behaviors, class performance, staff recommendations.
  - Focus on finding the 'just right' fit for students freshman year.
- Following up - student persistence data.



# High School Readiness Project

- Goal/Outcome: Develop a document that has the key **academic skills** and **learner behaviors** that align to 9th grade preparedness at LTHS.
- Process: Academic skills identified first
  - Feedback from 9th grade teachers
  - Review of 8th grade standards
  - Feedback from 8th grade teachers through articulation meetings
- Academic skills identified are aligned to freshman course curricula in academic disciplines.





# LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204

## KEY ACADEMIC CONCEPTS FOR INCOMING FRESHMEN BY DISCIPLINE

## FRESHMAN PREPAREDNESS

Lyons Township High School District 204 Vision:  
All students graduate prepared for life,  
career, and college success.

### ENGLISH

#### READING:

- Differentiate between major genres
- Identify structural features (both common and uncommon between genres)
- Articulate and apply where the main idea/theme is in a passage
- Identify supporting details
- Define the three levels of reading comprehension (literal, inferential, and evaluative) and demonstrate comprehension on all levels in an age appropriate piece
- Implicit vs. explicit information
- Habit of annotating text (active reading strategies)

#### WRITING:

- Emerging ability to write a claim and support it with evidence
- Paragraph construction (topic sentence, supporting details, concluding sentence)
- Paragraph function in a multi-paragraph paper
- Cite sources and create a works cited page
- Edit own writing and the writing of peers
- Identify and define differences between narrative, expository, and argumentative writing

#### LISTENING/SPEAKING:

- Formulate original questions in preparation for discussion
- Offer ideas and pose questions in discussion
- Summarize a peer's opinion in discussion
- Attempt to expand on a peer's opinion after summarizing it

#### LANGUAGE (VOCABULARY AND GRAMMAR):

- Continued development of word acquisition
- Sentence structure (run-ons, comma splices, compound/complex sentences, independent and dependent clauses)
- Parts of speech
- Punctuation and capitalization rules (periods, commas, exclamation points, question marks, apostrophes, colons, and semicolons)
- Homonyms and Homophones

#### DIGITAL LITERACY:

- Navigate websites with ease
- Knowledge of databases
- Save and copy documents on Google
- Navigate Google and organize documents

### MATH

Students taking Algebra 1 Prep or Accel as Freshmen should have mastery in the areas below:

#### THE NUMBER SYSTEM:

- Know that there are numbers that are not rational, and approximate them by rational numbers
- Working with fractions (add subtract, multiply, and divide)
- Rounding accurately
- Order of operations fluency

#### EXPRESSIONS AND EQUATIONS:

- Work with radicals
- Work with integer exponents
- Understand the connections between proportional relationships, lines, and linear equations
- Analyze and solve linear equations and pairs of simultaneous linear equations
- Solving Linear Equations of all kinds (variables on both sides, like terms, distributive property, decimals, fractions, rounding, order of operations, calculator, negatives, etc.)

#### FUNCTIONS:

- Define, evaluate, and compare functions
- Use functions to model relationships between quantities

#### GEOMETRY:

- Understand congruence and similarity using physical models, transparencies, or geometry software
- Understand and apply the Pythagorean Theorem
- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres

#### STATISTICS AND PROBABILITY:

- Investigate patterns of association in bivariate data (i.e. scatter plots, box and whisker, correlation of data, 2-way tables)

Students entering Geometry Accel or Honors as Freshmen should demonstrate fluency in all the skills above (both with and without a calculator). In addition the following:

- Factoring and solving quadratics
- Solving systems of equations
- Simplify radical expressions
- Exponential functions
- Manipulating equations
- Writing equations from a scenario
- Investigating patterns of association in bivariate data (i.e. scatter plots, box and whisker, correlation of data, 2-way tables)

### PHYSICAL EDUCATION

#### ACTIVITY AND FITNESS CONCEPTS:

- Identify examples of health-related fitness activities vs. skill-related activities
- Compare and contrast efficient and inefficient movement patterns
- Describe FITT and how it can be used to reach a fitness goal
- Identify strengths and weaknesses related to a personal fitness profile and set an appropriate goal
- Identify major muscle locations and their function
- Compare and contrast various types of game strategies and offensive/defensive strategies
- Understand basic rules and concepts for traditional games
- Understand how the heart and body respond to various types of exercise

#### ENGAGEMENT AND APPLICATION:

- Demonstrate basic locomotor skills: running, jumping, throwing, catching, kicking and striking to participate in a variety of games and activities
- Demonstrate competency in functional and fitness-related movements
- Demonstrate pacing and energy management
- Demonstrate basic levels of teamwork, cooperation, flexibility, acceptance, and sportsmanship to participate in various activities
- Demonstrate responsible decision-making and safety

### SOCIAL STUDIES

#### Inquiry Skills

#### CONSTRUCTING ESSENTIAL QUESTIONS:

- Create essential questions that consider multiple perspectives to guide inquiry about a topic
  - Make connections
  - Foundational understanding of perspective and point of view

#### CONSTRUCTING SUPPORTING QUESTIONS:

- Ask essential and focusing questions that consider multiple perspectives to guide inquiry about a topic
  - Compare and contrast
  - Comprehension and application

#### DETERMINING HELPFUL RESOURCES:

- Determine sources representing multiple points of view and diversity of authorship that will assist in organizing a research plan
  - Identify main idea and supporting details
  - Understand charts/graphs, be able to read timelines, and recognize chronology

### SCIENCE

#### Based on mastery of 8th grade NGSS:

- Engage in an investigation to collect observational data
- Comfortable discussing their observations and include other related phenomena in which they have noticed during an investigation
- After exploring phenomena, generate a list (brainstorm)/ask questions to investigate in a small group
- Represent initial thinking by writing, drawing, and sharing the initial models that explain the how and why of the phenomena
- Using students' questions and initial models, plan and carry out investigations to gather more evidence regarding the phenomena. This may include the use of computer simulations and/or digital resources, though not required.
- Engage in argument from evidence after their investigations, data analysis, etc. is complete to critique (including peer feedback) their work and that of their peers. This should include making revisions to their models, asking new questions to drive learning forward.

#### Students should also be able to:

- Calculate a percent in various ways
- Identify characteristics of life
- Have knowledge of basic concepts of earth science
- Analyze graphs
- Basic understanding of cells and ecosystem dynamics
- Basic understanding of genetics and inheritance, cell organization (organelles), scientific method/process, explanation writing
- Write a claim, identifying specific evidence, and experimental design (identifying independent/dependent variables)





# High School Readiness Project

- What's next? We are currently working on identifying “learner behaviors” through working to describe the competencies included within the LTHS Strategic Plan.
  - District 204 Portrait of a Graduate developed as part of Strategic Planning Process (adopted by BOE in June of 2022)
  - 9th grade teachers gave feedback on learning behaviors that signify students are prepared for high school
    - Feedback was reviewed and “coded” under the dispositions/competencies that are part of the portrait
  - Principal Student Advisory discussed and described the competencies
  - Descriptors drafted and we are currently in the process of gathering feedback from students, staff, and community





# Table Discussion Questions

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1. What ideas do you have for continued articulation & collaboration between LTHS and our Associate Schools that would support students/families as they transition to high school?
2. In what ways do you think it would be beneficial for schools (LT & Associate Schools) to use the high school preparedness document with students/parents?
3. What important information do incoming students/families need to learn about/know about LT before incoming students start high school? What supports do students/families need during freshman year?