



Community Voice: Strategic Plan Reflection and Feedback Forum

Excellence, Innovation, Empowerment

Monday, February 24, 2025
6:30p–8:30p



Introductions

Name

What is your role at LT?

What is your favorite LT event to attend?



In June, 2022, the Lyons Township High School District 204 Board of Education adopted a long-term, comprehensive Strategic Plan. The Strategic Plan was developed with engagement from our entire school community, and identified past performance, core values, needs, and future trajectory of the district.





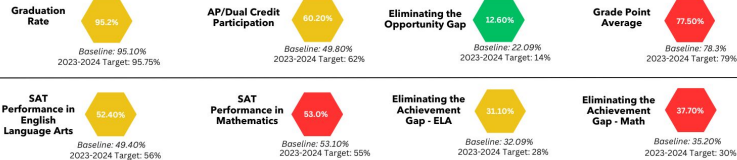


Lyons Township High School District 204 2023-2024 Progress Report

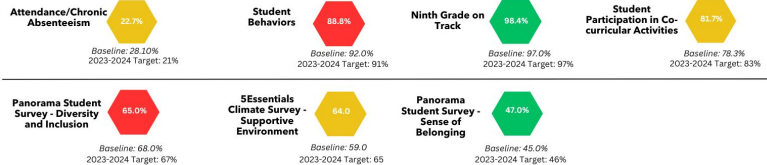
MISSION: Honor our tradition of excellence, foster innovation, and empower all students in their quest for a fulfilling life.

KEY ● Meets or Exceeds the 2023-2024 target ● Approaching the 2023-2024 target ● Needs Improvement *All Baselines were established in 2021-2022 Gap metrics should be viewed as shrinking measures, with the ultimate goal of reducing disparities until the gap reaches zero.

GOAL 1 STUDENT GROWTH & ACHIEVEMENT: Provide a comprehensive, innovative education for every student to ensure all students grow and achieve



GOAL 2 LEARNING ENVIRONMENT & SUPPORTS: Provide a safe, positive, inclusive and engaging learning environment



GOAL 3 HIGH-QUALITY, DIVERSE STAFF: Invest in staff and culture to ensure innovation, collaboration and accountability



To learn more about our Strategic Plan
Please scan the QR code →

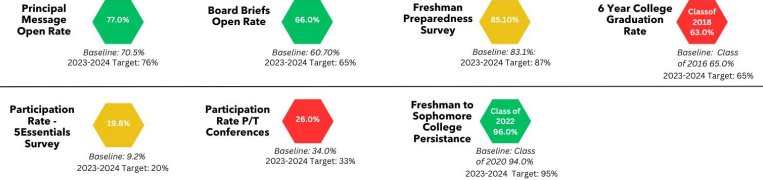


Lyons Township High School District 204 2023-2024 Progress Report

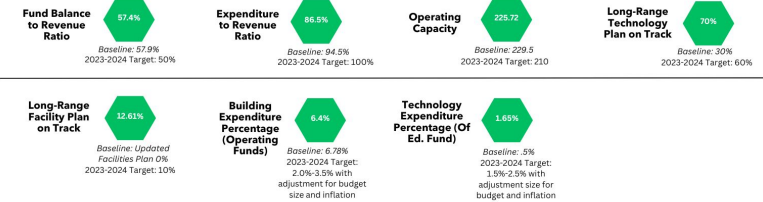
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GOAL 4 FAMILY & COMMUNITY PARTNERSHIPS: Partner with families and the community to support and expand learning opportunities for all students



GOAL 5 RESOURCE EFFECTIVENESS & EFFICIENCIES: Allocate necessary resources to maximize educational success for all students





LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204



OUR VISION

All students graduate prepared for life, career, and college success.



D204 GRADUATES ARE:

- Life, career and college ready
- Empowered and self-sufficient
- Critical thinkers and problem-solvers
- Effective communicators and collaborators
- Adaptable and resilient
- Culturally competent, inclusive and empathetic
- Personally responsible



OUR MISSION

Honor our tradition of excellence, foster innovation, and empower all students in their quest for a fulfilling life.



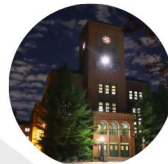
D204 EMPLOYEES ARE:

- Passionate about teaching and learning
- Ethical and trustworthy
- Prepared and professional
- Engaged collaborators and effective communicators
- Respectful of students, families and one another
- Culturally competent, inclusive and empathetic
- Innovators fostering continuous improvement
- Individually and collectively responsible



OUR MOTTO

Vita Plena: The quest for a fulfilling life.
EXCELLENCE INNOVATION
EMPOWERMENT



D204 STANDARDS

- Put students first
- Value and support our staff
- Ensure clear purpose and focus
- Value collaboration, shared decision-making and continuous improvement
- Provide clear communication and value voice & feedback
- Promote consistent policies, procedure and practices
- Value equity, diversity, belonging and a sense of community
- Responsibly allocate resources



OUR CORE VALUES

- Excellence through Continuous Improvement and Stewardship
- Safety and Well-Being
- Connected Families and a Collaborative Community
- Innovation, Relevancy, and Readiness for the Future
- Healthy Relationships to Ensure Trust, Respect and Engagement
- Equity, Inclusion, and Cultural Competence
- Clear Communication and Effective Collaboration

OUR GOALS AND STRATEGIES

GOAL 1

STUDENT GROWTH & ACHIEVEMENT: PROVIDE A COMPREHENSIVE, INNOVATIVE EDUCATION FOR EVERY STUDENT TO ENSURE ALL STUDENTS GROW AND ACHIEVE.

STRATEGIES:

- Deliver a guaranteed, viable, and rigorous curriculum for all students.
- Provide engaging and equitable instructional learning experiences for all students aligned to the district's vision.
- Bring consistencies to assessments and feedback processes supported by research and student/staff voice.



GOAL 2

LEARNING ENVIRONMENT & SUPPORTS: PROVIDE A SAFE, POSITIVE, INCLUSIVE AND ENGAGING LEARNING ENVIRONMENT.

STRATEGIES:

- Build confidence, self-sufficiency, and wellness in students by improving intervention systems and other supports for academic and social and emotional learning.
- Engage all stakeholders in creating a positive school climate.
- Explore opportunities to enhance the student day and year that results in increased participation in curricular electives and extracurricular activities.



GOAL 3

HIGH-QUALITY, DIVERSE STAFF: INVEST IN STAFF AND CULTURE TO ENSURE INNOVATION, COLLABORATION AND ACCOUNTABILITY.

STRATEGIES:

- Enhance staff satisfaction, innovation, and campus unity through engagement, collaboration, voice and professional development.
- Attract, recruit, hire, mentor, support, and retain strong employees who reflect the LT community and commit to our mission, vision, core values, and goals.



GOAL 4

FAMILY & COMMUNITY PARTNERSHIPS: PARTNER WITH FAMILIES AND THE COMMUNITY TO SUPPORT AND EXPAND LEARNING OPPORTUNITIES FOR ALL STUDENTS.

STRATEGIES:

- Build confidence and engagement with families and the communities through improved communication, collaboration and transparency.
- Partner with the community to offer learning opportunities to expose students to potential career pathways and community services.
- Promote high school readiness by fostering communication and collaboration with our associate districts.



GOAL 5

RESOURCE EFFECTIVENESS & EFFICIENCIES: ALLOCATE NECESSARY RESOURCES TO MAXIMIZE EDUCATIONAL SUCCESS FOR ALL STUDENTS.

STRATEGIES:

- Improve technology infrastructure and access for students, staff and families.
- Upgrade facilities to better meet 21st century interests and needs of students and staff.



Goal 1 - Student Growth and Achievement

Strategy 1: Deliver a guaranteed and viable curriculum for all students

Strategy 2: Provide engaging and equitable instructional learning experiences for all students aligned to the district's vision.

Strategy 3: Bring consistencies to assessments and feedback processes supported by research and student/staff voice.



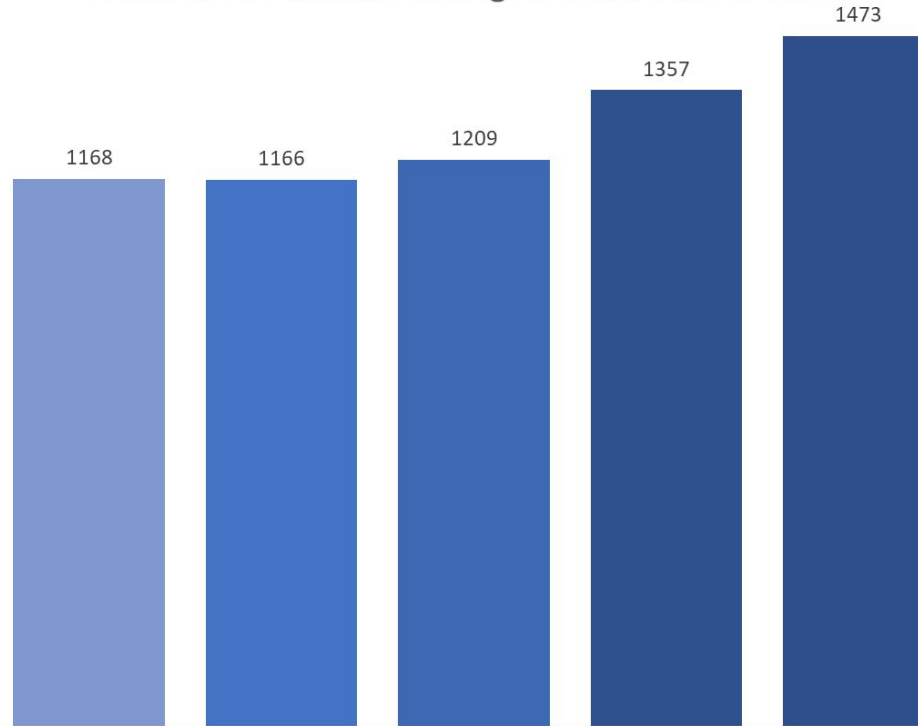
AP Historical Comparison

Year	Courses	Students	Tests	3+	4+	5
1998	23	233	468	82%	54%	25%
2006	26	514	982	92%	69%	31%
2016	28	937	2213	87%	59%	29%
2024	29	1473	2719	86%	64%	28%



Number of Students Tested

Number of Students Taking At Least One AP Exam

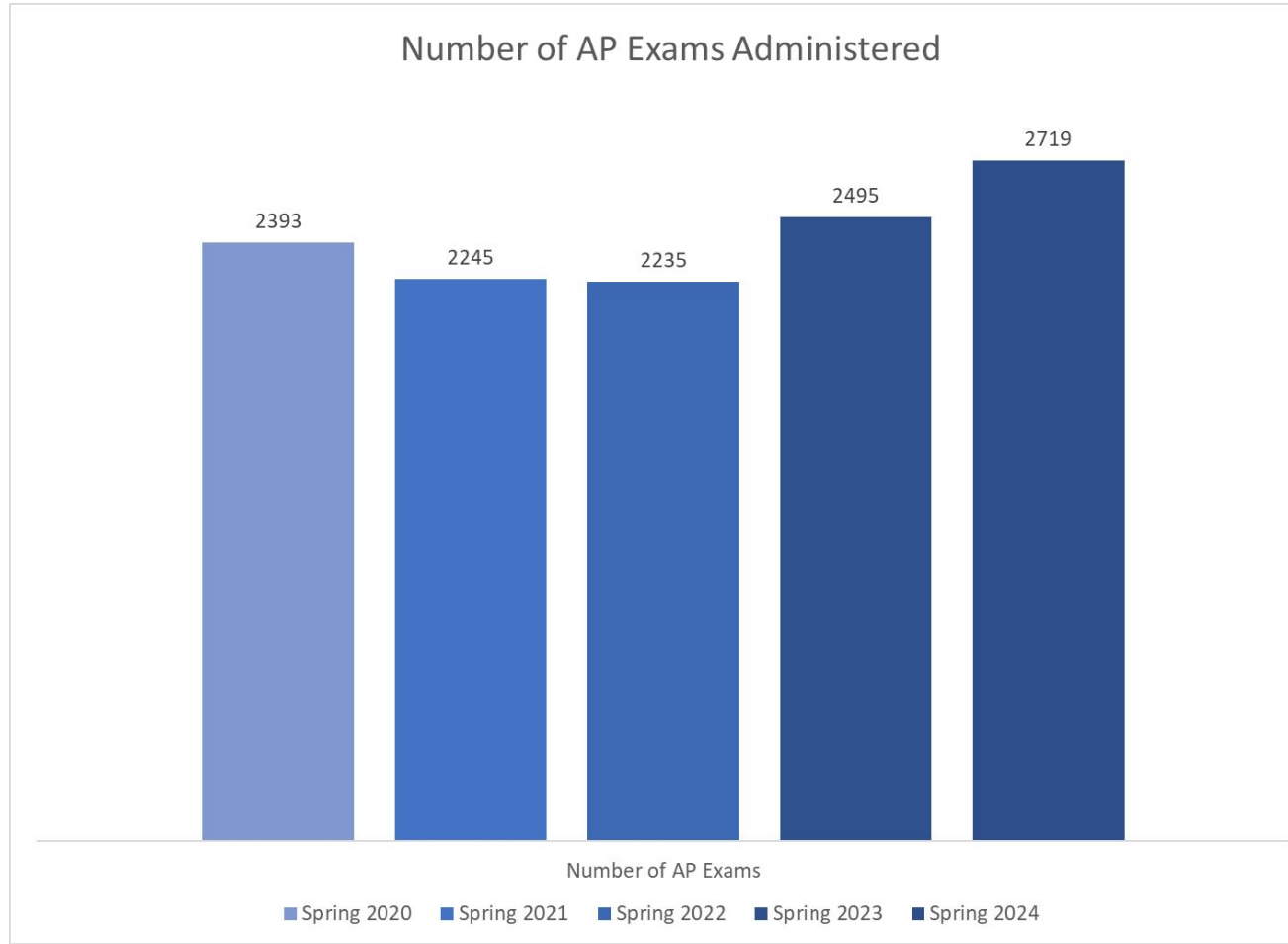


Total AP Students

■ Spring 2020 ■ Spring 2021 ■ Spring 2022 ■ Spring 2023 ■ Spring 2024

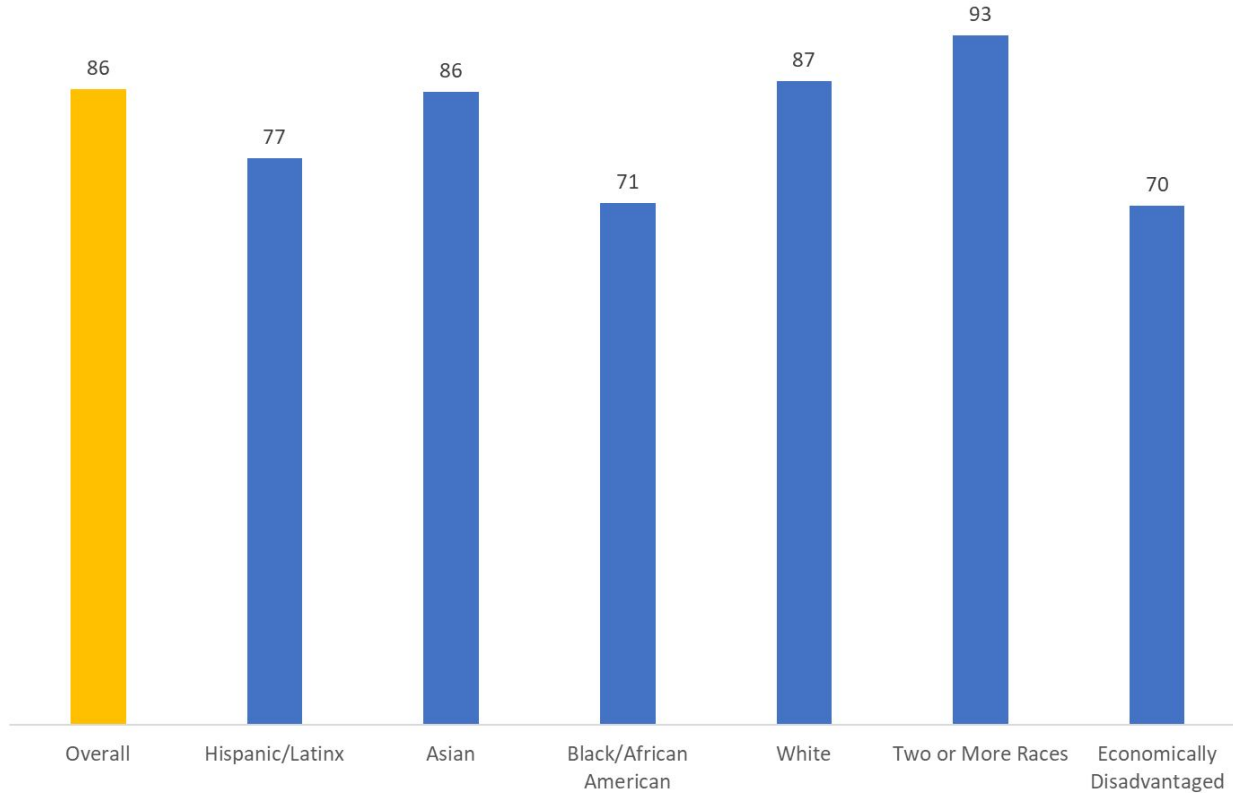


Number of Exams Administered



Passing Exams

Percent of Exams earning a 3+ on 2024 AP Exams by Student Group



Dual Credit

College	2006 # of Courses	2006 Enrollments	2024 # of Courses	2024 Enrollments
College of DuPage	5*	unknown	16	2034
Triton	1*	unknown	3	437
Moraine Valley	0	0	3	113
Indiana University	0	0	6	419
Embry Riddle	0	0	2	79

Fall 2023 AP+DC Participation Grade 12

AP Enrollment and Dual Credit Enrollment

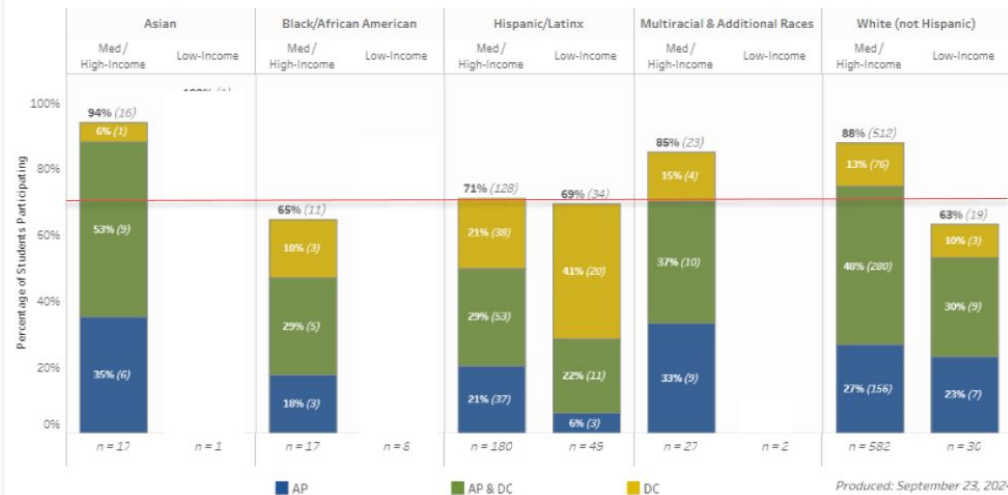


Lyons Township High School District 204 - Lyons Township High School

2023-24 AP & Dual Credit Participation, 12th Grade

Students Included: Subset of Race Groups Displayed

222 Historically Underrepresented Students Participating | 750 Total Students Participating



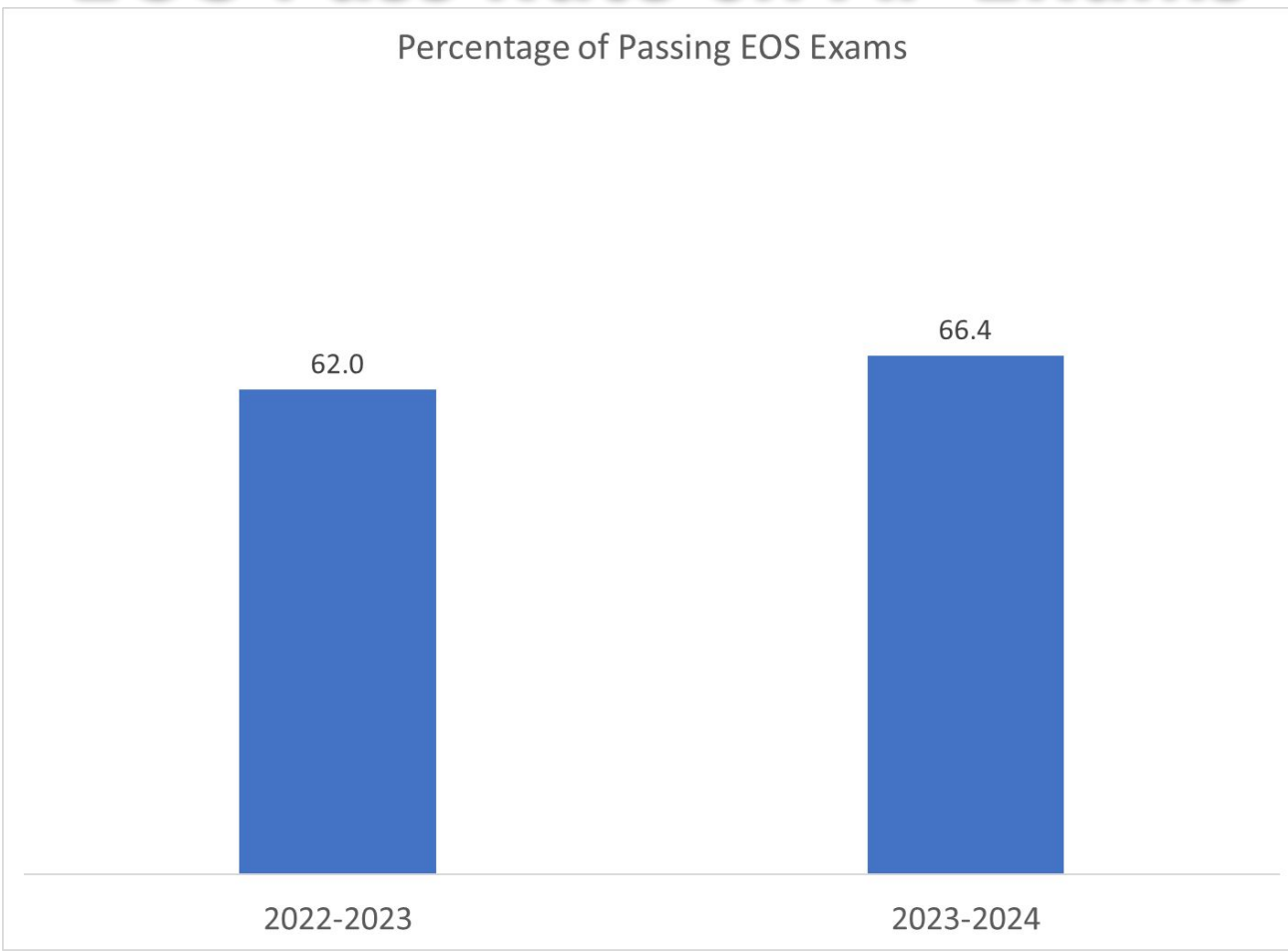
Produced: September 23, 2024





EOS Pass Rate on AP Exams

Percentage of Passing EOS Exams



Goal 2 - Learning Environment & Supports

Strategy 1: Build Confidence, self-sufficiency, and wellness in students by improving intervention systems and other supports for academic and social and emotional learning.

Strategy 2: Engage all stakeholders in creating a positive school climate.

Strategy 3: Explore opportunities to enhance the student day and year that results in increased participation in curricular electives and extracurricular activities.



Goal 2, Strategy 3: How This Work is Accomplished

Step 1: Multidisciplinary Committee Created

- Representation from certified staff across all divisions, including administration
- Approximately 35 people joined the committee from an open invitation as well as a collaboration with previous Lunch Study Hall Committee members

Step 2: Committee Structure Designed and Purpose Articulated

- 4 Subcommittees: Research, District Comparisons, Timeline/Communication, & Support Rooms/Drop-In Centers
- Committee Purpose: **Provide recommendation to Superintendent on whether to pursue formal school day change, backed by evidence and measured against Strategic Plan Goal 2**



Goal 2, Strategy 3: How This Work is Accomplished

Step 3: Initial Work

- Subcommittees (led by an administrator) developed their essential questions and proceeded to gather necessary information
- The entire committee met periodically to get updates on each of the subcommittees' work, to ask clarifying questions, and to determine how shared information impacted the essential questions or outcomes
- All information was presented to entire committee at end of the 2023/24 school year and the consensus recommendation was to pursue enhancing current bell schedule/interventions rather than pursue a full-scale bell schedule change
 - Lack of research support demonstrating significantly improved academic outcomes for students in block scheduling v. traditional bell schedule
 - Positive feedback and data regarding current use of our Drop-In Centers and Support Rooms
 - Prioritization of retaining a bell schedule that allows for the rich offerings of elective courses at LT
 - Many opportunities within current schedule for improving interventions systems without widespread disruption for students/families/staff



Goal 2, Strategy 3: How This Work is Accomplished

Step 4: Site Visits

- Site visits were planned and opened to committee members Sept – November 2024 with standardized feedback gathered after each visit
 - 11 site visits (2 virtual) were completed by groups of 20 different staff members
- LTHS Student Feedback gathered via Principal Advisory Committee
 - Students desire increased time with their teachers for support
 - Students desire more time to collaborate with classmates, work on group projects, convene study groups
 - Students desire clarity and consistency about when teachers are available
 - Students desire choice and freedom in how to use support/intervention time
- Whole Committee Reconvened to analyze feedback data and develop list of priorities for changes to support/intervention offerings

Step 5: Next Step

- Create potential options, along with required resources, necessary considerations, and anticipated impact to be presented to the committee for feedback



Goal 3 - High Quality, Diverse Staff

Strategy 1: Enhance staff satisfaction, innovation and campus unity through engagement, collaboration, voice, and professional development.

Strategy 2: Attract, recruit, hire, mentor and support strong employees who reflect the LT community and commit to our mission, vision, core values and goals.



Goal 3, Strategy 2 : How This Work is Accomplished

Step 1: Identify the Need

- Goal 3 prioritizes a workforce that reflects our diverse student body and community.
- Community and staff feedback emphasized the importance of equitable hiring practices.
- Strengthening mentoring ensures long-term success for new certified staff.

Step 2: Define the Strategy

- Integrated equity-based questions in applications and video screeners.
- Expanded screening teams to include HR, Equity & Belonging, and hiring supervisors.
- Implicit bias training provided to all certified interview committees.
- Interview teams are diverse and representative of our communities.



Goal 3, Strategy 2 : How This Work is Accomplished

Step 3: Implement the Actions

- New certified staff collaborate with mentors and curriculum partners before school starts.
- Mentor preference sheets ensure strong mentor-protégée matches.
- Ongoing mentorship provided throughout the year.
- Affinity spaces created to support staff of color.

Step 4: Measure the Impact

- Hiring data shows an increase in staff diversity that aligns with community demographics.
- Conducting insight interviews and listening circles to gather staff experiences.
- Future assessment will focus on retention and sense of belonging.



Goal 3, Strategy 2 : How This Work is Accomplished

Step 5: Plan for the Future

- Continue refining hiring and mentorship strategies based on feedback and data.
- Strengthen retention efforts through mentorship and affinity spaces.
- Maintain transparency and collaboration in our workforce development.
- Call to Action: Stay engaged and share your perspectives as we build a stronger LT community together!



Goal 4 - Family & Community Partnerships

Strategy 1: Build confidence and engagement with families and the communities through improved communication, collaboration and transparency.

Strategy 2: Partner with the community to offer learning opportunities to expose students to potential career pathways and community services.

Strategy 3: Promote high school readiness by fostering communication and collaboration with our associate districts.



Goal 4, Strategy 3: How This Work is Accomplished

Development of Freshman Preparedness Document

Step 1: Feedback from 9th grade teachers

- What are the key academic concepts and/or skills for incoming 9th graders within each discipline?
- What learner behaviors set a student up for success in each discipline?
- Decision was made to start with academic concepts

Step 2: Review of standards / draft academic concepts

- Division Chairs reviewed the 8th grade standards within core academic areas
- Division Chairs drafted academic concepts

Step 3: Feedback from 8th Grade Teachers through Articulation Conversations

- Division Chairs shared the draft academic concepts with 8th and 9th grade teachers at articulation meetings
- Revisions were made based on the feedback
- Academic concepts were finalized



Goal 4, Strategy 3: How This Work is Accomplished

Development of Freshman Preparedness Document (Learner Behaviors)

Step 4: Learner Behaviors Work Aligned to Portrait of a Graduate

- Student feedback was garnered through Principal Student Advisory Committees
- Draft descriptors were developed

Step 5: Committee Finalized Descriptors & Wrote I Can Statements

- Teacher committee was developed and provided feedback on descriptors, revised descriptors, and ultimately finalized descriptors
- Teacher committee wrote general *"I Can Statements"* that can be applied within any discipline
- Feedback was garnered from Associate School Principals & LTHS District Administrative Team
- Learner Behaviors portion of the preparedness document was finalized

Step 6: Using the Document to Inform Practice

- Division Chairs are using the document (academic concepts) as an anchor for articulation meetings



Goal 4, Strategy 3: How This Work is Accomplished

- Next Steps

- Associate School Principals are thinking about ways in which this document can be used to support preparation for high school
- Think about additional ways that this document will be used by LTHS and Associate Schools
- Continue discussion regarding how this document could be used to support placement process
- Collaboratively determine communication & planning priorities
 - In what ways will this document be shared with the broader community (students & parents)?
 - What are the entry points for using this document for conversations about 9th grade preparedness?
 - How can this document be used to support students?
 - How can this document be used by 9th grade teachers to explicitly teach desired learner behaviors?





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
- Distinguish between implicit and explicit information
- Demonstrate the habit of annotating a text

WRITING:

- Write a basic claim and support it with evidence
- Explain paragraph construction (topic sentence, supporting details, concluding sentence)
- Define 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 Accelerated as freshmen should have understanding in the areas below:

THE NUMBER SYSTEM:

- Know that there are numbers that are not rational, and approximate them by rational numbers
- Work with fractions (add, subtract, multiply, and divide)
- Round 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
- Solve 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 Accelerated or Honors as freshmen should demonstrate fluency in all the skills above (both with and without a calculator), in addition to the following:

- Factoring and solving quadratics
- Solving systems of equations
- Simplifying 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

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 focused 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

SOCIAL STUDIES

SCIENCE

BASED ON 5TH GRADE NGSS:

- Engage in an investigation to collect observational data
- Discuss observations and include related phenomena noticed during an investigation
- Generate a list (brainstorm) and 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
- 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 HAVE KNOWLEDGE OF THE BASIC CONCEPTS OF:

- Earth science
- Analyzing graphs
- Cells and ecosystem dynamics
- Genetics and inheritance, cell organization (organelles), scientific method/process, and explanation writing
- Writing a claim, identifying specific evidence, and experimental design (identifying independent/dependent variables)
- Calculating a percent in various ways
- Identifying characteristics of life



Goal 5 - Resource Effectiveness & Efficiencies

Strategy 12: Improve Technology Infrastructure and Access for Students, Staff and Families

Strategy 13: Upgrade Facilities to Better Meet 21st Century Interests and Needs of Students and Staff.



Goal 5, Strategy 13 : How This Work is Accomplished

Step 1: Creation of Master Facilities Plan in 2021

- Engage District Architects to walk facilities and take complete inventory of District Facilities by age and needs, including HVAC mechanicals, electrical, plumbing, roofing, parking lots, etc.
- Review initial Facilities Study and add items that are known needs based on administrative recommendations including repairs and replacements that were not included in the original document.
- Present completed plan to the BOE for review and discuss plan of action for 2024 Bond Sale Projects.



Step 2: Focus Groups for Project Prioritization

- In fall of 2022 District 204 Engages DLA Architects to create a survey of for all stakeholders in the District related to project priorities.
- Additionally, in the Fall of 2022 in-person focus groups are conducted with students, staff, and parents to determine the general priorities for projects in Phase 1 of Groundwork for a Brighter Future.
- Through that process, five themes emerge as top priorities for the initial projects.
 - Modernization of Existing Classrooms
 - Additional Collaborative Spaces for Students and Staff
 - Accessibility and Life Safety Upgrades
 - Improvements to Athletic/Wellness Facilities
 - Replacement of HVAC Mechanical and Additional Air-Conditioning



Step 3: Choosing the 2024 Bond Projects

- Based on Results of the Focus Groups Projects are Selected with the BOE
 - South Campus Cafeteria Renovation
 - South Campus Music Wing Renovation
 - South Campus Washroom Remodeling
 - Accessibility and Life Safety Upgrades
 - Replacement of HVAC Mechanical and Additional Air-Conditioning in the E-wing
 - Door Replacements Throughout Both Campuses
 - Replacement of Lighting in the South Campus Pool and Fieldhouse











Reflection Questions

What would we change/add if we could go back to Spring 2022?

What do we want to accomplish, that is not already in our plan, by Spring 2027?

How have you seen this progress play out?

How has what you have heard tonight match (or not match) your expectations for strategic planning?





Community Voice: Strategic Plan Reflection and Feedback Forum

Excellence, Innovation, Empowerment

Monday, February 24, 2025
6:30p–8:30p