

**SMALL GROUP WORK ACTIVITY – ACADEMICS**  
**COMMUNITY ENGAGEMENT SESSION (CES) #2**  
TUESDAY, OCTOBER 15, 2019 • 6:30 P.M. – 8:30 P.M. • GOLF MIDDLE SCHOOL

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**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 *consensus* or general agreement of everyone at the table, not just the opinion of one or two individuals.

**TASK #1: SUCCESSFUL EDUCATIONAL PROGRAMMING**

Yesterday's "factory model" of education was designed to "stack 'em deep/teach 'em cheap" — straight rows of desks with whole-class instruction using traditional textbooks and supplemental materials with minimal differentiation in either content or assessment. In this evening's presentation, we heard about today's best practices in class instruction designed to produce students who are "future ready" — being able to be successful in higher education and today's rapidly changing career market.

As we think about developing a long-range plan for the district to continue and even improve the district's high level of performance, and, understanding that there are costs associated with improving educational programming, please rate the priority of each of the items listed below on a ten-point scale. If you think the items should be a very high priority and highly emphasized in our district's educational programming, rate it a "10." If you think it to be a low priority and should be de-emphasized or not included at all in the district's educational programming, rate it a "1." Of course, you can use any number between "10" and "1."

Lastly, there is room for other items that you may wish to add and evaluate as part of our district's educational programming.

## TASK #1: SUCCESSFUL EDUCATIONAL PROGRAMMING (CONT.)

[illegible]

## TASK #2: RECOMMENDATION STATEMENTS REGARDING EDUCATIONAL PROGRAMMING

Toward the end of our community engagement program, we will be considering recommendation statements for a final presentation to be made by our co-chairs to the Board of Education. Thinking about tonight's presentation, reach consensus on up to five recommendation statements about district educational programming that should be part of this report.

TABLE #	Recommendations Statements
# 1	<ol style="list-style-type: none"> <li>1. Smaller class sizes through 8<sup>th</sup> grade with a focus on PreK-3<sup>rd</sup> grade.</li> <li>2. Smaller class sizes will require additional staff to be hired.</li> <li>3. Utilize the community resources to bring experiences into the classrooms.</li> <li>4. ELL program needs to be expanded to both schools to reach our ELL, especially the new language learners.</li> <li>5. Utilize the township resources to share resources such as instructional coaches.</li> </ol>
# 2	<ol style="list-style-type: none"> <li>1. We should establish max class sizes: Grades K-1: 20, Grades 2-4: 22, Grades 5-8: 25.</li> <li>2. STEM teacher in each school to help address critical thinking skills, etc., needed for future learning.</li> <li>3. We also think schools should have more administrative support to help out.</li> <li>4. Library/Media Specialist is important to train/teach students how to search for information, help encourage reading, and online media.</li> </ol>
# 3	<ol style="list-style-type: none"> <li>1. Supporting teachers' professional development (instructional coaching and admin support) seems like a cost-effective way to retain quality staff who are then able to effectively teach.</li> <li>2. Arts education is very important – promotes achievement across academic achievement.</li> <li>3. Technology/STEM fields support for students seems a high priority for parents. We want our children to be successful in this 21<sup>st</sup> century environment</li> <li>4. Small class sizes allow for the best relationship connect and instructional support for children.</li> </ol>
# 4	<ol style="list-style-type: none"> <li>1. As parents with children in District 67, we feel the importance of smaller class sizes is critical in the development of our children by giving them the individual time and attention needed to learn core curriculum – to be fair to our educators.</li> <li>2. Exposing our children to the fine arts to develop their creativity and innovation to help prepare them for 21<sup>st</sup> century.</li> <li>3. Giving our children a competitive edge in STEM is a basic need as we move in the future – we cannot let our children be behind in this technology.</li> <li>4. Ensuring our educational leaders and teachers have enough support to evaluate and keep the best educators in the school system and be another resource for parents.</li> </ol>
# 5	<ol style="list-style-type: none"> <li>1. Would one facility allow us to account for the short fall in budget for faculty needs?</li> <li>2. Focus on hiring a curriculum director to assist in programming and instructional coaches.</li> <li>3. Think about a stronger, more viable, long-term solution for future growth.</li> <li>4. Being more cohesive with the community resources and needs.</li> <li>5. Combine districts into one to combine resources.</li> </ol>

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TABLE #	Recommendations Statements
# 6	<ol style="list-style-type: none"><li>1. District/teachers maintain high standards with staffing challenges adding more staff while combatting budget challenges to better support student achievement.</li><li>2. Expanding on fine arts, drama, and ensuring all students with ability to be engaging social emotional needs for learning communication.</li><li>3. Learning opportunities, professional development/learning to maintain critical thinking/STEM. Administration support (secretary). Vice principal creation to facilitate behavioral or secondary pull away issues. Run the business support.</li><li>4. Prioritize/support for diverse groups and learning styles (504, ELL, IEP, low income). All parents' voices are heard.</li></ol>
# 7	<ol style="list-style-type: none"><li>1. We believe that class size needs to be reduced.</li><li>2. Student needs should be assessed so individual needs can be met, i.e., ELL support, gifted/enrichment programs, etc.</li></ol>
#8	<ol style="list-style-type: none"><li>1. Prioritize smaller class sizes.</li><li>2. STEM is the path/way of the future.</li><li>3. Instructional coaches support our teachers.</li><li>4. Administrative support is necessary to support our current staff.</li><li>5. Gifted/enrichment is essential to facilitate growth in our advanced students.</li></ol>
#9	<ol style="list-style-type: none"><li>1. Develop a staffing plan with options to achieve best in class while minimizing cost.</li><li>2. Determine facility needs to accommodate best in class.</li><li>3. Determine needs/ways for our students to be on equal footing with other sender schools (provided and/or fee-based programming).</li></ol>