
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 #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.

An estimated 55 participants attended the second *Forward 67* community engagement session on October 15, 2019. However, Facilitating Team members, Board of Education members and some District administrators are not asked to sign-in.

Forward 67 co-chairs Patty Puetz and Marni Johnson introduced the session's topic "Academics". Superintendent Dr. Beth Flores, Golf Middle School Principal, Ms. Karen Chvojka, and Hynes Elementary School Principal, Mrs. Carol Westley, presented information about the Academics in District 67. Then, participants worked in 9 small groups to complete the two tasks listed above. After the small group work time, the *Forward 67* co-chairs led the small group idea sharing with the *Forward 67* large group. Following is a summary of the responses from the small groups.

TASK #1: SUCCESSFUL EDUCATIONAL PROGRAMMING

Forward 67 participants were asked to assign a priority rating to a list of educational programming items. There was a possible 90 points for each item. Five items emerged as clear priorities from the list provided (listed in order of priority) with point totals listed in parenthesis ():

1. Smaller class sizes in schools (88)
2. STEM teacher in each school (81)
3. Additional ELL teachers in schools (73)
4. Administrative support (secretary, assistant principal) (70)
5. Full-time art and music teacher in each school (68)

The top item, “Smaller class sizes in schools”, was given the top point value (a scale of 1-10, 10 being highest) by seven out of nine tables.

TASK #2: RECOMMENDATION STATEMENTS REGARDING EDUCATIONAL PROGRAMMING

Small groups were asked to share recommendations to the Board regarding Educational Programming for Task #2. A wide range of suggestions were shared, but the main themes were consistent with the priorities identified in Task #1.

- **Smaller class sizes** – Groups suggested smaller class sizes be explored. One group noted that small class sizes “...allow for the best relationship connect[ion] and instructional support for children,” while another said, “We feel the importance of smaller class sizes is critical in the development of our children...”
- **STEM** – Groups noted the importance of STEM in preparing students for the future. One group commented, “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 technology.”
- **Additional staffing** – Groups identified a variety of staffing needs for consideration. The need for additional classroom support, specials, and support for “diverse groups and learning styles” was noted along with the need to ensure the ‘support staff’ are in place to assist both students and staff.

For a complete listing of all responses
see the CES-2 Verbatim Response Documents at
www.golf67.net