



**COMMITTEE OF THE WHOLE MEETING OF THE BOARD OF EDUCATION
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204**

**Reber Center
100 South Brainard Avenue
La Grange, Illinois 60525
Monday, March 14, 2022 - 6:30 PM**

A G E N D A

**PLEASE NOTE CLOSED SESSION WILL BEGIN AT 6:00PM and
OPEN SESSION WILL BEGIN AT 6:30PM**

Pursuant to Board Policy 8:30, individuals attending LTHS District #204 Board of Education meetings are expected to conduct themselves with respect and civility. Individuals shall not use vulgar or obscene language, or impede, delay, disrupt, or interfere with a Board meeting. In the event individuals do not adhere to the policy, they will receive one warning. If the behavior continues, they will be notified that they are in violation of trespassing and will be asked to leave school property. If the behavior occurs again, they will be notified that they are in violation of trespassing and will be asked to leave the property. Failure to comply immediately and cooperatively with a directive to leave will result in the involvement of law enforcement officials.

I. CALL TO ORDER

II. CLOSED SESSION

Recommended adjournment into Closed Session to discuss pending or probable litigation against, affecting or on behalf of the public body; collective negotiating matters or deliberations concerning salary schedules for one or more classes of employees; and the appointment, employment, compensation, discipline, performance, or dismissal of a specific employee or legal counsel for the public body.

III. OPEN SESSION

**IV. PUBLIC HEARING: PROPOSED REDUCTION-IN-FORCE OF TEACHING
POSITIONS (E. Piotrowski)**

3

V. COMMUNICATIONS - Public Comments

The Board welcomes and encourages public comment at regularly scheduled board meetings. If you have a suggestion, question, concern or comment, please submit the blue communication form online by 4:30 p.m. the day of the Board meeting and it will be read into the record during the "Communications" portion of the meeting. Or you may submit the form in person before the meeting begins and you will be called upon to address the Board during public comment. Please limit comments to no more than three (3) minutes. Online forms submitted after 4:30 p.m. will be forwarded to the next month's meeting.

While the Board appreciates your participation, please understand that we cannot actively engage in dialogue during public comment. We take all matters seriously and if there is a specific question or comment that requires follow up, the appropriate Board or Administration contact will provide a response to you within two weeks or less.

VI. NEW BUSINESS

VII. Action - Human Resources (E. Piotrowski)

A. Capstone Courses and Course with Enrollments under 18

4

B. Administrative and Certified Staff Employment Recommendations	9
C. Certified Staff Leaves of Absence	10

VIII. HUMAN RESOURCES

A. 2022-2023 Staffing (First Reading) (E. Piotrowski)	
1. Administrative and Certified Staff Non-Tenured Employment Recommendations for 2022-2023 (First Reading)	11
2. Resolution Authorizing the Honorable Dismissal or Reduction of Teachers for 2022-2023 (First Reading)	15
3. Instructional Aide/Paraprofessional Staff Employment Recommendations for 2022-2023 (First Reading)	23
4. Administrative Staff Contract Renewals for 2022-2023 (First Reading)	28
5. Request for Additional Certified Staff	29

IX. FINANCE

A. 5-Year Financial Forecast (B. Stachacz)	35
--	----

X. CURRICULUM

A. 2022 Summer Workshop Proposals (First Reading) (S. Eggerding)	38
--	----

XI. STRATEGIC PLAN

A. Strategic Plan SWOT Analysis Review (B. Waterman)	99
--	----

XII. PUBLIC COMMENT

XIII. ADJOURNMENT

BY ORDER OF
 KARI DILLON
 LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
 100 SOUTH BRAINARD AVENUE
 LA GRANGE, IL 60525



**RE: PUBLIC HEARING ON THE PROPOSED
REDUCTION-IN-FORCE OF TEACHING POSITIONS**

In accordance with ILCS 5/24-12, the Board will conduct a public hearing to receive comments on the Administration's proposal to conduct a reduction-in-force of teaching positions.

**Monday, March 14, 2022 – 6:30 PM
Lyons Township High School
Reber Center
100 South Brainard Avenue
La Grange, IL 60525**

LYONS TOWNSHIP HIGH SCHOOL

DISTRICT 204 OFFICES 100 S. Brainard Ave., LaGrange, IL 60525-2101
• Tel: (708) 579-6456 • Fax: (708) 579-6454 • Email: epiotrowski@lths.net • Website: www.lths.net



EDWARD M. PIOTROWSKI
Director of Human Resources

TO: Brian P. Waterman, Superintendent
Board of Education

FROM: Edward M. Piotrowski, Director of Human Resources

RE: Capstone Courses and Courses with Enrollments Under 18

DATE: March 14, 2022

BACKGROUND

Each year, students select course requests for the following school year. These requests are tallied and course totals are determined to help guide the process of determining which courses will be offered as well as how many sections will be created.

This sectioning process is reviewed by the Central Leadership Team and shared with Associate Principals and Division Chairs for the purpose of building the academic master schedule for the following school year.

Capstone Courses:

Special consideration is placed on courses that have been identified as Capstone Courses in the Academic Program Guide. A capstone course is a final course within a well-defined, multi-year course sequence within a department. Capstone courses are reviewed by the Central Leadership Team and the Board of Education each spring, with special consideration given with regard to enrollment. If possible, and given appropriate enrollment, the District will recommend that a capstone course is run during the school year to allow for students to complete the full course sequence.

A list of capstone courses has been included for Board review.

Courses with Enrollments Under 18:

During the sectioning process, all efforts are made to run course sections with approximately 18 students. There are situations, however, where some courses are being recommended to run with fewer than 18 students per section.

Supported classes (English Learners, Interdisciplinary Workshop, and courses within the Special Education Division) are recommended to run with fewer than 18 students based on best practice and School Code class size limits. As these guidelines apply to multiple courses within these areas, these courses are not included in the list of courses with enrollments under 18.

In addition to supported classes, courses with enrollments under 18 fall into three general categories:

- Courses with healthy enrollments and multiple sections being offered. By nature of dividing the total number of course requests by the number of sections, we may find that certain courses have an average class size of under 18;
- Capstone/Specialty courses are given special consideration when determining which courses will be offered the following year. Capstone courses have been described above. Specialty courses may include courses that are not the end of a well-defined sequence, but one where the course provides a unique opportunity for students. In these situations, and given appropriate enrollment, the District will recommend that the course is offered;
- Courses with a value and connection to subsequent courses in a course sequence are given special consideration. While capstone courses are the culminating course in a sequence, it is important to give special consideration to courses within the sequence itself. If a course within the sequence is not running, for instance, students may not have the opportunity to continue the sequence and eventually reach the capstone course.

A list of courses with enrollment under 18 has been included for Board review.

RECOMMENDATION

We recommend the Board approve the capstone courses and courses with enrollment under 18 as specified in the included materials.

Capstone Summary, March 2022

	2022-2023			21-22	20 - 21	19-20
	Feb.	#	Avg	Feb.	Feb.	Feb.
	Reg.	Sects.	Size	Reg.	Reg.	Reg.
APPLIED TECHNOLOGY						
Adv Engineering Design	18	1	18.0	34	28	36
Arch Eng Design I & II	79	4	19.8	63	81	97
Private Pilot Operations	22	1	22.0	29	14	26
FAMILY AND CONSUMER SCIENCES						
Advanced Culinary Arts	234	11	21.3	143	181	234
Chefs	21	1	21.0	12	16	15
Early Childhood Ed Internship	17	1	17.0	19	16	38
Teaching Internship-Elementary I & II	12	1	12.0	9	13	24
ART						
Ceramics Advanced	37 (+3 studio)	2	21.5	24 (+5 studio)	24 +3 Studio)	29 (+8 int, 1 studio)
Drawing & Paint Adv	21 (+14 AP)	2	17.5	24 (+ 17 AP)	28 (+13 AP)	26 (+18 AP)
Studio Art Accel (all w/ other classes)	12			4	12	1
Studio Art AP (all w/ other classes)	18			22	22	18
MUSIC						
Concert Choir	9			17	11	11
Sinfonietta	22			37	40	37
Symphonic Band	25			34	31	33
Symphonic Orchestra	48			40	48	66
Treble Choir	14			19	28	33
Varsity Choir	32			24	40	55
Wind Ensemble	69			56	74	65
WORLD LANGUAGES						
French IV LIV	56	2	28.0	48	45	81
French V LIV	23	1	23.0	25	17	
French Language AP	16	1	16.0	12	25	13
German Lang & Culture AP	13	1	13.0	19	14	5
German Language Accel	25	1	25.0	Offered alt year	50	Offered alt year
German Communication (Accel & Prep)	Offered alt year			38	Offered alt year	48
Italian AP	7	1 6	18.0	9	16	13
Italian IV Accel	11			21	7	14

Capstone Summary, March 2022

	2022-2023			21-22	20 - 21	19-20
	Feb.	#	Avg	Feb.	Feb.	Feb.
	Reg.	Sects.	Size	Reg.	Reg.	Reg.
Latin Poetry Accel	Offered alt year			41	Offered alt year	45
Latin Prose Accel	38	2	19.0	Offered alt year	41	Offered alt year
Spanish IV LIV	309	12	25.8	298	290	140
Spanish V LIV	117	5	23.4	103	51	286
Spanish Language AP	25	1	25.0	42	61	116
ENGLISH						
Journalism: Newspaper Production	25	1	25.0	26	28	28
English IV Prep	436	19	22.9	511	502	437
English IV Honors (Dual Credit, semester)	147	7	21.0	139		
English IV AP (annual)	387	16	24.2	386	215	395
MATHEMATICS						
Trig/PreCalculus (Accel)	337	13	25.9	339	314	358
Calculus AB AP	162	7	23.1	186	218	177
Calculus BC AP	128	5	25.6	122	99	93
SCIENCE						
Astronomy (Prep - semester course)	66	3	22.0	78	70	93
Astronomy (Accel - annual course)	65	3	21.7	58	77	99
Environmental Science AP	134	6	22.3	119	187	186
Biology AP	70	3	23.3	82	107	83
Chemistry AP	36	2	18.0	33	45	49
Human Anatomy and Physiology	157	6	26.2	135	147	160
Organic Chemistry	44	2	22.0	54	87	85
Physics C AP	51	2	25.5	49	67	76
PHYSICAL EDUCATION/HEALTH						
Dance Arts	36	1	36.0	61	64	94
Applied Personal Fitness	89	3	29.7	129	81	111
TCD (All Enrollments)	44			26	42	37

Under 18 Enrollment Report, March 2022

Dept	Course Number	Course Title	Requests	Sections	Avg.
Applied Tech	AT5166/7	Aviation 2	33	2	16.5
Applied Tech	AT5211/2	Prin Of Aero Science LIV	28	2	14.0
Applied Tech	AT5846/7 & AT5856/7	Furn/Cab Making I & II	14	1	14.0
Applied Tech	AT6411/2	Eng & Invent 2	31	2	15.5
Applied Tech	AT9311/2	Architect Eng Design II LIV	9	1	9.0
Art	AR4846/7	Jewel/Metal Inter LIII	17	1	17.0
Art	AR5411/2	Animation	17	1	17.0
Business	BU4831/2	PC Repair & Maint (A+) LIII	14	1	14.0
FCS	FC5651/2	Child Development 1 LIII	31	2	15.5
FCS	FC6531/2 6562	Teach Intern I & II -Elem LIV	12	1	12.0
FCS	FC6551/2	EC Education Internship LIV	17	1	17.0
Language Arts	LA7822	Creative Wrtg II LIV	12	1	12.0
Language Arts	LA9221/2	Improv/Mime LIII	33	2	16.5
Language Arts	LA9711/2	WTL Management LIV	15	1	15.0
Music	MU4216/7	Fr Chor/Voc Tech	11	1	11.0
Music	MU4316/6	Fresh Boys Chorus LIII	4	1	4.0
Music	MU5411/2	Concert Choir LIV	9	1	9.0
Music	MU5511/2	Treble Choir LIV	14	1	14.0
Music	MU5811/2	Music Theory AP LV	15	1	15.0
Music	MU5911/2	Adv Vocal Techniques LIII	3	1	3.0
Music	MU6111/2	Jazz Ensemble LIV	13	1	13.0
Physical Welfare	PE8516/7	PE Modified 9-12 LIII	6	1	6.0
Science	SN8116/7	AP Physics I LV	17	1	17.0
Science	SN5111/2	Biology Prep LIII	17	1	17.0
Science	SN7611/2	STEM Research LIV	14	1	14.0
World Language	WL7821/2	American Sign Language II LIII	16	1	16.0
World Language	WL8411/2	French Lang AP LV	16	1	16.0
World Language	WL8611/2	German Lang & Culture AP LV	13	1	13.0
World Language	WL5221/2	Spanish II Prep LIII	30	2	15.0

LYONS TOWNSHIP HIGH SCHOOL



DISTRICT 204 OFFICES – 100 S. Brainard Ave., LaGrange, IL 60525-2101

• Tel: (708) 579-6456 • Fax: (708) 579-6454 • EMAIL: epiotrowski@lths.net • Website: www.lths.net

EDWARD M. PIOTROWSKI
Director of Human Resources

TO: Brian P. Waterman, Superintendent
Board of Education

FROM: Edward M. Piotrowski, Director of Human Resources

DATE: March 14, 2022

RE: Administrative and Certified Employee Recommendations

Please find below employment recommendations for administrative and certified employees:

- A. Resignation.** We are recommending the following resignation.
1. **Krofl, Stephen**, Science, effective May 31, 2022
- B. Retirement.** We are recommending the following employment.
1. **Buschauer, Lori**, Mathematics, effective May 31, 2022
 2. **Galanti, Gianna**, Physical Education, effective May 31, 2023
 3. **Metz, Julie**, Physical Education, effective May 31, 2022

RECOMMENDATION

We recommend the Board approve the recommendations outlined above.

Vita Plena

LYONS TOWNSHIP HIGH SCHOOL



DISTRICT 204 OFFICES 100 S. Brainard Ave., LaGrange, IL 60525-2101
• Tel: (708) 579-6456 • Fax: (708) 579-6454 • Email: epiotrowski@lths.net • Website: www.lths.net

EDWARD M. PIOTROWSKI
Director of Human Resources

TO: Brian P. Waterman, Superintendent
Board of Education

FROM: Edward M. Piotrowski, Director of Human Resources

DATE: March 14, 2022

RE: Certified Staff Requests for Leave of Absence

Each year we provide the Board of Education with certified staff requests for leaves of absence for the upcoming school year. We have requests for the 2022-2023 school year as outlined below. Please note that this reflects the FTE number as of March 14, 2022, and is subject to change as indicated through enrollment numbers.

Name	Division	Department	Length of Leave
Elizabeth Martinez – 0.1-0.9 FTE	Fine Arts	World Languages	August 18, 2022-June 2, 2023
James Milkert– 0.1-0.9 FTE	Global Studies	Social Studies	August 18, 2022-June 2, 2023
Laura Villanueva – 0.1-0.9 FTE	Fine Arts	World Languages	August 18, 2022-June 2, 2023

RECOMMENDATION

We recommend that the Board approve the certified requests for leaves of absence as submitted, and as subject to change as indicated through student enrollment numbers.

LYONS TOWNSHIP HIGH SCHOOL

DISTRICT 204 OFFICES 100 S. Brainard Ave., LaGrange, IL 60525-2101
• Tel: (708) 579-6456 • Fax: (708) 579-6454 • Email: epiotrowski@lths.net • Website: www.lths.net



EDWARD M. PIOTROWSKI
Director of Human Resources

TO: Brian P. Waterman, Superintendent
Board of Education

FROM: Edward M. Piotrowski, Director of Human Resources

RE: Administrative and Certified Non-Tenured Employment Recommendations for 2022-2023
First Reading

DATE: March 14, 2022

Attached, please find recommendations for employment or release of probationary (non-tenured) certified and administrative staff for the 2022-2023 school year.

- Section I. is certified staff recommendations for non-renewal or honorable dismissal.
- Section II. is certified staff recommendations to re-employ.
- Section III. is administrative staff recommendations to non-renew.
- Section IV. is administrative staff recommendations to re-employ.

I. Certified Staff to be Non-Renewed or Honorably Dismissed

A. Long-Term Substitute Certified Staff			
Name	Division	Department	
None			
B. Part-Time Probationary (non-tenured) Certified Staff			
Name	Division	Department	2021-2022 FTE
Steinbrunner, Victoria	Math/Science	Science	0.6
Tunk, Kylie	Global Studies	Social Studies	0.9
C. Replacement Probationary (non-tenured) Certified Staff			
Name	Division	Department	2021-2022 FTE
Andersen, Julia	Language Arts	Learning Resources	0.5
Weber, Kathleen	Student Services	Health Services	0.5
Zakos, Niki	Language Arts	English	0.5
D. First-Year Probationary (non-tenured) Certified Staff			
Name	Division	Department	
None			
E. Second-Year Probationary (non-tenured) Certified Staff			
Name	Division	Department	
None			
F. Third-Year Probationary (non-tenured) Certified Staff			
Name	Division	Department	
None			
G. Fourth-Year Probationary (non-tenured) Certified Staff			
Name	Division	Department	
None			

II. Certified Staff to be Re-employed

A. Probationary (non-tenured) Certified Staff to return on Part-Time Schedule		
Name	Division	Department
McCormack, Brendan	Global Studies/Fine Arts	Business Education/Music
Milovanovic, Brittany	Fine Arts	Art
B. Part-Time Probationary (non-tenured) Certified Staff to be Placed at First-Year		
Name	Division	Department
Aloisio, Bryan	Physical Welfare	Physical Education
Petrak, Ed	Special Education	Special Education
C. Replacement Probationary (non-tenured) Certified Staff		
Name	Division	Department
None		
D. Probationary (non-tenured) Certified Staff returning from Leave of Absence		
Name	Division	Department
None		
E. Probationary (non-tenured) Certified Staff to be Placed at Second-Year		
Name	Division	Department
Buchanan, Amanda	Physical Welfare	Physical Education/Health
Conrad, Krystle	Fine Arts	World Languages
Fanta, Jennifer	Student Services	Social Worker
Hawrysz, Brielle	Math/Science	Science

Jackson Fauth, Candace	Math/Science	Science
Jansen, Luke	Global Studies	Social Studies
Laskowski, Allie	Global Studies	Social Studies
Lindahl, Britt	Math/Science	Mathematics
Petrevski, Natalie	Math/Science	Science
Silkaitis, Michelle	Fine Arts	World Languages
Spalla, Bianca	Math/Science	Mathematics
Spencer, Brooke	Student Services	Guidance

F. Probationary (non-tenured) Certified Staff to be Placed at Third-Year

Name	Division	Department
Ameling, Amanda	Global Studies	Social Studies
Cuchna, Lauren	Student Services	Guidance
Hartley, David	Fine Arts	Music
Hoffman, Lucy	Global Studies	Social Studies
Sharkey, Erin	Special Education	Special Education
Sisto, Kristen	Student Services	Guidance
Slager, Sydney	Global Studies	Social Studies

G. Probationary (non-tenured) Certified Staff to be Placed at Fourth-Year

Name	Division	Department
Basic, Brianna	Global Studies	FCS
Berg, Daniel	Math/Science	Mathematics
Bonifas, Christopher	Global Studies	Applied Technology
Clark, Emily	Math/Science	Mathematics
Melendez, Samantha	Physical Welfare	Physical Education
Quane, Margaret	Language Arts	English
Rabbitt, Lauren	Global Studies	Social Studies
Rigano, Kristen	Learning Resources	Library
Vins, Kristine	Physical Welfare	Physical Education
Wiest, Michael	Physical Welfare	Driver Education

H. Probationary (non-tenured) Certified Staff to be Placed on Tenure

Name	Division	Department
Dawson, Megan	Language Arts	English
Enright, Karly	Fine Arts	World Languages
Fellmann, Emily	Fine Arts	World Languages
Gallagher, Morgan	Special Education	Special Education
Malik, Nadia	Student Services	Guidance
Niego, Cassandra	Physical Welfare	Physical Education
Ozols, Julie	Math/Science	Mathematics
Sweany, Sean	Fine Arts	World Languages
Thimmig, Kelsey	Math/Science	Mathematics
Wojcik, Alexander	Math/Science	Mathematics

III. Administrative Staff to be Released

A. First-Year Probationary (non-tenured) Administrators

Name	Position	Department
	None	

B. Second-Year Probationary (non-tenured) Administrators

Name	Position	Department
	None	

C. Third-Year Probationary (non-tenured) Administrators		
Name	Position	Department
None		
D. Fourth-Year Probationary (non-tenured) Administrators		
Name	Position	Department
None		

IV. Administrative Staff to be Re-employed

A. First-Year Probationary (non-tenured) Administrators		
Name	Position	Department
Eder, Andrew	Division Chair for Counseling and Student Services	Division Administration
Gardner, Gregory	Associate Principal	Building Administration
Rowe, Jennifer	Director of Equity and Belonging	District Administration
Tyrrell, Jennifer	Principal	District Administration
B. Second-Year Probationary (non-tenured) Administrators		
Name	Position	Department
Moore, Melissa	Special Education Division Chair	Division Administration
Voigt, Collin	Math/Science Division Chair	Division Administration
C. Third-Year Probationary (non-tenured) Administrators		
Name	Position	Department
Mathis, Darrell	Assistant Principal	Building Administration
D. Fourth-Year Probationary (non-tenured) Administrators to be Placed on Tenure		
Name	Position	Department
Radavich, Bryan	Assistant Principal	Building Administration

LYONS TOWNSHIP HIGH SCHOOL

DISTRICT 204 OFFICES 100 S. Brainard Ave., LaGrange, IL 60525-2101
• Tel: (708) 579-6456 • Fax: (708) 579-6454 • Email: epiotrowski@lths.net • Website: www.lths.net



EDWARD M. PIOTROWSKI
Director of Human Resources

TO: Brian Waterman, Superintendent
Board of Education

FROM: Edward M. Piotrowski, Director of Human Resources

RE: Resolution Authorizing the Honorable Dismissal or Reduction of Teachers
for 2022-2023 – *1st Reading*

DATE: March 14, 2022

Attached please find the Resolution Authorizing the Honorable Dismissal or Reduction of Teachers for the 2022-2023 school year.

PROPOSED

**RESOLUTION AUTHORIZING THE
HONORABLE DISMISSAL OR REDUCTION OF TEACHERS**

WHEREAS, the Board of Education has received reports and recommendations from the Superintendent and members of the administrative staff concerning the number of teachers needed to be employed for the next school term;

WHEREAS, the Board of Education is required to notify teachers of honorable dismissal at least forty-five days before the close of the school term due to the Board's decision to decrease the number of teachers employed by the Board or to discontinue some particular types of teaching service; and

WHEREAS, the Board of Education has determined to decrease the number of teachers employed by the Board or to discontinue some particular types of teaching service;

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Lyons Township High School District 204, Cook County, Illinois, as follows:

1. The teachers named in Exhibit 1 shall be honorably dismissed effective at the close of the 2021-2022 school term. The notice of such action shall be substantially in the form of the attached Exhibit 2.
2. The teachers named in Exhibit 3 shall be honorably reduced effective at the close of the 2021-2022 school term. The notice of such action shall be substantially in the form of the attached Exhibit 4.
3. The Superintendent or his designee shall deliver by personal service the notices of honorable dismissal and a copy shall also be sent by regular mail. If personal service cannot be made, the notices shall be sent by Certified Mail, Return Receipt Requested.

4. The Superintendent also has authority to deliver supplemental notices to the teachers named in Exhibits 1 and 3 advising such teachers of their designated grouping based on evaluation ratings and seniority and stating whether such teachers are eligible for recall if the Board has any vacancies for the 2022-2023 school term or within one calendar year from the beginning of the 2022-2023 school term, based upon recall timelines established by the Illinois School Code. The notices shall be substantially in the form of Exhibit 5 and shall be delivered by personal service and a copy shall also be sent by regular mail. If personal service cannot be made, the notices shall be sent by Certified Mail, Return Receipt Requested.

5. This Resolution shall be in full force and effect upon its adoption.

ADOPTED this ____ day of March, 2022, by a roll call vote as follows:

YES: _____

NO: _____

ABSENT: _____

President, Board of Education

Attest:

Secretary, Board of Education

EXHIBIT 1

**TEACHERS HONORABLY DISMISSED
AT THE CLOSE OF THE 2021-2022 SCHOOL TERM**

Name	Division	Department
Andersen, Julia	Language Arts	Learning Resources
Steinbrunner, Victoria	Math/Science	Science
Tunk, Kylie	Global Studies	Social Studies
Weber, Kathleen	Student Services	Health Services
Zakos, Niki	Language Arts	English

EXHIBIT 2

NOTICE OF HONORABLE DISMISSAL

Date

Name

Address

City, State ZIP

Dear _____:

We regret to inform you that the Board of Education has determined to decrease the number of teachers employed in the School District or to discontinue some particular types of teaching service. Therefore, you are hereby honorably dismissed as a teacher and employee in the School District effective at the close of the 2021-2022 school term.

Very truly yours,

Board of Education
Lyons Township High School District 204
Cook County, Illinois

By: _____
Board President

Attest:

Secretary

cc: Personnel File

EXHIBIT 3

**TEACHERS HONORABLY REDUCED
AT THE CLOSE OF THE 2021-2022 SCHOOL TERM**

Name	Division	Department
McCormack, Brenden	Global Studies/Fine Arts	Business Education/Music

EXHIBIT 4

NOTICE OF REDUCTION IN ASSIGNMENT

Date

Name

Address

City, State ZIP

Dear _____:

We regret to inform you that the Board of Education has determined to decrease the number of teachers employed in the School District or to discontinue some particular types of teaching service. Therefore, your employment as a teacher and employee in the School District has been reduced effective at the close of the 2021-2022 school term.

Very truly yours,

Board of Education
Lyons Township High School District 204
Cook County, Illinois

By: _____
Board President

Attest:

Secretary

cc: Personnel File

EXHIBIT 5

NOTICE OF GROUPING/ELIGIBILITY FOR RECALL

Date

Name

Address

City, State ZIP

Dear _____:

(GROUP 1-not eligible)

(GROUPS 3/4-eligible)

Based on your evaluation rating and seniority you were placed in group ____ for purposes of the School District's 2021-2022 sequence of honorable dismissal list. As a result of this placement, you [are/are not] eligible for recall should the Board have any vacancies for the 2022-2023 school term or within one calendar year from the beginning of the 2022-2023 school term for which you are qualified.

Very truly yours,

Board of Education
Lyons Township High School District 204
Cook County, Illinois

By: _____
Board President

Attest:

Secretary

cc: Personnel File

LYONS TOWNSHIP HIGH SCHOOL



DISTRICT 204 OFFICES 100 S. Brainard Ave., LaGrange, IL 60525-2101
• Tel: (708) 579-6456 • Fax: (708) 579-6454 • Email: epiotrowski@lths.net • Website: www.lths.net

TO: Brian P. Waterman, Superintendent
Board of Education

EDWARD M. PIOTROWSKI
Director of Human Resources

FROM: Edward M. Piotrowski, Director of Human Resources

DATE: March 14, 2022

RE: 2022-2023 Instructional Aide/Paraprofessional Staffing Recommendation – **First Reading**

BACKGROUND

At this time each year, we release all first-year Instructional Aides/Paraprofessionals (ParaEducators). This is done because we do not know at this time our complete staffing needs for this employee group for next year. When complete staffing needs are determined, we will return to the Board with recommendations to re-employ ParaEducators per the **Negotiated Agreement**.

I. ParaEducator Staff

- A. I recommend that the Board of Education approve the release of the following Instructional Aide/Paraprofessional staff (ParaEducators) for the 2022-2023 school year.

Last Name	First Name	Position
Berscheid	Michael	Student Services
Burns	Kelly	Science Lab
Castiglione	Nicolas	Special Education
Cooley	Bernadette	Special Education
DePaola	Ryan	Special Education
Ferguson	Lorene	Special Ed/Language Arts
Glenn	Taylor	Special Education
Lyons	Sharon	Special Education
McDonnell	Kevin	Special Education
Murphy	Kelly	Special Ed/Language Arts
Neuland	Keri	Special Education
Pavel	Christopher	Special Education
Riederer	Julie	Special Education
Skoda	Cheryl	Fine Arts

RECOMMENDATION

We recommend that the Board approve the release of Instructional Aides/Paraprofessionals as noted above.

FIRST READING 3/14/2022

**PROPOSED
RESOLUTION
OF
NON-REEMPLOYMENT**

WHEREAS, this Board has made a decision to discontinue the educational support service performed by instructional aides/paraprofessionals (ParaEducators) because sufficient positions will not exist next year;

WHEREAS, the provisions of Section 10-23.5 of **The School Code of Illinois** require that when the Board decides to decrease the number of educational support personnel within a particular category or position due to insufficient position availability, such personnel shall be given written notice of the Board's decision at least 30 days before the end of the current school term, with the employees with the shorter length of continuing service or with part-time continuing service with the school district within the respective category of position being dismissed first: and,

WHEREAS, fourteen employees with the shortest length of continuing service or with part-time continuing service within the category of instructional aides/paraprofessionals (ParaEducators) have been properly selected for dismissal;

NOW, THEREFORE, be it resolved by the Board of Education of Lyons Township High School, District 204, Cook County, Illinois:

SECTION 1: That due to insufficient position availability it is necessary to decrease the number of instructional aides/paraprofessionals (ParaEducators) employed by the Board of Education of Lyons Township High School, District 204, Cook County, Illinois.

SECTION 2: That **Nicolas Castiglione** being one of fourteen instructional aides/paraprofessionals (ParaEducators) with the shortest length of continuing service with the school district within the aforesaid category of position is dismissed effective with the end of the 2021-2022 school year, such dismissal being an honorable dismissal.

SECTION 3: That **Bernadette Cooley** being one of fourteen instructional aides/paraprofessionals (ParaEducators) with the shortest length of continuing service with the school district within the aforesaid category of position is dismissed effective with the end of the 2021-2022 school year, such dismissal being an honorable dismissal.

SECTION 4: That **Julie Riederer** being one of fourteen instructional aides/paraprofessionals (ParaEducators) with the shortest length of continuing service with the school district within the aforesaid category of position is dismissed effective with the end of the 2021-2022 school year, such dismissal being an honorable dismissal.

FIRST READING 3/14/2022

SECTION 5: That **Cheryl Skoda** being one of fourteen instructional aides/paraprofessionals (ParaEducators) with the shortest length of continuing service with the school district within the aforesaid category of position is dismissed effective with the end of the 2021-2022 school year, such dismissal being an honorable dismissal.

SECTION 6: That **Lorene Ferguson** being one of fourteen instructional aides/paraprofessionals (ParaEducators) with the shortest length of continuing service with the school district within the aforesaid category of position is dismissed effective with the end of the 2021-2022 school year, such dismissal being an honorable dismissal.

SECTION 7: That **Kelly Murphy** being one of fourteen instructional aides/paraprofessionals (ParaEducators) with the shortest length of continuing service with the school district within the aforesaid category of position is dismissed effective with the end of the 2021-2022 school year, such dismissal being an honorable dismissal.

SECTION 9: That **Kelly Burns** being one of fourteen instructional aides/paraprofessionals (ParaEducators) with the shortest length of continuing service with the school district within the aforesaid category of position is dismissed effective with the end of the 2021-2022 school year, such dismissal being an honorable dismissal.

SECTION 10: That **Taylor Glenn** being one of fourteen instructional aides/paraprofessionals (ParaEducators) with the shortest length of continuing service with the school district within the aforesaid category of position is dismissed effective with the end of the 2021-2022 school year, such dismissal being an honorable dismissal.

SECTION 11: That **Christopher Pavel** being one of fourteen instructional aides/paraprofessionals (ParaEducators) with the shortest length of continuing service with the school district within the aforesaid category of position is dismissed effective with the end of the 2021-2022 school year, such dismissal being an honorable dismissal.

SECTION 12: That **Kevin McDonnell** being one of fourteen instructional aides/paraprofessionals (ParaEducators) with the shortest length of continuing service with the school district within the aforesaid category of position is dismissed effective with the end of the 2021-2022 school year, such dismissal being an honorable dismissal.

SECTION 13: That **Sharon Lyons** being one of fourteen instructional aides/paraprofessionals (ParaEducators) with the shortest length of continuing service with the school district within the aforesaid category of position is dismissed effective with the end of the 2021-2022 school year, such dismissal being an honorable dismissal.

SECTION 14: That **Michael Berscheid** being one of fourteen instructional aides/paraprofessionals (ParaEducators) with the shortest length of continuing service with the school district within the aforesaid category of position is dismissed effective with the end of the 2021-2022 school year, such dismissal being an honorable dismissal.

FIRST READING 3/14/2022

SECTION 15: That **Ryan DePaola** being one of fourteen instructional aides/paraprofessionals (ParaEducators) with the shortest length of continuing service with the school district within the aforesaid category of position is dismissed effective with the end of the 2021-2022 school year, such dismissal being an honorable dismissal.

SECTION 15: That **Keri Neuland** being one of fourteen instructional aides/paraprofessionals (ParaEducators) with the shortest length of continuing service with the school district within the aforesaid category of position is dismissed effective with the end of the 2021-2022 school year, such dismissal being an honorable dismissal.

That the president and secretary of the Board of Education are hereby authorized and directed to send the instructional aides/paraprofessionals (ParaEducators) specified above, a written notice of this Board's decision to dismiss and not to reemploy said paraprofessional/instructional aides, by registered mail at least thirty (30) days before the end of the school term, which notice shall be substantially in the form of the exhibit attached hereto.

This Resolution shall be in full force and in effect forthwith upon its passage.

ADOPTED this ____ day of March, 2022 by the following roll call vote:

Ayes:

Nays:

Absent:

President, Board of Education

Secretary, Board of Education

EXHIBIT

March 21, 2022

Certified Mail
Return Receipt Requested

Name
Address

Dear :

Please be advised the Board of Education of Lyons Township High School District 204, Cook County, Illinois, pursuant to its **Negotiated Agreement** with the Instructional Aides and Paraprofessional Association (IAPA) has determined you are to be released at the end of the 2021-2022 school term and not re-employed for the 2022-2023 school term.

The reason for your release is the decision of the Board of Education that sufficient positions will not exist next year for which you are qualified. Your services to the school District shall be terminated at the end of the last para educator work day for the 2021-2022 work year.

Pursuant to **Article VIII-B** of the **Negotiated Agreement**,

“Bargaining Unit Members who are laid off shall be placed on a recall list until the first day of October of the second school year following layoff notice. ParaEducators on the recall list have the obligation to keep the District advised in writing of their current addresses. If there is a vacancy which the District decides to fill, ParaEducators who are on the recall list shall be recalled in the inverse order of their layoffs by certified or registered mail.

If an Employee is recalled to a Bargaining Unit Member position in the same job classification and refuses it or fails to respond to a notice of recall within ten (10) days of receipt, further recall rights terminate.”

Sincerely,

Board of Education
Lyons Township High School
District 204, Cook County, Illinois

Kari Dillon, President

Michael Thomas, Secretary

KD/MT:alr

LYONS TOWNSHIP HIGH SCHOOL



DISTRICT 204 OFFICES 100 S. Brainard Ave., LaGrange, IL 60525-2101
• Tel: (708) 579-6456 • Fax: (708) 579-6454 • Email: epiotrowski@lths.net • Website: www.lths.net

EDWARD M. PIOTROWSKI
Director of Human Resources

TO: Brian Waterman, Superintendent
Board of Education

FROM: Edward M. Piotrowski, Director of Human Resources

RE: Administrative Staff Contract Renewal – *First Reading*

Date: March 14, 2022

Each year we bring to the Board employment contract recommendations for the following school term. Below, please find administrative staff we are recommending for contract renewal for the 2022-2023 school term. These individuals are tenured employees in the District.

Name	Position	Division
Kevin Brown	Associate Principal	Building Administration
Adam Davis	Assistant Principal	Building Administration
Scott Eggerding	Director of Curriculum & Instruction	District Administration
Kelly Fenton	Assistant Principal	Building Administration
John Grundke	Athletics Director	Athletics
Paul Houston	Division Chair	Global Studies
D. Kurt Johns	Division Chair	Physical Welfare
Paula Nardi	Division Chair	Fine Arts
Leslie Owens	Director of Student Services	District Administration
Edward Piotrowski	Director of Human Resources	District Administration
Karen Raino	Division Chair	Language Arts
Katherine Smith	Coordinator	Assessment & Research
Brian Stachacz	Director of Business Services	District Administration

RECOMMENDATION

We recommend that the Board of Education approve the administrative contract renewals for the 2022-2023 school term as noted above.

LYONS TOWNSHIP HIGH SCHOOL

Memorandum

NORTH CAMPUS
100 S. Brainard Ave.
LaGrange, IL 60525
(708) 579-6300

To: Board of Education
Dr. Brian Waterman, Superintendent

From: Leslie C. Owens, Director of Student Services

Date: 3/9/22

Re: Student Services Delivery Model & Staffing

The following proposal represents the progression of the Student Services delivery model and staffing plan resulting from an analysis of the previous model to determine where student needs and service delivery/staffing match and where gaps may exist. The driver for the proposal for the multi-phase shifts and changes remains understanding student needs across the academic counseling, post-secondary planning, social/emotional wellness and mental health domains and ensuring that the educators serving in these roles can meet these essential needs as determined. The following goals provide the overarching responsibilities of the Student Services department to the district and school community and provide direction for the service delivery and staffing plan.

- 1) Ensure legal compliance with regard to Section 504 Plans and Child Find
- 2) Expand Student Services personnel in order to properly staff current and future needs of students with respect to academic, college, and career planning, as well as to appropriately address the mental health needs of students
- 3) Shift to a prevention-centered service delivery plan that allows for the implementation of MTSS with particular focus on the services and education to be provided for *all* students prior to more intensive and/or individualized supports
- 4) Align professional:student ratios with the recommendations from national, professional organizations and evidence-based practices

While the pandemic certainly created unique challenges and demanded unforeseen adjustments, this proposal is based on both a longer historical and future-focused perspective. Prior to the pandemic significant increases in student mental health needs as measured by office visits, need for acute intervention, increasing complexity of the needs presented, declining attendance, and increased psychiatric hospitalizations signaled the need for change. Important to the process of change is the use of data, reflection, and adjustment to ensure that the changes made are manifesting the desired outcomes.

The charts below depict the model previous to SY2021-22, the current model, and the proposal for next year. General staff:student ratios are included and roles are shown by the campus to which they are anchored. During second semester of last school year, our part-time social worker

was moved to full-time, to help support the increased social work from our general education students and at the start of SY2021-22, the Student Support Counselors were shifted from those roles onto grade level teams, which alleviated a portion of the significant caseloads of the grade level school counselors and reconciled some of the inequities in workload among the grade level and student support counselors. While these shifts have been positive changes to move the division closer to desired outcomes, there are still critical gaps to be filled, including an additional counselor to bring the current senior team to 4 grade level counselors (in line with all other teams), additional social work support to continue to provide acute intervention, meet the service minutes of students with IEP's and 504's, and engage in systems of prevention, as well as a dedicated Section 504 Coordinator/Assistant Division Chair to provide facilitation of the individuals plans and the resulting legal compliance.

The proposal for the 2022-23 School Year is depicted in Chart 3.

Chart 1:

STUDENT SERVICES DIVISION			
Service Delivery Model PREVIOUS to SY 2021-22			
SOUTH CAMPUS Approx. 2,000 Students; 1:333 Counselors:Students 1:1,000 Social Workers:Students		NORTH CAMPUS Approx. 2,000 Students; 1:333 Counselors:Students 1:1,000 Social Workers:Students	
9th Grade	10th Grade	11th Grade	12th Grade
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
Social Worker	Social Worker	Social Worker	Social Worker
Student Support Counselor		College & Career Coordinator	
Student Support Counselor		Student Support Counselor	
Part-Time Social Worker			

Chart 2:

STUDENT SERVICES DIVISION Service Delivery Model for SY 2021-22			
SOUTH CAMPUS Approx. 2,000 Students; 1:250 Counselors:Students 1:665 Social Workers:Students		NORTH CAMPUS Approx. 2,000 Students; 1:285 Counselors:Students 1:1,000 Social Workers:Students	
9th Grade	10th Grade	11th Grade	12th Grade
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	
Social Worker	Social Worker	Social Worker	Social Worker
Full-Time Social Worker			
		College & Career Counselor	

Chart 3:

STUDENT SERVICES DIVISION Service Delivery Model for SY 2022-23			
SOUTH CAMPUS Approx. 2,000 Students; 1:250 Counselors:Students 1:665 Social Workers:Students		NORTH CAMPUS Approx. 2,000 Students; 1:250 Counselors:Students 1:665 Social Workers:Students	
9th Grade	10th Grade	11th Grade	12th Grade
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
School Counselor	School Counselor	School Counselor	School Counselor
Social Worker	Social Worker	Social Worker	Social Worker
Social Worker		Social Worker	
College & Career Counselor			
504 Coordinator/Assistant Division Chair			

RECOMMENDATION:

It is recommended that District 204 add the following positions to the Student Services Division:

- **1.0 School Counselor**
- **1.0 Social Worker**
- **1.0 504 Coordinator/Assistant Division Chair**

LYONS TOWNSHIP HIGH SCHOOL

Memorandum

NORTH CAMPUS
100 S. Brainard Ave.
LaGrange, IL 60525
(708) 579-6300

To: Board of Education
Dr. Brian Waterman, Superintendent

From: Leslie C. Owens, Director of Student Services

Date: 3/9/22

Re: Bilingual Coordinator

For school year 2022-23, Lyons Township High School has a current English Learner enrollment of 147 students. The range of English Learner enrollments is 110 students, with 37 enrollments in 2009 to 147 students in the current year. This information was gathered through ISBE's electronic record system, which has records beginning in 2008. While there have been enrollment variations (both increases and decreases) since 2008, overall, there has been an overall 65% increase in the number of English Learners since 2008.

Of our 147 students, 108 students speak Spanish and the other 39 students speak a variety of 17 different languages. Approximately 70% of our EL students are considered long-term EL students because they have received services for longer than 6 years (i.e., prior to enrollment at LTHS). Our current school year program is approved as a part-time Transitional Bilingual Education program; however, given the number of students we have sharing the same home language of Spanish, our program should shift to a full-time Transitional Bilingual Education Program. A full-time TBE has certain required elements such as:

- Content area instruction delivered in both English and native language for ALL core academic subjects
 - Includes all graduation requirements within high school
- Instruction in the history and culture of the country, territory, or a geographic area which is the native land of the students or of their parents AND in the history and culture of the US
- English as a Second Language (ESL)

Upon completion of the ISBE District Self-Assessment Monitoring Report, which includes the key components and success criteria for Bilingual/EL Programming, we identified the following gaps between District 204 and the state benchmarks:

- Implementation of a full-time TBE program
- Infusion of Language Proficiency Standards in all courses

- Infusion of the newly adopted Spanish Language Arts Standards into the curriculum
- Bilingual Specialists
- Broader training for all staff
- Greater BPAC participation and community outreach

These gaps, as well as the ISBE Selection Criteria for District Focused Monitoring which include EL Progress to Proficiency, Disproportionality of Dually Identified Students (EL + Special Education), as well as Documentation Submitted to the State (Bilingual Service Plan, Grants, Parent Complaints, etc.), provide information on the overall health of our program and delineate the opportunities for improvement.

RECOMMENDATION:

It is recommended that District 204 create a 1.0 FTE position for a Bilingual Coordinator. The creation of this position will allow for dedicated oversight and support of:

- ‘Push-in’ bilingual instructional services within classrooms to address content area instruction needs
- Legal compliance with Bilingual Specialist attendance at IEP meetings for dually identified students, as well as oversight, support, and collaboration with Special Education and Student Services to reduce over-identification
- Improvement of outreach and connections for families with regard to enrollment, educational and post-secondary planning, and district events, committees, & offerings via the coordinator role and BPAC leadership
- Expansion of infusion of Language Proficiency Standards, Spanish Language Arts Standard, SIOP training, and recruiting/retention efforts for ESL endorsed and Bilingual certified staff

LYONS TOWNSHIP HIGH SCHOOL

DISTRICT 204 OFFICES 100 S. Brainard Ave., LaGrange, IL 60525-2101
· Tel: (708) 579-6462 · Fax: (708) 579-6474 · Email: bstachacz@lths.net · Website: www.lths.net



Brian Stachacz
Director of Business Services

Memorandum

To: Dr. Brian Waterman, Board of Education
From: Brian Stachacz
Date: 3/9/2022
Re: Five-Year Financial Forecast

Information: Every year as part of the annual budgeting process, I update a Five-Year Financial Forecast for the district. The purpose of this forecast is to give some definition to the financial trajectory of the district based on current known factors as well as unknown factors and to point out possible issues in the coming years related to those factors. The unknown factors, such as collective bargaining agreements and increases to the tax levy, are estimated for several of the years and unfortunately, they have some of the larger impacts on the future years of the forecast. That is why when reviewing this document, it is important to remember that the accuracy of the later years is certainly far from perfect and the assumptions used are based more on the current financial climate. The ultimate outcome is that the information presented here is a “best guess” but certainly may be very different from what actually happens in those years. It is also important to point out that the district has control over some of the factors in its financial health, such as collective bargaining agreements, and has very little or no control over other factors, such as the Consumer Price Index (CPI) which is used as a maximum increase (excluding “New Property”) to the annual tax levy. Please also note that when I am creating this forecast, I am attempting to be “reasonably conservative” in the assumptions that are being used.

The first page of the packet includes descriptions of the major revenue and expenditure assumptions used in this projection. Immediately following that page, you will find the financial projection that includes the last five years (FY17 – FY21) of actual revenue/expenditures, the current FY22 budgeted revenue/expenditures, and finally a projection of the next five years (FY23 – FY27) of estimated revenue/expenditures.

We will discuss this information and the assumptions that have been utilized in creating this forecast during the committee meeting in greater detail. Prior to that however, should you have any questions, please do not hesitate to contact me.

Five – Year Projection Assumptions FY23 – FY27

Major Revenue Assumptions

1. **CPI Increases Used for Tax Levies** – Tax Year 2021 (1.4% - Actual), Tax Year 2022 (5.0% - Actual), Tax Year 2023 (2.3%), Tax Year 2024 (1.8%), Tax Year 2025 (1.8%).
2. **New Property Values used for Tax Levies** – Tax Year 2021 (\$30,000,000), Tax Year 2022 (\$25,000,000), Tax Year 2023 (\$25,000,000), Tax Year 2024 (\$20,000,000), 2025 (\$20,000,000).
3. **Corporate Personal Property Replacement Taxes** – Starting at \$4,205,000 in FY23 and increasing at various percentages through 2027. This revenue source has a higher degree of uncertainty at the current moment. It is currently much higher than historic norms.
4. **State and Federal Revenue** – Projected to be relatively flat as no major increases are expected at this time.
5. **Earnings on Investments** – Starting at \$195,275 in FY23 and increasing at various percentages through 2027. This lower amount is due to the district establishing an investment portfolio after the departure from the Lyons TTO.

Major Expenditure Assumptions

1. **Certified Teaching Staff Salaries** – Use projected scattergram for FY23 with a 1% increase to the base of the salary schedule. For every subsequent year, move staff forward on scattergram and add to the base; FY24 (1.0%), FY25 (1.0%), FY26 (1.0%), FY27 (1.0%). This is the structure of the current contract, however, the current contract expires after the 2022-2023 school year.
 - a. Known teaching retirements are accounted for in the annual yearly scattergrams. Current teaching retirement numbers included in the scattergrams; FY22 (4 retirees), FY23 (3 retirees), FY24 (4 retirees), FY25 (9 retirees), FY26 (3 retirees).
2. **All Other Salaries** – Increased each year by roughly 3.0% – 4.0% in total. Individual categories are increased by different percentages.
3. **Medical Insurance** – Medical insurance cost increases to the Board are projected to increase roughly 5% each year.
4. **Supplies, Purchased Services and Tuition** – Purchased Services and Supplies are increased by 2% - 3% for each year with the exception of Purchased Services in FY23. Other Objects (mainly out-of-district tuition) is expected to increase by 1% each year with the exception of FY 23.
5. **Capital Outlay** – Adjusted annually to fit with remaining monies for that fiscal year.

5 - Year Budget History and Projections

All Funds: Education, O&M, Transportation, IMRF/Soc. Security and Working Cash

March, 2022

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	
1	5 - Year Budget History and Projections																									
2	All Funds: Education, O&M, Transportation, IMRF/Soc. Security and Working Cash																									
3	March, 2022																									
4																										
5																										
6																										
7																										
8																										
9	Beginning Fund Balance	41,110,672	38,246,632	39,270,538	40,781,311	42,038,713																				
10																										
11	Revenue																									
12	Property Tax Revenue	62,089,359	62,443,734	64,898,640	67,289,904	68,750,717																				
13	CPPRT	3,574,762	2,942,692	3,274,623	3,540,799	4,933,348																				
14	Earnings on Investments	556,296	695,714	1,053,243	1,040,077	766,935																				
15	Other Local Sources	2,606,706	2,763,506	3,060,701	2,249,098	1,268,955																				
16	Evidence Based Funding Formula	1,715,041	2,781,600	2,786,485	2,791,533	2,791,533																				
17	State Aid Categorical	2,124,439	2,114,176	1,973,062	1,831,807	1,676,366																				
18	Federal Aid	1,282,310	954,404	804,634	1,311,026	1,479,511																				
19																										
20	Total Revenue (All Sources)	73,948,913	74,695,826	77,851,388	80,054,244	81,667,365																				
21																										
22																										
23	Expenditures																									
24	Salaries	47,088,819	47,716,435	48,135,081	48,839,813	48,566,113																				
25	Employee Benefits	9,727,208	9,767,481	9,465,084	9,667,555	10,306,117																				
26	Purchased Services	8,574,199	8,191,156	9,256,275	9,680,965	7,929,129																				
27	Supplies	3,596,237	3,623,809	3,743,239	3,428,933	4,550,796																				
28	Capital Outlay (Ed., O&M Funds,Trans)	1,710,348	900,832	1,858,681	3,482,129	1,726,798																				
29	Capital Equipment																									
30	Technology Expense																									
31	Capital Building Projects																									
32																										
33	Other Objects	3,568,670	3,472,207	3,882,255	3,697,446	3,109,804																				
34	2016 Captial Projects	2,547,472																								
35	Total Expenditures (All Uses)	76,812,953	73,671,920	76,340,615	78,796,842	76,188,757																				
36																										
37	Excess Revenue over Expenses	(2,864,040)	1,023,906	1,510,773	1,257,402	5,478,608																				
38																										
39	Ending Fund Balance	38,246,632	39,270,538	40,781,311	42,038,713	47,517,321																				

LYONS TOWNSHIP HIGH SCHOOL

CURRICULUM OFFICE 100 S. Brainard Ave., La Grange, IL 60525-2101
Tel: (708) 579-6470 E-mail: seggerding@lths.net Website: www.lths.net



SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Brian Waterman
Board of Education

FROM: Scott Eggerding

DATE: March 14, 2022

RE: Summer Curriculum and Program Development Workshops – First Reading

INFORMATION:

For summer work requiring board approval of expenditure, a proposal, review and approval process is utilized involving Division Chairs and the Director of Curriculum and Instruction. The approval process includes prioritized criteria, submission of proposals, individual review with Division Chairs, and Board approval of Workshops.

For the summer of 2022, 22 summer curriculum and program development workshops are brought forward for review and consideration. Highlights include:

- Co-Teaching training and a co-teaching workshop for teachers who will begin coteaching in the fall.
- Training and workshop for Equity Ambassadors to work with Gholdy Muhammed.
- Time for 4 new course teams to make the shift to A-F grading.
- Optional technology and refresher training for teachers.
- Time to plan professional learning for the 2022-2023 school year.
- Workshops based on curriculum change proposals, including:
 - Introduction to Healthcare Careers
 - Sustainable Urban Agriculture
 - Data and Probability
 - Yoga
 - English Learner Reading
- Time for integration of new materials and/or methods in English and science.
- Time for integration of SEL practices in PE classes.
- Updated curriculum and vertical articulation of courses for US History, Strength Training, Spanish and Health
- Development of alternative forms of assessment for core math courses.

Proposals as presented for first reading for work to be completed during the summer of 2022 totals \$92,959.50. \$54,107.50 will be paid for by Title I and Title II grants with the

Proposals as presented for first reading for work to be completed during the summer of 2022 totals \$92,959.50. \$54,107.50 will be paid for by Title I and Title II grants with the remainder, \$38,852, coming from District funds. This district amount is in line with previous years, excepting last year when we committed \$23,000 alone to improving grading practices.

All dollar amounts are estimated at the maximum potential cost using the top-end contractual hourly rate of \$40.50 and assuming all participants can attend all hours. For training, where teachers participate in sessions with a presenter, payment is \$100 per diem.

The Board will note that for many of the workshops, teacher names are not included and listed as TBD. These workshops are dependent on staffing considerations and/or teacher availability in the summer. The attached history shows how the approved District cost estimates for workshops are never exceeded, with actual expenses roughly 80% of proposed costs. This would result in an estimated final expenditure of \$74,367 with District costs coming in around \$31,000. Summaries and comparisons to previous years are included for review.

RECOMMENDATION:

I recommend that the board review the attached proposals for 2022 Summer Curriculum and Program Development Workshops for first reading.

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
Divisional/Departmental Summary
2022 Summer Workshops

DIVISION/DEPARTMENT	STAFF	DISTRICT TOTALS		
		Requested	Total	Actual
CURRICULUM & STAFF DEVELOPMENT			\$38,765.00 (G)	
• Professional Learning Team	21	\$7,554.00		
• Equity Ambassadors	25	\$14,650.00		
• A-F Grading	18	\$4,374.00		
• Summer Professional Week	9	\$2,187.00		
• Refresher Sessions	200	\$10,000.00		
FINE ARTS			\$3,240.00 (D)	
• Spanish II Alignment	4	\$3,240.00		
GLOBAL STUDIES			\$8,910.00 (D)	
• US History	11	\$8,910.00		
LANGUAGE ARTS			\$3,645.00 (D)	
• EL Reading	1	\$607.50		
• English II Honors	3	\$1,822.50		
• English IV World Lit	3	\$1,215.00		
MATH/SCIENCE			\$14,350.00 (D)	
• Healthcare Careers	2	\$2,025.00	\$6,075.00 (G)	
• Urban Agriculture	2	\$4,050.00		
• Data Probability	2	\$2,025.00		
• Geo Construction	2	\$4,050.00		
• Math Alt Assessment	10	\$6,075.00		
• Biology Storylining	11	\$2,200.00		
PHYSICAL WELFARE			\$5,670.00 (D)	
• Yoga	3	\$1,215.00		
• Jr. Sr. Strength Training	5	\$2,025.00		
• Freshman SEL	6	\$2,430.00		
SPECIAL EDUCATION			\$3,037.50 (D)	
• LIFE Health	5	\$3,037.50		
STUDENT SERVICES			\$9,267.50 (G)	
• Marilyn Friend Training	19	\$3,800.00		
• Co-Teaching	9	\$5,467.50		
TOTALS	362	\$92,959.50	\$38,852.00 (D) \$54,107.50 (G)	

**SUMMER CURRICULUM/PROFESSIONAL WORKSHOPS
DEPARTMENTAL COST COMPARISON**

DEPARTMENT	2019 PROPOSED	2019 ACTUAL	2020 PROPOSED	2020 ACTUAL	2021 PROPOSED	2021 ACTUAL	2022 PROPOSED
Curriculum & Instruction	\$47,834.37 G \$29,522.75 D	\$22,770.70 G \$26,250.15 D	\$15,622.88 G \$0 D	\$12,495.60 G \$0 D	\$81,132.00 G \$37,240.00 D	\$63,169.44 G \$11,024.12 D	\$38,765.00 (G) \$0 (D)
Applied Technology	NA	NA	NA	NA	NA	NA	\$0 (G) \$2,025 (D)
Art	NA	NA	NA	NA	NA	NA	NA
Business Education	NA	NA	NA	NA	NA	NA	NA
Driver Education	NA	NA	NA	NA	NA	NA	NA
Family and Consumer Science	NA	NA	NA	NA	NA	NA	NA
Language Arts	NA	NA	NA	\$0 G \$2,344.90 D	\$9,112.50 G \$5,265.00 D	\$4,511.00 G \$5,062.50 D	\$0 (G) \$3,645.00 (D)
Mathematics	NA	NA	\$4,050.00 D	\$0 G \$3,781.60 D	\$4,050.00 G \$7,087.50 D	\$4,050.00 G \$4,320.75 D	\$6,075.00 (G) 6,250.00 (D)
Music	NA	NA	NA	NA	NA	NA	NA
Physical Education & Health	NA	NA	\$4,050.00 D	\$0 G \$3,490.52 D	\$0 G \$1,215.00 D	\$0 G \$1,215.00 D	\$0 (G) \$5,670.00 (D)
Science	\$0 G \$7,938.00 D	\$0 G \$5,588.06 D	\$0 G \$6,075.00 D	\$0 G \$6,075.00 D	\$0 G \$16,085.00 D	\$0 G \$13,776.50 D	\$0 (G) \$6,075.00 (D)
Social Studies	NA	NA	NA	NA	NA	NA	\$0 (G) \$8,910.00 (D)
Special Education	NA	NA	\$5,467.50 G \$0 D	\$3,435.75 G \$0 D	NA	NA	\$0 (G) \$3,037.50 (D)
Student Support Services	NA	NA	NA	NA	NA	NA	\$9,267.50 (G) \$0 (D)
World Language	\$0 G \$3,888.00 D	\$0 G \$3,275.04 D	\$0 G \$15,795.00 D	\$0 G \$8,474.10 D	NA	NA	\$0 (G) \$3,240.00 (D)
TOTALS	Proposed \$77,357.12	Actual \$57,883.95	Proposed \$53,490.38	Actual \$40,097.47	Proposed \$161,187.50	Actual \$107,129.31	Actual \$96,535.00
		75% of Approved		75% of Approved		66% of Approved	
Grant cost	\$47,834.37	\$22,770.70	\$21,090.38	\$15,931.35	\$94,294.50	\$71,730.44	\$54,107.50
District cost	\$29,522.75	\$35,113.25	\$32,400.00	\$24,166.12	\$66,892.50	\$35,398.87	\$38,852.00
TOTAL	\$77,357.12	\$57,883.95	\$53,490.38	\$40,097.47	\$161,187.00	\$107,129.31	\$92,959.50

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 SUMMER WORKSHOP SUMMARY**

DISTRICT ACCOUNT

Department & Workshop Title	Description	Teacher Names & Hours	Maximum Cost
CURRICULUM/ASSESSMENT			
1. Professional Learning Team	<p>LT's Professional Learning Team has been in existence since March, 2011. When the PLT began their journey in 2011, they implemented a professional learning design that consisted of several strands including assessment literacy, differentiated instruction, and discipline-based literacy (CCSS). In 2018, a new strand was added, social-emotional learning. In 2019, we expanded to this strand by adding Included awareness training. In 2022, we will further evolve this strand to encompass culturally responsive pedagogy.</p> <p>LT's Professional Learning Team is implementing their annual two-day workshop (8 hours total) to:</p> <ul style="list-style-type: none"> -analyze survey results, mentoring program surveys, LT team information, Instructional Coaching data, and book study feedback, -analyze participation data in the district's various professional learning opportunities, -review the principles of adult learning, -review the school's current learning needs, -review and revise the PLT's professional learning design in order to respond to staff needs and principles of adult learning, -determine 2022-23 professional learning opportunities, -identify means of evaluating next year's professional learning on student achievement, -create a publication communicating all professional learning opportunities for the 2022-23 school year. <p>In addition to the annual two days requested by the Professional Learning Team to accomplish the aforementioned activities, the members of this team will also attend a</p>	21 Teachers 168 Hours	\$6,804.00 +\$750 Stipends Title II

	<p>six-hour workshop with LT's Equity Ambassadors on June 21, 2022. This workshop will be delivered by Dr. Ghouldy Muhammad and will provide an overview of the five pursuits outlined in her book, <i>Cultivating Genius</i>. By attending the workshop with Dr. Muhammad, PLT members will receive the background needed to support the Equity Ambassadors as they deliver next year's professional learning content.</p> <p>By providing effective professional learning on essential aspects of teaching and learning, staff will receive the support needed to improve classroom practices which will enhance student learning.</p>		
<p>2. Equity Ambassadors</p>	<p>In an effort to actualize the Board's equity statement, LT has focused district-wide professional learning on cultivating belonging during the 2021-2022 school year. By utilizing Cobb and Krownapple's Dignity Framework, the staff has learned the indicators of belonging, organizational dispositions that must be present to cultivate belonging, and actions that can be taken to honor the dignity of all students.</p> <p>To build off of this year, LT's Professional Learning Team will focus next year's learning on cultivating belonging in our instruction. Since this is a new topic in LT's professional learning design, we will employ the district's model of train-the-trainer. This model has been used effectively in the past to educate our staff on the formative assessment process, differentiated instruction, and disciplinary literacy. This model requires recruitment of willing staff members to receive extensive training early on, so they can later serve as the trainers to our larger faculty.</p> <p>In January, twenty-five staff members volunteered to become Equity Ambassadors (or trainers). Throughout the months of January- May, these staff members are engaging in two book studies facilitated by Dr. Rowe. While the book studies are building the knowledge base of the Equity Ambassadors, a three-day summer workshop would allow for intentional application of this knowledge to their classroom instruction.</p> <p>If approved, the first day would be facilitated by Ghouldy Muhammad. She is the author of <i>Cultivating Genius</i>, which is one of the books that the Equity Ambassadors are reading this spring. Dr. Muhammad will provide participants with a framework for developing unit and lesson plans that honor the identity and genius of every student. On the second and third days of this workshop, Dr. Rowe will guide Equity Ambassadors in designing discipline-based lessons that incorporate Dr. Muhammad's framework. These lessons will not only benefit the student recipients in the fall, but they will also benefit the faculty because they will serve as strong instructional models. Also, on the second and third days of this workshop, the Equity Ambassadors</p>	<p>25 Teachers 300 Hours</p>	<p>\$12,150.00 +\$2,5000 Stipends Title II</p>

	will outline the training they will provide on District Institute Days, as well as during volunteer opportunities (like Planning Period PD or L-Teams).		
3. A-F Grading Workshop	<p>In an effort to meet LT's grading goals of reporting learning by skills/concepts through an A-F (no percentages) scale, several additional course teams will transition to this reporting method in 2022-2023. Transitioning to grading by skills/concepts requires a restructuring of the course. Specifically, teams must realign their summative assessments so that they clearly evaluate the targeted skills/concepts. Additionally, teams must revise or redesign formative assessments to ensure students receive relevant feedback prior to the summative experience.</p> <p>This workshop will be facilitated by administrators who will review the purpose of the aforementioned grading system. Facilitators will provide teams a framework to: identify the targeted skills/concepts that will be reported in the gradebook, review their current assessments for these skills/concepts, align assessment items to these skills/concepts, and set up their gradebook to report by these skills/concepts. Additionally, facilitators will demonstrate how to set up a skills-based gradebook in Infinite Campus without using percentages and points.</p> <p>Following the review of the framework, course teams will collaborate to apply guidelines previously provided to all their units of study. While teams will likely need to work past the time provided in the workshop, the two-day opportunity will ensure a successful transition to the A-F grading scale. As a result, students in these courses in the 2022-23 school year will benefit from a grading system that clearly articulates their acquisition of knowledge and skills.</p>	18 Teachers 108 Hours	\$4,374.00 Title I
4. Summer Professional Week	<p>With evolving grading practices, technological changes, and instructional needs, staff has a great deal to balance. The Professional Learning Team would like to offer a variety of three-hour (half day) sessions during the week of August 8th through August 11th to provide refresher training prior to the start of school. If this proposal is approved, each session will be assigned a date and time within the week of August 8-12. Staff will receive a brochure with session options and registration information.</p> <p>The sessions that will be offered include:</p> <ul style="list-style-type: none"> • Actualizing the Dignity Standards • Aligning Formatives to Summatives • Assessment Design 101 • Creating a Variety of Formative and Summative Assessment Types • Cultivating Belonging while Teaching the SEL Standards and Using the Formative Assessment Practices • Designing Performance Tasks • Effective Feedback • Reading and Managing IEPs 	9 Teachers 54 Hours	\$2,187.00 Title II

	<ul style="list-style-type: none"> • Tech Session 1: Canvas, Re-takes with Badges, and SecURLY • Tech Session 2: Enhancing Instruction with Technology • The Fundamentals of Differentiated Instruction <p>In order to run these sessions, facilitators will need time to plan and develop session resources. In addition, they will need time on the day of each session to facilitate. The above proposal indicates the nine staff facilitators will need six hours total to plan and run their session. Participants would receive a \$50.00 stipend for each three-hour session that they attend.</p>		
5. Refresher Sessions	<p>With evolving grading practices, technological changes, and instructional needs, staff has a great deal to balance. The Professional Learning Team would like to offer a variety of three-hour (half day) sessions during the week of August 8th through August 12th to provide refresher training prior to the start of school. If this proposal is approved, each session will be assigned a date and time within the week of August 8-12. Staff will receive a brochure with session options and registration information.</p> <p>The sessions that will be offered include:</p> <ul style="list-style-type: none"> • Actualizing the Dignity Standards • Aligning Formatives to Summatives • Assessment Design 101 • Creating a Variety of Formative and Summative Assessment Types • Cultivating Belonging while Teaching the SEL Standards and Using the Formative Assessment Practices • Designing Performance Tasks • Effective Feedback • Reading and Managing IEPs • Tech Session 1: Canvas, Re-takes with Badges, and SecURLY • Tech Session 2: Enhancing Instruction with Technology • The Fundamentals of Differentiated Instruction <p>Participants will receive a \$50 per diem stipend for each session they attend.</p>	200 Teachers 3 hr. sessions	\$10,000 per diem Title II
FINE ARTS			
1. Spanish II Alignment	<p>The ultimate goal for students enrolled in this course is to enhance communication and comprehension of Spanish by using the language in authentic situations. To better achieve this goal, the Spanish 2 team will be basing our curriculum on Proficiency Based Teaching, enhanced with the textbook series “Autentico”. We will diligently work to complete an array of tasks that, once implemented in the coming school year, will help us guide our students towards the overarching goal of communicating</p>	4 Teachers 80 Hours	\$3,240.00

	<p>authentically while using auxiliary activities and materials provided by the textbook series.</p> <p>Our team has seen the need to review, revise and restructure our course to meet the needs of students whose Spanish experience has been disrupted due to Covid. This year we were able to piece together an additional unit to “even the playing field” but need a summer workshop to formally add it to our curricular sequence and adjust our teaching timeline, summative and formative assessments and authentic teaching materials.</p>		
GLOBAL STUDIES			
<p>1. US History</p>	<p>New Social Studies standards will be implemented in the state of Illinois for the 2022-2023 school year. These standards put an emphasis on teaching the skills of developing and planning inquiries, evaluating sources and using evidence, and communicating conclusions and taking informed action. While these skills have always been embedded in social studies courses to a degree, they have not always intentionally been the vehicle for delivering the social studies content. As a result, it will be necessary for some of LT’s social studies courses to redesign or revise their curriculum through this new lens, which compliments LT’s desire to move towards a skill/concept-based A-F grading system.</p> <p>The U.S. History Preparatory and U.S. History Accelerated level courses would like to take advantage of the state’s timely adoption of these new standards to revamp their curriculum. Redesigning the U.S. History curriculum would also provide an opportunity to ensure: the course content and course resources are inclusive of all American identities and perspectives, the units of study emphasize recurring patterns and themes that can be traced through time, the units of study are arranged intentionally to incorporate the formative assessment process, multiple types of summative assessment are woven throughout the curriculum, and formative assessments are tightly aligned to summative experiences.</p> <p>With the plethora of curricular changes that need to be considered in the redesigning of the US History course at both the prep and accel levels, the process for engaging in this work will be slightly different than in the past. On the initial day of the workshop, the team would receive a review of the curriculum redesign process facilitated by the Curriculum Office, as well as a refresher on the formative assessment process from the Instructional Coach, and an overview of culturally responsive pedagogy facilitated by an Equity Ambassador. With a clear redesign framework in place and an expectation of the instructional components, the team and Instructional Coach would then collaborate to develop the course units of instruction, complete the essential curriculum documents for both the prep and accel levels (curriculum map, pacing guide, and syllabus) and set-up their skills/concept-based A-F gradebook. Since the first day of the workshop would be devoted to learning, the team is requesting five days of four hours per day to complete the redesign. Additionally, the proposal includes a representative from the World History course and AP⁴⁶ U.S. History course. The inclusion of</p>	<p>11 Teachers 220 Hours</p>	<p>\$8,910.00</p>

	<p>these staff members will allow other courses to follow a similar process with making curricular changes in the future.</p> <p>If this summer workshop is granted, students in U.S. Prep and Accel courses in the 2022-2023 school year would engage in a curriculum that uses the new skills-based standards to deliver the history content in a student-centered and culturally responsive manner. Their learning would be communicated through a skills/concept-based gradebook.</p>		
LANGUAGE ARTS			
1. EL Reading	EL Reading is a course that has not run in the past 15 years. We have reformatted the course to reach more students at a variety of English language proficiency levels. This summer workshop would allow Deana Mancini, Reading Specialist and ESL endorsed teacher, to create the outcomes, skill alignment, assessments, and content of the course as well analyze student ACCESS data from 2022 in order to differentiate for students' specific needs.	1 Teachers 15 Hours	\$607.50
2. English II Honors	English II Honors has adopted a new text, <i>How Much of These Hills is Gold</i> , for the 22-23 school year. In addition, this team did not meet in a PLC during the 21-22 school year. Workshop time will be utilized to plan how to integrate the text into the existing curriculum and to create engaging lessons and summative assignments that fit well with the other units in the course. In addition, we will work to ensure formative and summative assignments are aligned overall.	3 Teachers 45 Hours	\$1,822.50
3. English IV World Lit	The Perspectives in World Literature course will adopt the textbook entitled <i>Uncharted Territory</i> by Jim Burke for the 22-23 school year. This workshop would allow this teaching team to align content, skills, and assessment to the text and would create a more cohesive, and engaging class overall.	3 Teachers 30 Hours	\$1,215.00
MATH/SCIENCE			
1. Healthcare Careers	<p>Introduction to Healthcare Careers is a new course offered to 9th and 10th grade students. As it is the foundation of the Healthcare Career pathway, this workshop will allow the instructors to develop the expectations for the course and plan for units and labs.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> • Develop units and lab activities around the core competencies of healthcare careers. • Develop a Curriculum Map with common formative and summative assessments aligned to standards. • Develop a Course Syllabus. 	2 Teachers 50 Hours	\$2,025.00

2. Urban Agriculture	<p>Urban Agriculture is a new science course available to 11th and 12th grade students. The course focuses on sustainable agricultural practices that can be used in an urban area with limited space. This year-long course will include labs and partnerships with area businesses and not-for-profit groups.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> ● Develop units and lab activities around the core competencies of urban agriculture. ● Develop a Curriculum Map with common formative and summative assessments aligned to standards. ● Develop a Course Syllabus. 		\$4,050.00
3. Data Probability	Develop new course curriculum map, assessments, classroom experiences, etc.	2 Teachers 50 Hours	\$2,025.00
4. Geometry Construction	<p>Geometry Construction is a new course for students taking geometry who want to include a practical application of geometry to construction.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> ● Develop units and lab activities around the core competencies of geometry construction. ● Develop a Curriculum Map with common formative and summative assessments aligned to standards. ● Develop a Course Syllabus. 	2 Teachers 100 Hours	\$4,050.00
5. Math Alt Assess	Instruction will be provided on how alternative forms of assessment benefit students and align with Common Core State Standards Mathematical Practices. Teams will then have time to develop assessments and rubrics that provide alternatives to traditional tests that could be used as additional means of measuring student learning in place of/in addition to traditional tests. Team members will take their alternative assessment back to the PLC's for use during the 2022-2023 school year.	10 Teachers 150 Hours	\$6,075.00 Title II
6. Biology Storylining	<p>During the 2018-2019 school year, LT's Biology Team fully implemented a storylining curriculum, which is aligned to the Next Generation Science Standards. Each unit in this curriculum is driven by a scientific story. Students uncover the story as they engage in inquiry and investigation that builds upon itself with each successive day. Scientific skills and cross-cutting concepts are embedded in every unit of study, thereby, increasing the amount of exposure and practice students receive.</p> <p>The purpose of this summer training is to review storylining concepts for those who have worked with the process since 2018 and provide initial training for those new to the biology team.</p> <p>Sessions will be led by a trainer to ensure all teachers have the same storylining</p>	11 Teachers	\$2,200 per diem

	<p>understanding. Training will include an overview of philosophy, development of instructional strategies, and structure of storylining units.</p>		
PHYSICAL WELFARE			
1. Yoga	<p>This will be our final opportunity to have our certified Yoga instructors collaborate on our new Yoga curriculum. While there has been a significant amount of planning that has gone into the development of this class, it will be important to have dedicated time to take the course plans, unit plans, and individual lessons that have been developed and ensure they are linked to standards and are assessed in an accurate way. While each teacher is a 200 hour Yoga certified instructor, it will be important that all teachers collaborate to ensure we are providing a safe, supported, and consistent curriculum regardless of instructor.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> - Yoga curriculum map with common formative and summative assessments that are aligned to standards. - The development of supplemental learning materials for students in the course. - The development of individual lessons linked to SHAPE standards, IL Learning standards, and SEL standards. 	<p>3 Teachers 30 Hours</p>	<p>\$1,215.00</p>
2. Jr. Sr. Strength Training	<p>This summer workshop would be essential for creating vertical alignment as well as progression for our Strength Training courses.</p> <p>Sophomore Strength is providing our students with an incredible introductory course for our students, and therefore, our Junior and Senior Strength Training will need to vertically align while adding progression to compound and auxiliary lifting techniques, supplementary exercises, skills and cognitive assessments. This summer workshop will be vital to our Junior and Seniors in Strength Training courses.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> ● Vertically aligned curriculum with differentiated curriculum for students that repeat the Junior/Senior course ● Adjusted formative and summative assessments that are aligned to the revised curriculum 	<p>5 Teachers 50 Hours</p>	<p>\$2,025.00</p>
3. Freshman SEL	<p>The Freshman Physical Education PLC will utilize summer workshop time to look at student data regarding social emotional learning. Based upon this data, the Freshman PLC will update and redesign the current curriculum to continue to meet district and state goals. Currently there are 16 SEL lessons that are taught to freshman physical education students throughout the course of a school year. The PLC would appreciate</p>	<p>6 Teachers 60 Hours</p>	<p>\$2,430.00</p>

	<p>the time to improve the SEL experience for all freshman students to ensure we are providing an impactful experience for all students. Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> ● an analysis of student data collected over the first 2 years in the RULER curriculum <p>Revised unit plan and curriculum based on student data and teacher reflections.</p>		
SPECIAL EDUCATION			
<p>1. LIFE Health</p>	<p>The Health curriculum is currently delivered to students in LIFE A and LIFE B classes within their academic courses. A community agency partner works with the LIFE A and LIFE B teachers to prepare the lessons. After encountering scheduling conflicts this year, we identified a need to deliver the Health curriculum within the LIFE PE class to ensure that all students have access to the curriculum, to reduce impact on other academic content time, to ensure that the curriculum includes all required state standards, and to align with the general education Health curriculum.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> -The development of individual lessons linked to IL Learning standards, SEL standards, and the required content to be covered through health education. -The development of common formative and summative assessments that are aligned to standards. -The development of supplemental learning materials for students in the course. 	<p>5 Teachers 75 Hours</p>	<p>\$3,037.50</p>
STUDENT SERVICES			
<p>1. Marilyn Friend Training</p>	<p>Co-teaching has become an integral part of educators' efforts to raise the achievement of students with disabilities and reduce the gap between their achievement and that of their peers. However, co-teaching is far more than assigning two teachers to a classroom. In this 2-day workshop, essential topics for building strong co-teaching partnerships and refining instructional practices will be explored.</p> <p>Here are the guiding questions and related key topics we'll address:</p> <ol style="list-style-type: none"> 1. What is co-teaching? What are terms sometimes confused with co-teaching? <ul style="list-style-type: none"> ● The vocabulary and concepts of co-teaching ● Co-teaching v. team teaching v. collaboration v. inclusion 2. How are special education services implemented within co-teaching? <ul style="list-style-type: none"> ● Definition of specially designed instruction (SDI) ● Characteristics of SDI ● Co-teachers' obligations to implement SDI 3. How do co-teachers build (or renew) their partnership? <ul style="list-style-type: none"> ● Professional roles of co-teachers ● Suggestions for the beginning of a new school year ● Self-awareness and self-understanding 	<p>19 Teachers</p>	<p>\$3,800 per diem Title II</p>

	<p>4. Why is co-teaching essential in today's schools?</p> <ul style="list-style-type: none"> • Legislation and policy related to co-teaching • Data on co-teaching effectiveness Research on co-teaching • Student data supporting co-teaching <p>5. How do co-teachers create instructional intensity through co-teaching?</p> <ul style="list-style-type: none"> • Description of six co-teaching approaches, including variations of them • Strategies for grouping students for co-teaching • Examples of lessons and evidence-based instructional strategies that are more easily implemented or enhanced through co-teaching <p>6. What is needed to make co-teaching sustainable?</p> <ul style="list-style-type: none"> • Common planning time and scheduling co-teaching • Co-teaching class composition • Administrative support for co-teaching <p>7. What are common co-teaching issues, dilemmas, and challenges?</p> <ul style="list-style-type: none"> • Partnership problems (reluctant partners; absent partners) • Parent questions and concerns • Your additional questions and concerns 		
2. Co-Teaching Implementation	For the additional 15 hours of workshop time, co-teaching pairs (who will be teaching in the initial phase of 2022-23), will work together to review the IEP's of the Special Education students enrolled in the course to determine the required specialized instruction. The pairs will create instructional plans and determine a structure and schedule for common planning, delivery of instruction, and assessment of student learning.	9 Teachers 135 Hours	\$5,467.50 Title II
		Total District Cost \$54,107.50	
		Total Grant Cost \$38,852.00	
		Total Cost \$92,959.00	

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> • Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first. • Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m. • Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Curriculum & Instruction	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department Assessment & Research	
III. TITLE AND CRITERIA	1 of 5
A. Workshop Title Professional Learning Team (PLT)	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input checked="" type="checkbox"/> Grant Account
<input type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> District Budget Account
<input checked="" type="checkbox"/> 2. District Goals	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates:	<input type="checkbox"/> Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	# OF DAYS	TOTAL HOURS
1. Allan, Bill	June 1-2, 21	3	½ day stipend + 8 hours
2. Bacon, Kirstin	June 1-2	2	8 hours
3. Bowker, Nora	June 1-2, 21	3	½ day stipend + 8 hours
4. Condon, Virginia	June 1-2	2	8 hours
5. Donahue, Shannon	June 1-2, 21	3	½ day stipend + 8 hours
6. Doyle, Allison	June 1-2, 21	3	½ day stipend + 8 hours
7. Enright, Karly	June 1-2, 21	3	½ day stipend + 8 hours
8. Gutierrez, Daniella	June 1-2, 21	3	½ day stipend + 8 hours
9. Harbin, Michelle	June 1-2, 21	3	½ day stipend + 8 hours
10. Johannes, Andrew	June 1-2, 21	3	½ day stipend + 8 hours
11. Mancini, Deana	June 1-2	2	8 hours
12. Malik, Nadia	June 1-2, 21	3	½ day stipend + 8 hours
13. Meyers, Katie	June 1-2, 21	3	½ day stipend + 8 hours
14. Mitchell, Kate	June 1-2, 21	3	½ day stipend + 8 hours
15. Musick, John	June 1-2, 21	3	½ day stipend + 8 hours
16. Orrico, Annette	June 1-2	2	8 hours
17. Plichta, Lisa	June 1-2	2	8 hours
18. Quane, Maggie	June 1-2, 21	3	½ day stipend + 8 hours
19. Salaymeh, Callie	June 1-2, 21	3	½ day stipend + 8 hours
20. Voy, Darragh	June 1-2, 21	3	½ day stipend + 8 hours
21. Wilson, Nekeia	June 1-2	2	8 hours
TOTALS		21 People	168 hours
		15 People	½ day per diem @ \$50 = \$750

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)

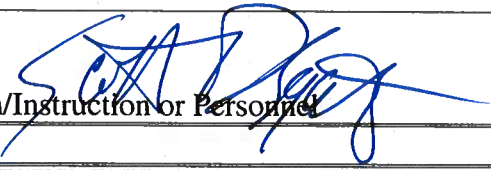
LT's Professional Learning Team has been in existence since March, 2011. When the PLT began their journey in 2011, they implemented a professional learning design that consisted of several strands including assessment literacy, differentiated instruction, and discipline-based literacy (CCSS). In 2018, a new strand was added, social-emotional learning. In 2019, we expanded to this strand by adding included awareness training. In 2022, we will further evolve this strand to encompass culturally responsive pedagogy.

LT's Professional Learning Team is implementing their annual two-day workshop (8 hours total) to:

- analyze survey results, mentoring program surveys, LT team information, Instructional Coaching data, and book study feedback,
- analyze participation data in the district's various professional learning opportunities,
- review the principles of adult learning,
- review the school's current learning needs,
- review and revise the PLT's professional learning design in order to respond to staff needs and principles of adult learning,
- determine 2022-23 professional learning opportunities,
- identify means of evaluating next year's professional learning on student achievement,
- create a publication communicating all professional learning opportunities for the 2022-23 school year.

In addition to the annual two days requested by the Professional Learning Team to accomplish the aforementioned activities, the members of this team will also attend a six-hour workshop with LT's Equity Ambassadors on June 21, 2022. This workshop will be delivered by Dr. Ghouldy Muhammad and will provide an overview of the five pursuits outlined in her book, *Cultivating Genius*. By attending the workshop with Dr. Muhammad, PLT members will receive the background needed to support the Equity Ambassadors as they deliver next year's professional learning content.

By providing effective professional learning on essential aspects of teaching and learning, staff will receive the support needed to improve classroom practices which will enhance student learning.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel 	Date 3/9/22

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours	Grant hours <i>all Title II</i>
Other hours	Maximum cost allowable

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal

I. DIRECTIONS

- Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first.
- Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m.
- Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)		IV. DIVISION CHAIR USE ONLY		
A. Division	Curriculum & Inst.	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)		
B. Department	Equity & Belonging			
III. TITLE AND CRITERIA		2	of	5
A. Workshop Title	Equity Ambassador Training	B. Funding source(s) and account numbers		
B. Selection Criteria Priority				
<input type="checkbox"/> 1. Approved Curriculum Change		<input checked="" type="checkbox"/> Grant Account		
<input checked="" type="checkbox"/> 2. District Goals		<input type="checkbox"/> District Budget Account		
<input type="checkbox"/> 3. Federal and/or State Mandates		<input type="checkbox"/> Township Initiative		
		<input type="checkbox"/> Other		

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)

NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS
1. Bacon, Kirsten	June 21, 22, 23	3	\$100 stipend and 12 hours
2. Basic, Brianna	June 21, 22, 23	3	\$100 stipend and 12 hours
3. Bauer, Jane	June 21, 22, 23	3	\$100 stipend and 12 hours
4. Becker, Jack	June 21, 22, 23	3	\$100 stipend and 12 hours
5. Birck, Mackenzie	June 21, 22, 23	3	\$100 stipend and 12 hours
6. Buchanan, Amanda	June 21, 22, 23	3	\$100 stipend and 12 hours
7. Carlson, Natalie	June 21, 22, 23	3	\$100 stipend and 12 hours
8. Condon, Virginia	June 21, 22, 23	3	\$100 stipend and 12 hours
9. Hartley, David	June 21, 22, 23	3	\$100 stipend and 12 hours
10. Lafontaine, Ben	June 21, 22, 23	3	\$100 stipend and 12 hours
11. Lambert, Tiz	June 21, 22, 23	3	\$100 stipend and 12 hours
12. Laskowski, Allie	June 21, 22, 23	3	\$100 stipend and 12 hours
13. Lerma, Serena	June 21, 22, 23	3	\$100 stipend and 12 hours
14. Mancini, Deana	June 21, 22, 23	3	\$100 stipend and 12 hours
15. Manthei, Kirsten	June 21, 22, 23	3	\$100 stipend and 12 hours
16. Martinez, Elizabeth	June 21, 22, 23	3	\$100 stipend and 12 hours
17. Petersen, Toni	June 21, 22, 23	3	\$100 stipend and 12 hours
18. Petrevski, Natalie	June 21, 22, 23	3	\$100 stipend and 12 hours
19. Reid, Vikki	June 21, 22, 23	3	\$100 stipend and 12 hours
20. Roessler, Jessica	June 21, 22, 23	3	\$100 stipend and 12 hours
21. Salah, Zainab	June 21, 22, 23	3	\$100 stipend and 12 hours
22. Skendzel, Brad	June 21, 22, 23	3	\$100 stipend and 12 hours
23. Thimmig, Kelsey	June 21, 22, 23	3	\$100 stipend and 12 hours
24. Wilson, Nekeia	June 21, 22, 23	3	\$100 stipend and 12 hours
25. Zavala, Samantha	June 21, 22, 23	3	\$100 stipend and 12 hours
TOTALS		25 People	\$100 stipend * 25 + (\$2,500) 300 hours

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)

In an effort to actualize the Board's equity statement, LT has focused district-wide professional learning on cultivating belonging during the 2021-2022 school year. By utilizing Cobb and Krownapple's Dignity Framework, the staff has learned the indicators of belonging, organizational dispositions that must be present to cultivate belonging, and actions that can be taken to honor the dignity of all students.

To build off of this year, LT's Professional Learning Team will focus next year's learning on cultivating belonging in our instruction. Since this is a new topic in LT's professional learning design, we will employ the district's model of train-the-trainer. This model has been used effectively in the past to educate our staff on the formative assessment process, differentiated instruction, and disciplinary literacy. This model requires recruitment of willing staff members to receive extensive training early on, so they can later serve as the trainers to our larger faculty.

In January, twenty-five staff members volunteered to become Equity Ambassadors (or trainers). Throughout the months of January-May, these staff members are engaging in two book studies facilitated by Dr. Rowe. While the book studies are building the knowledge base of the Equity Ambassadors, a three-day summer workshop would allow for intentional application of this knowledge to their classroom instruction.

If approved, the first day would be facilitated by Ghody Muhammad. She is the author of *Cultivating Genius*, which is one of the books that the Equity Ambassadors are reading this spring. Dr. Muhammad will provide participants with a framework for developing unit and lesson plans that honor the identity and genius of every student. On the second and third days of this workshop, Dr. Rowe will guide Equity Ambassadors in designing discipline-based lessons that incorporate Dr. Muhammad's framework. These lessons will not only benefit the student recipients in the fall, but they will also benefit the faculty because they will serve as strong instructional models. Also, on the second and third days of this workshop, the Equity Ambassadors will outline the training they will provide on District Institute Days, as well as during volunteer opportunities (like Planning Period PD or L-Teams).

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted ✓	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours	Grant hours all Title II
Other hours	Maximum cost allowable

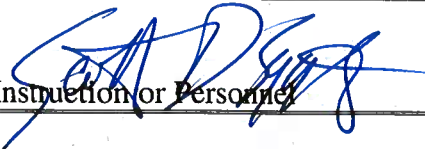
**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> • Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first. • Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m. • Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY			
A. Division Curriculum & Instruction	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)			
B. Department Assessment & Research				
III. TITLE AND CRITERIA	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 40px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">of</td> <td style="width: 40px; text-align: center;">5</td> </tr> </table>	3	of	5
3	of	5		
A. Workshop Title A-F Grading Workshop	B. Funding source(s) and account numbers			
B. Selection Criteria Priority	<input checked="" type="checkbox"/> Grant Account			
<input type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> District Budget Account			
<input checked="" type="checkbox"/> 2. District Goals	<input type="checkbox"/> Township Initiative			
<input type="checkbox"/> 3. Federal and/or State Mandates:	<input type="checkbox"/> Other			

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Course Team – 5 Teachers- TBD	June 1, 2	2 Days	30
2. Course Team – 5 Teachers- TBD	June 1, 2	2 Days	30
3. Course Team – 4 Teachers- TBD	June 1, 2	2 Days	24
4. Course Team – 4 Teachers- TBD	June 1, 2	2 Days	24
5.			
TOTALS		18 People	108

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>In an effort to meet LT's grading goals of reporting learning by skills/concepts through an A-F (no percentages) scale, several additional course teams will transition to this reporting method in 2022-2023. Transitioning to grading by skills/concepts requires a restructuring of the course. Specifically, teams must realign their summative assessments so that they clearly evaluate the targeted skills/concepts. Additionally, teams must revise or redesign formative assessments to ensure students receive relevant feedback prior to the summative experience.</p> <p>This workshop will be facilitated by administrators who will review the purpose of the aforementioned grading system. Facilitators will provide teams a framework to: identify the targeted skills/concepts that will be reported in the gradebook, review their current assessments for these skills/concepts, align assessment items to these skills/concepts, and set up their gradebook to report by these skills/concepts. Additionally, facilitators will demonstrate how to set up a skills-based gradebook in Infinite Campus without using percentages and points.</p> <p>Following the review of the framework, course teams will collaborate to apply guidelines previously provided to all their units of study. While teams will likely need to work past the time provided in the workshop, the two-day opportunity will ensure a successful transition to the A-F grading scale. As a result, students in these courses in the 2022-23 school year will benefit from a grading system that clearly articulates their acquisition of knowledge and skills.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel 	Date 3/9/22

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours	Grant hours all Title I
Other hours	Maximum cost allowable

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal

I. DIRECTIONS
<ul style="list-style-type: none"> • Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first. • Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m. • Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY			
A. Division Curriculum & Instruction	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <table style="margin-left: auto; margin-right: auto; border: 1px solid black;"> <tr> <td style="border: 1px solid black; padding: 2px 10px;">4</td> <td style="padding: 0 5px;">of</td> <td style="border: 1px solid black; padding: 2px 10px;">5</td> </tr> </table>	4	of	5
4		of	5	
B. Department Assessment & Research				
III. TITLE AND CRITERIA				
A. Workshop Title Summer Professional Week Leaders	B. Funding source(s) and account numbers			
B. Selection Criteria Priority	<input checked="" type="checkbox"/> Grant Account			
<input type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> District Budget Account			
<input checked="" type="checkbox"/> 2. District Goals	<input type="checkbox"/> Township Initiative			
<input type="checkbox"/> 3. Federal and/or State Mandates:	<input type="checkbox"/> Other			

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS
1. Bowker, Nora	Session 8/8-12 + prep.	2	6
2. Wilcox, Krista	Session 8/8-12 + prep.	2	6
3. Salaymeh, Callie	Session 8/8-12 + prep.	2	6
4. Voy, Darragh	Session 8/8-12 + prep.	2	6
5. Vrtis, Jeremy	Session 8/8-12 + prep.	2	6
6. Rivan, Rebecca	Session 8/8-12 + prep.	2	6
7. Maffey, Joseph	Session 8/8-12 + prep.	2	6
8. Teacher Presenter	Session 8/8-12 + prep.	2	6
9. Teacher Presenter	Session 8/8-12 + prep.	2	6
10. Teacher Presenter	Session 8/8-12 + prep.	2	6
11. Teacher Presenter	Session 8/8-12 + prep.	2	6
TOTALS		22	66

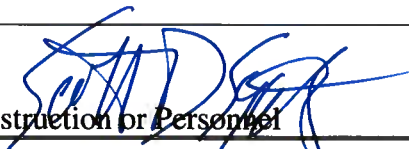
VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
--

With evolving grading practices, technological changes, and instructional needs, staff has a great deal to balance. The Professional Learning Team would like to offer a variety of three-hour (half day) sessions during the week of August 8th through August 11th to provide refresher training prior to the start of school. If this proposal is approved, each session will be assigned a date and time within the week of August 8-12. Staff will receive a brochure with session options and registration information.

The sessions that will be offered include:

- Actualizing the Dignity Standards
- Aligning Formatives to Summatives
- Assessment Design 101
- Creating a Variety of Formative and Summative Assessment Types
- Cultivating Belonging while Teaching the SEL Standards and Using the Formative Assessment Practices
- Designing Performance Tasks
- Effective Feedback
- Reading and Managing IEPs
- Tech Session 1: Canvas, Re-takes with Badges, and SecURLY
- Tech Session 2: Enhancing Instruction with Technology
- The Fundamentals of Differentiated Instruction

In order to run these sessions, facilitators will need time to plan and develop session resources. In addition, they will need time on the day of each session to facilitate. The above proposal indicates the nine staff facilitators will need six hours total to plan and run their session. Participants would receive a \$50.00 stipend for each three-hour session that they attend.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel 	Date 3/9/22

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours	Grant hours <i>all Title II</i>
Other hours	Maximum cost allowable


**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> • Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first. • Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m. • Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Curriculum & Instruction	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department Assessment & Research	
III. TITLE AND CRITERIA	5 of 5
A. Workshop Title Refresher Training Sessions	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input checked="" type="checkbox"/> Grant Account
<input type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> District Budget Account
<input checked="" type="checkbox"/> 2. District Goals	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates:	<input type="checkbox"/> Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS
200 participants	Sessions 8/8-12	½ day = \$50	100 days
	TOTALS	Per diem	\$10,000

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>With evolving grading practices, technological changes, and instructional needs, staff has a great deal to balance. The Professional Learning Team would like to offer a variety of three-hour (half day) sessions during the week of August 8th through August 12th to provide refresher training prior to the start of school. If this proposal is approved, each session will be assigned a date and time within the week of August 8-12. Staff will receive a brochure with session options and registration information.</p> <p>The sessions that will be offered include:</p> <ul style="list-style-type: none"> • Actualizing the Dignity Standards • Aligning Formatives to Summatives • Assessment Design 101 • Creating a Variety of Formative and Summative Assessment Types • Cultivating Belonging while Teaching the SEL Standards and Using the Formative Assessment Practices • Designing Performance Tasks • Effective Feedback • Reading and Managing IEPs • Tech Session 1: Canvas, Re-takes with Badges, and SecURLY • Tech Session 2: Enhancing Instruction with Technology • The Fundamentals of Differentiated Instruction <p>Participants will receive a \$50 per diem stipend for each session they attend.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel 	Date 3/9/22

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale
Approved with revisions ✓	Total hours approved
District budget hours	Grant hours <i>all Title II</i>
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> • Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first. • Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m. • Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Fine Arts	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department World Language	
III. TITLE AND CRITERIA	1 of 1
A. Workshop Title Spanish II Alignment	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
<input type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> District Budget Account
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE	<input type="checkbox"/> Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Laura Villanueva	TBD	4	20 hours
2. Maggie Hellermann	TBD	4	20 hours
3. Karly Enright	TBD	4	20 hours
4. Spanish 2 team member	TBD	4	20 hours
TOTALS		16	80

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>The ultimate goal for students enrolled in this course is to enhance communication and comprehension of Spanish by using the language in authentic situations. To better achieve this goal, the Spanish II team will be basing our curriculum on Proficiency Based Teaching, enhanced with the textbook series "Autentico." We will diligently work to complete an array of tasks that, once implemented in the coming school year, will help us guide our students towards the overarching goal of communicating authentically while using auxiliary activities and materials provided by the textbook series.</p> <p>Our team has seen the need to review, revise and restructure our course to meet the needs of students whose Spanish experience has been disrupted due to Covid. This year we were able to piece together an additional unit to "even the playing field" but need a summer workshop to formally add it to our curricular sequence and make adjustments to our teaching timeline, summative and formative assessments and authentic teaching materials.</p>

VII. SIGNATURES AND APPROVAL	
<i>Margaret Hellermann</i>	02/07/2022
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
<i>Paula A. Nardi</i>	02/07/2022
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel <i>Scott [Signature]</i>	Date <i>3/9/22</i>

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted ✓	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours <i>all District</i>	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal**

I. DIRECTIONS

- Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first.
- Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m.
- Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY			
A. Division Global Studies	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <table style="margin-left: auto; margin-right: auto; border: 1px solid black;"> <tr> <td style="border: 1px solid black; padding: 2px 10px;">1</td> <td style="border: 1px solid black; padding: 2px 10px;">of</td> <td style="border: 1px solid black; padding: 2px 10px;">1</td> </tr> </table>	1	of	1
1		of	1	
B. Department Social Studies				
III. TITLE AND CRITERIA	B. Funding source(s) and account numbers			
A. Workshop Title U.S. History Workshop				
B. Selection Criteria Priority				
<input type="checkbox"/> 1. Approved Curriculum Change				
<input checked="" type="checkbox"/> 2. District Goals				
<input type="checkbox"/> 3. Federal and/or State Mandates:	<input type="checkbox"/> Grant Account			
	<input type="checkbox"/> District Budget Account			
	<input type="checkbox"/> Township Initiative			
	<input type="checkbox"/> Other			

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)

NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS
1. Condon, Virginia	June 6-10	5	20
2. Johannes, Andrew	June 6-10	5	20
3. Vahl, Mica	June 6-10	5	20
4. AP U.S. History Teacher	June 6-10	5	20
5. U.S. History Prep. Teacher	June 6-10	5	20
6. U.S. History Prep. Teacher	June 6-10	5	20
7. U.S. History Prep. Teacher	June 6-10	5	20
8. U.S. History Prep. Teacher	June 6-10	5	20
9. U.S. History Accel Teacher	June 6-10	5	20
10. U.S. History Accel Teacher	June 6-10	5	20
11. U.S. History Accel Teacher	June 6-10	5	20
TOTALS		55	220

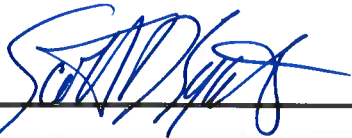
VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)

New Social Studies standards will be implemented in the [state of Illinois](#) for the 2022-2023 school year. These standards put an emphasis on teaching the skills of developing and planning inquiries, evaluating sources and using evidence, and communicating conclusions and taking informed action. While these skills have always been embedded in social studies courses to a degree, they have not always intentionally been the vehicle for delivering the social studies content. As a result, it will be necessary for some of LT's social studies courses to redesign or revise their curriculum through this new lens, which compliments LT's desire to move towards a skill/concept-based A-F grading system.

The U.S. History Preparatory and U.S. History Accelerated level courses would like to take advantage of the state's timely adoption of these new standards to revamp their curriculum. Redesigning the U.S. History curriculum would also provide an opportunity to ensure: the course content and course resources are inclusive of all American identities and perspectives, the units of study emphasize recurring patterns and themes that can be traced through time, the units of study are arranged intentionally to incorporate the formative assessment process, multiple types of summative assessment are woven throughout the curriculum, and formative assessments are tightly aligned to summative experiences.

With the plethora of curricular changes that need to be considered in the redesigning of the US History course at both the prep and accel levels, the process for engaging in this work will be slightly different than in the past. On the initial day of the workshop, the team would receive a review of the curriculum redesign process facilitated by the Curriculum Office, as well as a refresher on the formative assessment process from the Instructional Coach, and an overview of culturally responsive pedagogy facilitated by an Equity Ambassador. With a clear redesign framework in place and an expectation of the instructional components, the team and Instructional Coach would then collaborate to develop the course units of instruction, complete the essential curriculum documents for both the prep and accel levels (curriculum map, pacing guide, and syllabus) and set-up their skills/concept-based A-F gradebook. Since the first day of the workshop would be devoted to learning, the team is requesting five days of four hours per day to complete the redesign. Additionally, the proposal includes a representative from the World History course and AP U.S. History course. The inclusion of these staff members will allow other courses to follow a similar process with making curricular changes in the future.

If this summer workshop is granted, students in U.S. Prep and Accel courses in the 2022-2023 school year would engage in a curriculum that uses the new skills-based standards to deliver the history content in a student-centered and culturally responsive manner. Their learning would be communicated through a skills/concept-based gradebook.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel 	Date <i>3/9/22</i>

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <i>✓</i>	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours <i>all District</i>	Grant hours
Other hours	Maximum cost allowable


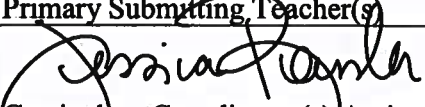
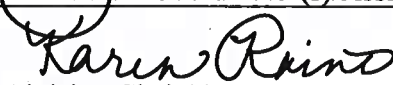

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> • Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first. • Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m. • Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY			
A. Division LAD	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <table border="1" style="margin-left: auto; margin-right: auto;"><tr><td>1</td><td>of</td><td>3</td></tr></table>	1	of	3
1		of	3	
B. Department English				
III. TITLE AND CRITERIA				
A. Workshop Title EL Reading	B. Funding source(s) and account numbers			
B. Selection Criteria Priority	<input checked="" type="checkbox"/> Grant Account			
<input checked="" type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> District Budget Account			
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	<input type="checkbox"/> Township Initiative			
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE	<input type="checkbox"/> Other			

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Deana Mancini	6/2 – 6/4	3	15
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		3	15

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>EL Reading is a course that has not run in the past 15 years. We have reformatted the course to reach more students at a variety of English language proficiency levels. This summer workshop would allow Deana Mancini, Reading Specialist and ESL endorsed teacher, to create the outcomes, skill alignment, assessments, and content of the course as well analyze student ACCESS data from 2022 in order to differentiate for students' specific needs.</p>

VII. SIGNATURES AND APPROVAL	
 Primary Submitting Teacher(s) Deana Mancini	Date 2.7.22
 Curriculum Coordinator(s) Assistant Division Chair(s)	2.7.22 Date
 Division Chair(s)	Date 2.7.22
Director of Curriculum/Instruction or Personnel 	Date 3/9/02

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours <i>all District</i>	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal**

I. DIRECTIONS

- Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first.
- Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m.
- Submit form electronically and in hard copy.

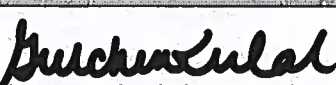
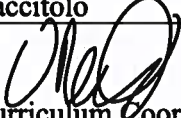

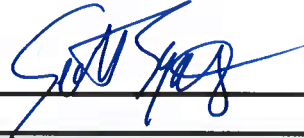
II. DIVISION(S) AND DEPARTMENT(S)		IV. DIVISION CHAIR USE ONLY	
A. Division	LAD	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)	
B. Department	English		
III. TITLE AND CRITERIA		2	of 3
A. Workshop Title	English II (Honors)	B. Funding source(s) and account numbers	
B. Selection Criteria Priority		<input type="checkbox"/> Grant Account	
<input checked="" type="checkbox"/> 1. Approved Curriculum Change		<input checked="" type="checkbox"/> District Budget Account	
<input type="checkbox"/> 2. District Goals: NCLB & PSAE		<input type="checkbox"/> Township Initiative	
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE		<input type="checkbox"/> Other	

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)

NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Gretchen Kulat	6/2, 6/3, 6/6	3	15
2. Vikki Reid	“	“	“
3. Anna Meyers Caccitolo	“	“	“
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		3	45

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)

English II Honors has adopted a new text, *How Much of These Hills is Gold*, for the 22-23 school year. In addition, this team did not meet in a PLC during the 21-22 school year. Workshop time will be utilized to plan how to integrate the text into the existing curriculum and to create engaging lessons and summative assignments that fit well with the other units in the course. In addition, we will work to ensure formative and summative assignments are aligned overall.

VII. SIGNATURES AND APPROVAL	
 Primary Submitting Teacher(s) Gretchen Kulat, Vikki Reid, Anna Meyers-Caccitolo	Date 2.7.22
 Curriculum Coordinator(s)/Assistant Division Chair(s)	2.7.22 Date
 Division Chair(s)	2.7/22 Date
Director of Curriculum/Instruction or Personnel 	Date 3/9/22

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours <i>all District</i>	Grant hours
Other hours	Maximum cost allowable

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal

I. DIRECTIONS

- Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first.
- Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m.
- Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division LAD	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">3</div> of <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">3</div>
B. Department English	
III. TITLE AND CRITERIA	
A. Workshop Title English IV (Prep) Perspectives in World Literature	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
<input type="checkbox"/> 1. Approved Curriculum Change	<input checked="" type="checkbox"/> District Budget Account
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE	<input type="checkbox"/> Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)

NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Kari Karubas	6/2 – 6/4	3	15
2. TBD	6/2 – 6/4	3	15
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		3	30

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)

The Perspectives in World Literature course will adopt the textbook entitled *Uncharted Territory* by Jim Burke for the 22-23 school year. This workshop would allow this teaching team to align content, skills, and assessment to the text and would create a more cohesive, and engaging class overall.

VII. SIGNATURES AND APPROVAL	
<i>Kari Karubas</i> (electronic signature) Primary Submitting Teacher(s)	2.7.22 Date
<i>Jessica Ponder</i> Curriculum Coordinator(s)/Assistant Division Chair(s)	2.7.22 Date
<i>Karen Reind</i> Division Chair(s)	2.7.22 Date
Director of Curriculum/Instruction or Personnel <i>[Signature]</i>	Date <i>3/9/22</i>

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours <i>all District</i>	Grant hours
Other hours	Maximum cost allowable

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m. ● Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY			
A. Division Math/Science	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)			
B. Department Science				
III. TITLE AND CRITERIA	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 40px; text-align: center;">1</td> <td style="width: 40px; text-align: center;">of</td> <td style="width: 40px; text-align: center;">6</td> </tr> </table>	1	of	6
1	of	6		
A. Workshop Title Health Care Careers	B. Funding source(s) and account numbers			
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account			
<input checked="" type="checkbox"/> 1. Approved Curriculum Change	<input checked="" type="checkbox"/> District Budget Account			
<input type="checkbox"/> 2. District Goals:	<input type="checkbox"/> Township Initiative			
<input type="checkbox"/> 3. Federal and/or State Mandates:	<input type="checkbox"/> Other			

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. TBA 1		5	25
2. TBA 2		5	25
TOTALS		10	50

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>Introduction to Healthcare Careers is a new course offered to 9th and 10th grade students. As it is the foundation of the Healthcare Career pathway, this workshop will allow the instructors to develop the expectations for the course and plan for units and labs.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> ● Develop units and lab activities around the core competencies of healthcare careers. ● Develop a Curriculum Map with common formative and summative assessments aligned to standards. ● Develop a Course Syllabus.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
<i>Britt Lindahl</i> Curriculum Coordinator(s)/Assistant Division Chair(s)	Date <i>02/07/22</i>
Division Chair(s) <i>Coll Vt</i>	Date <i>2/7/22</i>
Director of Curriculum/Instruction or Personnel <i>[Signature]</i>	Date <i>3/9/22</i>

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale
Approved with revisions <i>Reduced Semester courses = 5 days</i>	Total hours approved
District budget hours <i>all District</i>	Grant hours
Other hours	Maximum cost allowable

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal

DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m. ● Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY			
A. Division Math/Science	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)			
B. Department Science				
III. TITLE AND CRITERIA	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 50px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">of</td> <td style="width: 50px; text-align: center;">6</td> </tr> </table>	2	of	6
2	of	6		
A. Workshop Title Urban Agriculture	B. Funding source(s) and account numbers			
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account			
<input checked="" type="checkbox"/> 1. Approved Curriculum Change	<input checked="" type="checkbox"/> District Budget Account			
<input type="checkbox"/> 2. District Goals:	<input type="checkbox"/> Township Initiative			
<input type="checkbox"/> 3. Federal and/or State Mandates:	<input type="checkbox"/> Other			

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. TBA 1		10	50
2. TBA 2		10	50
TOTALS		20	100

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>Urban Agriculture is a new science course available to 11th and 12th grade students. The course focuses on sustainable agricultural practices that can be used in an urban area with limited space. This year-long course will include labs and partnerships with area businesses and not-for-profit groups.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> ● Develop units and lab activities around the core competencies of urban agriculture. ● Develop a Curriculum Map with common formative and summative assessments aligned to standards. ● Develop a Course Syllabus.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
<i>Britt Lindahl</i> Curriculum Coordinator(s)/Assistant Division Chair(s)	Date <i>02/07/22</i>
<i>Coll Ust</i> Division Chair(s)	Date <i>2/7/22</i>
<i>[Signature]</i> Director of Curriculum/Instruction or Personnel	Date <i>3/9/22</i>

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours <i>all District</i>	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal**

I. DIRECTIONS	
<ul style="list-style-type: none"> ● Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m. ● Submit form electronically and in hard copy. 	

II. DIVISION(S) AND DEPARTMENT(S)		IV. DIVISION CHAIR USE ONLY	
A. Division	Math/Science	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)	
B. Department	Math		
III. TITLE AND CRITERIA		3	of 6
A. Workshop Title	Data Probability	B. Funding source(s) and account numbers	
B. Selection Criteria Priority		<input type="checkbox"/>	Grant Account
<input checked="" type="checkbox"/> 1. Approved Curriculum Change		<input checked="" type="checkbox"/>	District Budget Account
<input type="checkbox"/> 2. District Goals:		<input type="checkbox"/>	Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates:		<input type="checkbox"/>	Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. TBA 1		5	25
2. TBA 2		5	25
TOTALS		10	50

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
Develop new course curriculum map, assessments, classroom experiences, etc.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
<i>Britt Kendall</i>	<i>02/07/22</i>
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
<i>Coll Vest</i>	<i>2/7/22</i>
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel <i>Scott Gray</i>	Date <i>3/9/22</i>

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale
<i>- Reduced -</i> Approved with revisions <i>semester course = 5 days</i>	Total hours approved
District budget hours <i>all District</i>	Grant hours
Other hours	Maximum cost allowable

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal

DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m. ● Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Math/Science	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">4</div> of <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">6</div>
B. Department Math	
III. TITLE AND CRITERIA	
A. Workshop Title Geo Construction	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
<input checked="" type="checkbox"/> 1. Approved Curriculum Change	<input checked="" type="checkbox"/> District Budget Account
<input type="checkbox"/> 2. District Goals:	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates:	<input type="checkbox"/> Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
2. TBA 1		10	50
3. TBA 2		10	50
TOTALS		20	100

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>Geometry Construction is a new course for students taking geometry who want to include a practical application of geometry to construction.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> ● Develop units and lab activities around the core competencies of geometry construction. ● Develop a Curriculum Map with common formative and summative assessments aligned to standards. ● Develop a Course Syllabus.

VII. SIGNATURES AND APPROVAL

Primary Submitting Teacher(s)

Date

Britt Kendeck

Curriculum Coordinator(s)/Assistant Division Chair(s)

Date

02/07/22

Division Chair(s)

Colle Vyt

Date

2/7/22

Director of Curriculum/Instruction or Personnel

[Signature]

Date

3/9/22

VIII. CURRICULUM OFFICE USE ONLY

Approved as submitted

✓

Not approved with rationale

Approved with revisions

Total hours approved

District budget hours

all District

Grant hours

Other hours

Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal**

I. DIRECTIONS	
<ul style="list-style-type: none"> • Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first. • Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m. • Submit form electronically and in hard copy. 	

II. DIVISION(S) AND DEPARTMENT(S)		IV. DIVISION CHAIR USE ONLY	
A. Division	Math/Science	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)	
B. Department	Math		
III. TITLE AND CRITERIA		5	of 6
A. Workshop Title	Math Alt Assessment	B. Funding source(s) and account numbers	
B. Selection Criteria Priority			
<input type="checkbox"/> 1. Approved Curriculum Change			
<input checked="" type="checkbox"/> 2. District Goals:			
<input type="checkbox"/> 3. Federal and/or State Mandates:		<input type="checkbox"/> Grant Account	
		<input checked="" type="checkbox"/> District Budget Account	
		<input type="checkbox"/> Township Initiative	
		<input type="checkbox"/> Other	

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. TBA 1		3	15
2. TBA 2		3	15
3. TBA 3		3	15
4. TBA 4		3	15
5. TBA 5		3	15
6. TBA 6		3	15
7. TBA 7		3	15
8. TBA 8		3	15
9. TBA 9		3	15
10. TBA 10		3	15
TOTALS		30	150

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>Instruction will be provided on how alternative forms of assessment benefit students and align with Common Core State Standards Mathematical Practices. Teams will then have time to develop assessments and rubrics that provide alternatives to traditional tests that could be used as additional means of measuring student learning in place of/in addition to traditional tests. Team members will take their alternative assessment back to the PLC's for use during the 2022-2023 school year.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
<i>Britt Lindahl</i>	
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date <i>02/07/22</i>
Division Chair(s) <i>Cell VP</i>	Date <i>2/7/22</i>
Director of Curriculum/Instruction or Personnel <i>[Signature]</i>	Date <i>3/9/22</i>

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale
<i>Condensed 4 workshops into 1. fewer hours.</i> Approved with revisions	Total hours approved
District budget hours	Grant hours <i>all Title I</i>
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m. ● Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Math/Science	B. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department Science	
III. TITLE AND CRITERIA	6 of 6
A. Workshop Title Biology Storylining	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
<input type="checkbox"/> 1. Approved Curriculum Change	<input checked="" type="checkbox"/> District Budget Account
<input checked="" type="checkbox"/> 2. District Goals:	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates:	<input type="checkbox"/> Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS
1. Biology Teacher	June, 2 days TBA	2 (\$100 per diem)	\$200
2. Biology Teacher	June, 2 days TBA	2 (\$100 per diem)	\$200
3. Biology Teacher	June, 2 days TBA	2 (\$100 per diem)	\$200
4. Biology Teacher	June, 2 days TBA	2 (\$100 per diem)	\$200
5. Biology Teacher	June, 2 days TBA	2 (\$100 per diem)	\$200
6. Biology Teacher	June, 2 days TBA	2 (\$100 per diem)	\$200
7. Biology Teacher	June, 2 days TBA	2 (\$100 per diem)	\$200
8. Biology Teacher	June, 2 days TBA	2 (\$100 per diem)	\$200
9. Biology Teacher	June, 2 days TBA	2 (\$100 per diem)	\$200
10. Biology Teacher	June, 2 days TBA	2 (\$100 per diem)	\$200
11. Biology Teacher	June, 2 days TBA	2 (\$100 per diem)	\$200
TOTALS		22	\$2200

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>During the 2018-2019 school year, LT's Biology Team fully implemented a story-lining curriculum, which is aligned to the Next Generation Science Standards. Each unit in this curriculum is driven by a scientific story. Students uncover the story as they engage in inquiry and investigation that builds upon itself with each successive day. Scientific skills and cross-cutting concepts are embedded in every unit of study, thereby, increasing the amount of exposure and practice students receive.</p> <p>The purpose of this summer training is to review storylining concepts for those who have worked with the process since 2018 and provide initial training for those new to the biology team.</p> <p>Sessions will be led by a trainer to ensure all teachers have the same storylining understanding. Training will include an overview of philosophy, development of instructional strategies, and structure of storylining units.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
<i>Britt Lindahl</i> Curriculum Coordinator(s)/Assistant Division Chair(s)	Date <i>02/07/22</i>
<i>Collie Velt</i> Division Chair(s)	Date <i>2/7/22</i>
Director of Curriculum/Instruction or Personnel <i>Scott Spitz</i>	Date <i>3/9/22</i>

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale
Approved with revisions <i>Added all team members</i>	Total hours approved
District budget hours <i>all District</i>	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> • Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first. • Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m. • Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Physical Welfare	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department Physical Education	
III. TITLE AND CRITERIA	1 of 3
A. Workshop Title Yoga curriculum	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
X 1. Approved Curriculum Change	<input checked="" type="checkbox"/> District Budget Account
<input type="checkbox"/> 2. District Goals: 1	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates: 3	<input type="checkbox"/> Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Cassie Niego	6/13-6/14	2	10
2. Brittany Sidoti	6/13-6/14	2	10
3. Missy Mitidiero	6/13-6/14	2	10
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS			30

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>This will be our final opportunity to have our certified Yoga instructors collaborate on our new Yoga curriculum. While there has been a significant amount of planning that has gone into the development of this class, it will be important to have dedicated time to take the course plans, unit plans, and individual lessons that have been developed and ensure they are linked to standards and are assessed in an accurate way. While each teacher is a 200 hour Yoga certified instructor, it will be important that all teachers collaborate to ensure we are providing a safe, supported, and consistent curriculum regardless of instructor.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> - Yoga curriculum map with common formative and summative assessments that are aligned to standards. - The development of supplemental learning materials for students in the course. - The development of individual lessons linked to SHAPE standards, IL Learning standards, and SEL standards.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s) <i>C. N. [Signature]</i>	Date <i>2/3/22</i>
Curriculum Coordinator(s)/Assistant Division Chair(s) <i>[Signature]</i>	Date <i>2/3/22</i>
Division Chair(s) <i>[Signature]</i>	Date <i>2/3/22</i>
Director of Curriculum/Instruction or Personnel <i>[Signature]</i>	Date <i>3/9/22</i>

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours <i>all District</i>	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal**

I. DIRECTIONS	
•	Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first.
•	Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m.
•	Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)		IV. DIVISION CHAIR USE ONLY	
A. Division	Physical Welfare	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)	
B. Department	PE III/IV- Strength Training		
III. TITLE AND CRITERIA		2	of 3
A. Workshop Title	Jr/Sr Strength Training	B. Funding source(s) and account numbers	
B. Selection Criteria Priority		<input type="checkbox"/>	Grant Account
<input type="checkbox"/> 1. Approved Curriculum Change		<input type="checkbox"/>	District Budget Account
<input checked="" type="checkbox"/> 2. District Goals: NCLB & PSAE		<input type="checkbox"/>	Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE		<input type="checkbox"/>	Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Bryan Aloisio	6/6/22-6/7/22	2	10
2. Bryan Bergman	6/6/22-6/7/22	2	10
3. Katie Meyers	6/6/22-6/7/22	2	10
4. Missy Mitidiero	6/6/22-6/7/22	2	10
5. Kurt Weinberg	6/6/22-6/7/22	2	10
6.			
7.			
8.			
9.			
10.			
TOTALS			50

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>This summer workshop would be essential for creating vertical alignment as well as progression for our Strength Training courses.</p> <p>Sophomore Strength is providing our students with an incredible introductory course for our students, and therefore, our Junior and Senior Strength Training will need to vertically align while adding progression to compound and auxiliary lifting techniques, supplementary exercises, skills and cognitive assessments. This summer workshop will be vital to our Junior and Seniors in Strength Training courses.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> • Vertically aligned curriculum with differentiated curriculum for students that repeat the Junior/Senior course • Adjusted formative and summative assessments that are aligned to the revised curriculum

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s) Missy Mitidiero	Date 1/26/22
Curriculum Coordinator(s)/Assistant Division Chair(s) <i>Susie Myz</i>	Date 2/3/22
Division Chair(s) <i>[Signature]</i>	Date 2/3/22
Director of Curriculum/Instruction or Personnel <i>[Signature]</i>	Date 3/9/22

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours <i>all District</i>	Grant hours
Other hours	Maximum cost allowable


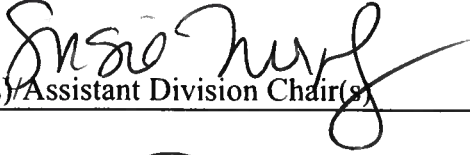


**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal**

I. DIRECTIONS	
•	Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first.
•	Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m.
•	Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)		IV. DIVISION CHAIR USE ONLY	
A. Division	Physical Welfare	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)	
B. Department	Physical Welfare		
III. TITLE AND CRITERIA		3	of 3
A. Workshop Title	Freshman SEL Curriculum	B. Funding source(s) and account numbers	
B. Selection Criteria Priority		<input type="checkbox"/>	Grant Account
<input type="checkbox"/> 1. Approved Curriculum Change		<input type="checkbox"/>	District Budget Account
<input checked="" type="checkbox"/> 2. District Goals: NCLB & PSAE		<input type="checkbox"/>	Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE		<input type="checkbox"/>	Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Bryan Bergman	June 6-7	2	10
2. Dan Bielawski	June 6-7	2	10
3. Amanda Buchanan	June 6-7	2	10
4. Gretchen Jochum	June 6-7	2	10
5. Sami Melendez	June 6-7	2	10
6. Jason Brauer	June 6-7	2	10
7.			
8.			
9.			
10.			
TOTALS			60

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>The Freshman Physical Education PLC will utilize summer workshop time to look at student data regarding social emotional learning. Based upon this data, the Freshman PLC will update and redesign the current curriculum to continue to meet district and state goals. Currently there are 16 SEL lessons that are taught to freshman physical education students throughout the course of a school year. The PLC would appreciate the time to improve the SEL experience for all freshman students to ensure we are providing an impactful experience for all students.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> • an analysis of student data collected over the first⁹ years in the RULER curriculum • Revised unit plan and curriculum based on student data and teacher reflections.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s) 	Date 2/3/22
Curriculum Coordinator(s)/Assistant Division Chair(s) 	Date 2/3/22
Division Chair(s) 	Date 2/3/22
Director of Curriculum/Instruction or Personnel 	Date 3/9/22

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours <i>all District</i>	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> ● Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first. ● Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m. ● Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Special Education, PE	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department Special Education, PE	
III. TITLE AND CRITERIA	1 of 1
A. Workshop Title LIFE Health Curriculum	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
<input type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> District Budget Account
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	<input type="checkbox"/> Township Initiative
<input checked="" type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE	<input type="checkbox"/> Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Beth Rappa	6/13-6/15	3	15
2. Scott Walker	6/13-6/15	3	15
3. Kristine Vins	6/13-6/15	3	15
4. Daniella Gutierrez	6/13-6/15	3	15
5. Kate Wohlgemuth	6/13-6/15	3	15
6.			
7.			
8.			
9.			
10.			
TOTALS			75

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>The Health curriculum is currently delivered to students in LIFE A and LIFE B classes within their academic courses. A community agency partner works with the LIFE A and LIFE B teachers to prepare the lessons. After encountering scheduling conflicts this year, we identified a need to deliver the Health curriculum within the LIFE PE class to ensure that all students have access to the curriculum, to reduce impact on other academic content time, to ensure that the curriculum includes all required state standards, and to align with the general education Health curriculum.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> - The development of individual lessons linked to IL Learning standards, SEL standards, and the required content to be covered through health education. - The development of common formative and summative assessments that are aligned to standards. - The development of supplemental learning materials for students in the course.

VII. SIGNATURES AND APPROVAL	
<i>Janelli Huxerrey</i> <i>Beth Papp</i> Primary Submitting Teacher(s) <i>Kate Wohlgenoth</i>	Date <i>2/7/22</i>
<i>Kate Wohlgenoth</i> Curriculum Coordinator(s)/Assistant Division Chair(s)	Date <i>2/7/22</i>
<i>Melissa Mace</i> Division Chair(s)	Date <i>2/7/22</i>
Director of Curriculum/Instruction or Personnel	<i>Scott G... 3/9/22</i> Date <i>3/9/22</i>

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours <i>all District</i>	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> • Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first. • Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m. • Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY		
A. Division Student Services	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)		
B. Department	1	of	2
III. TITLE AND CRITERIA	B. Funding source(s) and account numbers		
A. Workshop Title Co-Teaching Pilot Training	<input type="checkbox"/> Grant Account <input checked="" type="checkbox"/> District Budget Account <input type="checkbox"/> Township Initiative <input type="checkbox"/> Other		
B. Selection Criteria Priority			
<input type="checkbox"/> 1. Approved Curriculum Change			
<input checked="" type="checkbox"/> 2. District Goals			
<input checked="" type="checkbox"/> 3. Federal and/or State Mandates:			

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL Per Diem (Days x \$100)
1. Language Arts Teacher	June 9, 10	2	\$200
2. Language Arts Teacher	June 9, 10	2	\$200
3. Language Arts Teacher	June 9, 10	2	\$200
4. Language Arts Teacher	June 9, 10	2	\$200
5. Global Studies Teacher	June 9, 10	2	\$200
6. Global Studies Teacher	June 9, 10	2	\$200
7. Global Studies Teacher	June 9, 10	2	\$200
8. Global Studies Teacher	June 9, 10	2	\$200
9. Special Education Teacher	June 9, 10	2	\$200
10. Special Education Teacher	June 9, 10	2	\$200
11. Special Education Teacher	June 9, 10	2	\$200
12. Special Education Teacher	June 9, 10	2	\$200
13. Amy Johnson	June 9, 10	2	\$200
14. Math Teacher	June 9, 10	2	\$200
15. Math Teacher	June 9, 10	2	\$200
16. Math Teacher	June 9, 10	2	\$200
17. Science Teacher	June 9, 10	2	\$200
18. Science Teacher	June 9, 10	2	\$200
19. Science Teacher	June 9, 10	2	\$200
TOTALS		38	\$3,800

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)

Co-teaching has become an integral part of educators' efforts to raise the achievement of students with disabilities and reduce the gap between their achievement and that of their peers. However, co-teaching is far more than assigning two teachers to a classroom. In this 2-day workshop led by Marilyn Friend, essential topics for building strong co-teaching partnerships and refining instructional practices will be explored.

Here are the guiding questions and related key topics we'll address:

1. What is co-teaching? What are terms sometimes confused with co-teaching?

- The vocabulary and concepts of co-teaching
- Co-teaching v. team teaching v. collaboration v. inclusion

2. How are special education services implemented within co-teaching?

- Definition of specially designed instruction (SDI)
- Characteristics of SDI
- Co-teachers' obligations to implement SDI

3. How do co-teachers build (or renew) their partnership?

- Professional roles of co-teachers
- Suggestions for the beginning of a new school year
- Self-awareness and self-understanding

4. Why is co-teaching essential in today's schools?

- Legislation and policy related to co-teaching
- Data on co-teaching effectiveness Research on co-teaching
- Student data supporting co-teaching

5. How do co-teachers create instructional intensity through co-teaching?

- Description of six co-teaching approaches, including variations of them
- Strategies for grouping students for co-teaching
- Examples of lessons and evidence-based instructional strategies that are more easily implemented or enhanced through co-teaching

6. What is needed to make co-teaching sustainable?

- Common planning time and scheduling co-teaching
- Co-teaching class composition
- Administrative support for co-teaching

7. What are common co-teaching issues, dilemmas, and challenges?

- Partnership problems (reluctant partners; absent partners)
- Parent questions and concerns
- Your additional questions and concerns

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s) <i>Restullover</i>	Date <i>3/9/22</i>
Director of Curriculum/Instruction or Personnel <i>[Signature]</i>	Date <i>3/9/22</i>

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours	Grant hours <i>all Title II</i>
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2022 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> • Proposal(s) for 2022 Summer Workshops must be completed using this form. Save to your file first. • Division chair submits proposals to Curriculum/Instruction Office by Monday, February 7, 3:00 p.m. • Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY			
A. Division Student Services	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="width: 50px; text-align: center;">2</td> <td style="width: 50px; text-align: center;">of</td> <td style="width: 50px; text-align: center;">2</td> </tr> </table>	2	of	2
2		of	2	
III. TITLE AND CRITERIA				
A. Workshop Title Co-Teaching Pilot	B. Funding source(s) and account numbers			
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account			
<input type="checkbox"/> 1. Approved Curriculum Change	<input checked="" type="checkbox"/> District Budget Account			
<input checked="" type="checkbox"/> 2. District Goals	<input type="checkbox"/> Township Initiative			
<input checked="" type="checkbox"/> 3. Federal and/or State Mandates:	<input type="checkbox"/> Other			

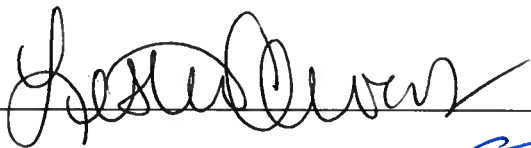

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. English I Prep Teacher	June 13-15	3	15
2. English I Prep Teacher	June 13-15	3	15
3. English I Prep Teacher	June 13-15	3	15
4. World History Teacher	June 13-15	3	15
5. World History Teacher	June 13-15	3	15
6. Special Education Teacher - English	June 13-15	3	15
7. Special Education Teacher - English	June 13-15	3	15
8. Special Education Teacher - History	June 13-15	3	15
9. Special Education Teacher - History	June 13-15	3	15
TOTALS		27	135

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)

LTHS will be launching a co-teaching instructional delivery model in English I Prep and World History Prep in the fall of 2022. At the core of this model are the co-teachers who will need time to coordinate a number of elements and establish roles and responsibilities that they will learn in a two-day training with Marilyn Friend.

Following the two-day training on the elements of co-teaching, participants in this workshop will work together to review the IEPs of the Special Education students enrolled in the course to determine the required specialized instruction. The pairs will create instructional plans and determine a structure and schedule for common planning, delivery of instruction, and assessment of student learning.

VII. SIGNATURES AND APPROVAL

Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s) 	Date 3/9/22
Director of Curriculum/Instruction or Personnel 	Date 3/9/22

VIII. CURRICULUM OFFICE USE ONLY

Approved as submitted <input checked="" type="checkbox"/>	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours	Grant hours all Title II
Other hours	Maximum cost allowable

LYONS TOWNSHIP HIGH SCHOOL

BRIAN P. WATERMAN, SUPERINTENDENT

bwaterman@lths.net

North Campus
100 S. Brainard Ave.
LaGrange, IL 60525



708-579-6451

South Campus
4900 S. Willow Springs Rd.
Western Springs, IL 60558

TO: District #204 Board of Education

FROM: Dr. Brian Waterman, Superintendent

DATE: Monday, March 14, 2022

RE: Strategic Plan SWOT Analysis Review

On Thursday, February 24, the InspireLT Strategic Plan Team participated in a full day Data Retreat in order to answer the question, “Where are we now?” Specifically, the purpose of the data retreat was to analyze data and information regarding our current reality, and to develop a draft SWOT analysis. A SWOT analysis identifies an organizations strengths, weaknesses, opportunities and threats (SWOT). All of the materials, data, and information that was utilized with the team on February 24 can be accessed by visiting the InspireLT website at www.lths.net/strategicplan. This includes three 30-minute data presentations centered on student learning, culture and climate, and resources, the results of the environmental scan that was administered to all stakeholders in January, and all agendas, participant handouts, and articles.

The primary goal for the March 14 Committee of the Whole meeting is for the Board of Education to provide consensus feedback to the InspireLT team regarding the draft SWOT analysis. On Monday, March 7, the draft SWOT analysis was shared with all stakeholders, along with a survey intended to solicit input on the team’s work. The survey results, along with feedback from the Board of Education will be shared with the InspireLT team at an upcoming Vision Retreat.

Included in this packet, you will find the following:

- ✓ The complete findings from the 2/24 Data Retreat, which represents the work that 11 teams did in analyzing the data presented.
- ✓ The individual SWOT analysis completed by each of the 11 teams, as well as the draft SWOT developed by Consortium for Educational Change.

On Monday evening, the Board of Education will be asked to provide feedback on the following questions:

- ✓ When reviewing the draft SWOT, what does the Board of Education support?
- ✓ When reviewing the draft SWOT, what does the Board of Education disagree with?
- ✓ When reviewing the draft SWOT, what does the Board of Education feel the InspireLT team missed?

- ✓ What consensus feedback would the Board of Education provide to the board member representatives to take back to the InspireLT team?

As we look ahead to the next few months, here are some important dates related to our strategic planning process:

- ✓ Thursday, March 17 – InspireLT Vision Retreat
- ✓ Tuesday, April 19 – InspireLT Setting Direction Retreat
- ✓ Wednesday, May 11 – InspireLT Virtual Workshop (Reviewing the Draft Plan)
- ✓ Monday, May 18 – Tentative Date for BOE Consideration of Draft Strategic Plan

Finally, it is important to note that, in the next several weeks, we will be asking the Board of Education to review additional work of the InspireLT team, which will include our Mission, Motto, Vision, Portraits of a Graduate, Portraits of an Adult, Portraits of a System, and Core Values.



Lyons Township High School District 204 Data Retreat Findings

Our Perceptions: Table Team Strengths (11 Teams)

<ul style="list-style-type: none"> • Community Support • College Readiness • Breadth of Academic Offerings • Breadth of Co-curricular Offerings • Financial History and Stewardship • Quality of Staff • Strong External Perception 	<ul style="list-style-type: none"> • Extra-curricular activities and clubs • Great Staff/Leaders • Reputation among other Districts • Academic Offerings • Wealth of Resources • Continuous Improvement philosophy 	<ul style="list-style-type: none"> • Expert Staff • External Perceptions • Community Involvement • Academic Offerings • Extra-curricular Offerings • Professional learning structures for certified staff • Resources-Budget • History of Financial Stewardship • Student Support Personnel and Programs • Strong Traditions • Increasing Student Diversity
<ul style="list-style-type: none"> • Great Teachers and leaders • Academic Offerings • Community Pride and Support • Wealth of Resources • History of Stewardship • High Performing District • Reputation among other Districts • Increasing student diversity • Athletics, Extra-curricular Offerings, Clubs • Hands on and Experience-Based Educational Experiences 	<ul style="list-style-type: none"> • Commitment and Professionalism of staff, faculty, and admin • Positive Staff • Supportive Community • Financial Resources • Gen Ed teachers receptive of their special education students • Value social and emotional learning • School Spirit • Academic Offerings • Extra-curricular Offerings • Rigor Offerings 	<ul style="list-style-type: none"> • Community Support • Academic Offerings • Co-curricular Offerings • 8 period Day for electives • Excellent Faculty and Staff • Communities with different perspectives and diversity • Technology Opportunities • Financial History • Stewardship • Strong with Traditions • Access to TCD • Making a big school feel small

<ul style="list-style-type: none"> • Traditions • Small Class Size • Academic Offerings • Value Academic Success • Extra-Curricular Offerings • Resources • Stewardship • Increasing Diversity among Students • Teacher availability and access • High quality staff 	<ul style="list-style-type: none"> • Special Education Offerings • Electives • Academic Offerings • Extra-Curricular Offerings • Community Pride and Support • Traditions • Reflective practices for students • Desires for excellence and continuous improvement • Graduation Rate • Tremendous Resources • High Quality Staff and Leadership 	<ul style="list-style-type: none"> • External Perceptions and Reputation • Community Support • Technology Access and Devices • Community Diversity • Academic Rigor • SEL Balance • Academic Offerings • Co-curricular Offerings • History and tradition of alumni • Strong Traditions • Student-Teacher Communication and Respect • High Quality Staff
<ul style="list-style-type: none"> • Quality Staff and Leadership • Strong Reputation • Increasing Diversity among students and communities • Available resources • History of Financial Stewardship • Academic Offerings • Co-Curricular Offerings • Elective Offerings • Community Support 	<ul style="list-style-type: none"> • Academic Offerings • Increasing Diversity in students, families, and communities • Fiscally stable/ Stewardship • Dedication of staff • Committed and amazing students and families • Alumni Support • Extra-Curricular Offerings • Electives • Reputation 	

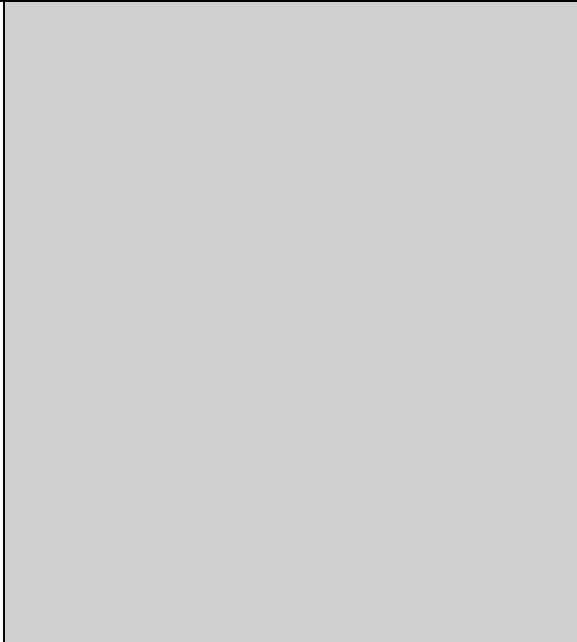


Lyons Township High School District 204 Data Retreat Findings

Our Perceptions: Table Team Opportunities (11 Teams)

<ul style="list-style-type: none"> • Diversity of Staff • Facility Updates/modernization/aging/limitations for teaching and learning • Physical Development of Students; for intramural programs • Electives and access to curricular interests/ schedule/ time • Tech capacity/infrastructure • Student leadership, voice • Bureaucratic Nonsense/tradition vs needed change 	<ul style="list-style-type: none"> • Valuing Different Perspectives • Student to Student Relationships • Alcohol, Drugs, Mental Health issues among students • Student and Staff Stress • Unity • Safe and Secure Environment • Facility upgrades/aging • Preparing Students for Post High School- Future Success • Grading • Moving beyond traditional success/ Change for Future Orientation • Student Day and Year • Access to availability of Resources 	<ul style="list-style-type: none"> • Making achievement more visible • Transparency of Results • Split campus • Regression of students during Covid • Space for teaching and learning • Facility Upgrades • External threats: social media, political forces • Balancing traditions/excellence/innovation • Shortage of educators • Social and emotional student needs • Staff spirit and morale • Student spirit and morale • Culture and Climate of Inclusion, Equity and Opportunities • Community Awareness of Results
<ul style="list-style-type: none"> • Instructional Innovation • Limited Supports for Students lacking adult advocates • Grading Policies-Assignment Completion • Clear Purpose/Vision/Goals • Disconnect Between Campuses/Lack of Communication and Collaboration 	<ul style="list-style-type: none"> • Student Behavior • Climate is divided and lacks collegiality • Lack of clarity in expectations and standards academically and behaviorally • Staffing Shortages • Grading System 	<ul style="list-style-type: none"> • Greater access to social work services • More responsive to parents • Lack of inclusion for students • Special Education Students • English Language Students • Economically Disadvantaged Students • Facility Improvement

<ul style="list-style-type: none"> • Equitable representation and achievement for all things/opportunities • Inclusionary culture and climate • Staff and Leader Diversity • Program/Course/Policy evaluation and revision process • Social and Emotional Learning supports for students and staff 	<ul style="list-style-type: none"> • Drawbacks due to size/ personalization • Reliance on reactive measures rather than proactive processes and systems • Aging Facilities/ upgrades/ modernization/ space • Outside influences and protests 	<ul style="list-style-type: none"> • Space and Time; The student day and year • Innovation • Need to focus and streamline change • Provide training, support, and other resources for change • Preparation for Post-Secondary Options
<ul style="list-style-type: none"> • Communication • Outdated Facilities • Equity • Equality • Lack of staff and leader diversity • Respect among student groups; peer to peer relationships • Sense of belonging for some students • Achievement Gaps • Clear and articulated Student Supports- MTSS- Interventions • Mental health • Grading • Traditions vs innovation and change 	<ul style="list-style-type: none"> • Tension and division in community and school • Grading practices • Executive Decision Making • High and clear academic standards • Community Relations- transparency of results, celebrations, achievements • Sense of lack of discipline- Behavioral expectations and consequences consistent • Clear and articulated Student Supports – MTSS- Interventions • Belonging by some students and families • Technology shortcomings- expectations, training, coaching • Facility Upgrades 	<ul style="list-style-type: none"> • Spirit and morale • Two campuses- unity, articulation, communication • Achievement Gaps • Improved Academic Results • Equity • Staff and Leader Diversity • Student Stress and Pressure • Aging facilities/ upgrades/ spacing/ modernization • Grading • Level of Safety • Welcoming; Belonging • Social and Emotional Needs of all students • Student engagement; voice, choice • Future Orientation- Post Secondary Preparation
<ul style="list-style-type: none"> • Facility Upgrades/modernization/ enhancing to learning and teaching • Exposure to rigor and achievement 	<ul style="list-style-type: none"> • Equity • Grading • Lack of school spirit/culture • Belonging among some students and families 	

<ul style="list-style-type: none"> • Achievement Gaps • Interventions MTSS success • Grading • Discipline and Accountability • Goals, Measures, Data System • Communication Internally • Division in culture we vs us • Voices heard, morale, satisfaction • Technology expectations and consistency • Transportation • Academic Success for the Future- Preparation for college, career, life • Structural Rigidity- one size fits all mentality 	<ul style="list-style-type: none"> • Adaptable and responsive to student voice, choice, interests, needs • Outdated facilities • Equitable outcomes in student achievement • Staff and leader diversity • Transition from the pandemic/Covid • Achievement Gaps • Interventions- MTSS not successful • Change from tradition environment to a dynamic one 	
---	---	---



Lyons Township High School District 204 Data Retreat Findings

Perceptions of Others: Table Team Strengths Environmental Scan Survey High areas listed under Strengths; Low are listed under Opportunities

Stakeholder Group	Strengths	Opportunities
Student	<p>Mission and Vision 86% Know the characteristics of what a successful LTHS graduate are</p> <p>Instruction 85% feel teachers use technology in class to support their instruction 83% of students feel they are given enough opportunities to practice in class before a summative experience 90% of students feel teachers have high expectations for them</p> <p>Culture and Climate 82% feel LTHS is welcoming and inviting 90% feel extra-curricular activities interest them 85% feel they are encouraged to participate in clubs and activities 80% report participation has been positive 80% report proud to be an LTHS student</p>	<p>Mission and Vision 59% believe there are barriers/obstacles to equitable access to classes, programs, and resources</p> <p>Diversity and Inclusion, Cultural Awareness, Belonging 49% Students of varying cultural, ethnic and racial background are in my academic classes 57% students fairly treat people from different cultures, ethnicities, and races or with varying abilities 30% feel they learn about people from different cultures with different backgrounds or varying abilities 48% Feel comfortable sharing their thoughts regarding difficult topics 61% Feel as if they belong at LTHS</p> <p>Instruction 70% feel teachers are enthusiastic about teaching 54% know they are in relation to what they are supposed to learn 43% know they their next step in learning is</p>

	<p>Support 92% feel counselor is available to them 85% feel there is at least one trusted adult who they can talk to 80% feel there are a variety of resources to help them socially and emotionally 92% feel their teacher makes his/her availability if I need help</p> <p>Operations 81% find the school safe, clean and providing a healthy place for learning 82% feel technology is current 81% feel appearance is representative of all students</p> <p>Satisfaction 87% satisfied with the education provided 78% satisfied with the school</p>	<p>47% Feel teachers vary the way they teach their class 45% Feel teachers vary the instruction to meet the needs of everyone in the class 38% Feel teachers vary the way they assess 52%vFeel teachers give specific suggestions for improvement 64%Feel teachers challenge them 53% of teachers feel they relate their content to the lives or lived experiences of their students 67% of staff look forward to going to their classes 71% feel they are prepared for success after high school 70% feel they are comfortable asking questions in class 56% feel comfortable teaching English Learners 58% feel they have a student-centered classroom 60% take advantage of professional learning opportunities 70% know the college an career expectations in their field 55% feel they receive effective feedback that guides the improvement of their craft</p> <p>Grading Results indicate a need for revision of these practices</p> <p>Culture and Climate 31% of staff feel bullying is a problem at the school 36% feel racism is a problem</p> <p>Support 23% agree they take advantage of social and emotional supports 60% agree they take advantage of academic supports</p> <p>Operations</p>
--	---	---

		<p>63% feel physical space is student centered. 70% feel facilities are current</p> <p>Communications 24% feel not communicate with enough</p> <p>Satisfaction Top three or four areas for improvement Career preparation College preparation Grading Student social and emotional well-being</p>
<p>Staff:</p>	<p>Mission and Vision 82% Know the characteristics of what a successful LTHS graduate are 90% believe in and support this mission and vision</p> <p>Diversity and Inclusion, Cultural Awareness, Belonging 85% feel safe at school 85% create a space where all students can bring their full identify</p> <p>Culture and Climate 85% feel proud to be an LTHS staff member</p>	<p>Mission and Vision 73% believe there are barriers/obstacles to equitable access to classes, programs, and resources 78% know how I am expected to contribute to this mission and vision 76%I have a clear understanding of what the equity statement means</p> <p>Diversity and Inclusion, Cultural Awareness, Belonging 32% feel they learn about people from different cultures with different backgrounds or varying abilities 56% Feel comfortable sharing their thoughts regarding difficult topics 61% Feel as if they belong at LTHS</p> <p>Instruction 52% feel students are enthusiastic about learning</p> <p>Grading Results indicate a need for revision of these practices</p> <p>Culture and Climate</p>

		<p>55% feel the district and school has a lot of spirit. 47% of staff feel bullying is a problem at the school 47% feel racism is a problem</p> <p>Support 40% feel students take advantage of the social and emotionally resources available 42% feel there is sufficient social emotional and behavioral interventions in place 44% report they teach SEL standards in their classroom 46% report students take advantage of the academic resources available</p> <p>Operations 33% feel facilities are current 40% feel their space is student centered 63% feel they are satisfied with the fiscal responsibility of LTHS 66% feel instructional resources are up to date</p> <p>Communications 67% feel they can find info they need on the website 31% use Twitter or Instagram to find info</p> <p>Satisfaction Top three or four areas for improvement Facilities upgrade Grading School Climate Student Discipline</p> <p>76% satisfied with the student’s education they are providing 69% satisfied with the school</p>
--	--	--

<p>Parents</p>	<p>Mission and Vision 84% Know the characteristics of what a successful LTHS graduate are</p> <p>Instruction 14% express confusion over their assignments</p> <p>Support 83% report school is responsive to their concerns 83% feel there is a variety of resources to help their student succeed socially and emotionally 89% feel there is a variety of resources to help their student succeed academically</p>	<p>Mission and Vision 37% believe there are barriers/obstacles to equitable access to classes, programs, and resources 64% have a clear understanding of what the equity statement means</p> <p>Diversity and Inclusion 59% are comfortable with their students being in an academic class with students of varying ability levels</p> <p>Instruction 24% feel teachers communicate what is being learned 40% feel students are excited to go to school</p> <p>Support 76% report they receive info regarding post high school preparation</p> <p>Satisfaction Top three or four areas for improvement College prep Facilities Upgrade Quality Education Student social and emotional well-being</p>
<p>Community</p>	<p>Mission and Vision</p> <p>Community Beliefs 88% feel district offers different types of programs to meet the needs of all students</p>	<p>Mission and Vision 77% Know the characteristics of what a successful LTHS graduate are</p> <p>Satisfaction Top three or four areas for improvement College prep Facilities Upgrade Quality Education Student social and emotional well-being</p>

Student Learning

Points of Pride

- LTHS educates approx. 4000 diverse students
- LTHS offers three levels of course, which include Prep, Accel, and Honors.
 - Approximately, 36% of LT's students are enrolled in prep level English, 35% are enrolled in Accel level English, and 29% are enrolled in Honors level English
 - Approximately, 34% of LT's students are enrolled in prep level Math, 40% are enrolled in Accel Math, and 26% are enrolled in Honors Math
- LT's SAT average had been and remains above that of the state and total group.
- The percentage of students meeting and exceeding benchmarks in EWRB, Math, and Both sections of the SAT remains above the state and total group.
- The percentage of As earned by all population groups increase when comparing 1st semester of 2021-2022 to the prior five year average.
- The number of students taking AP tests and the number of tests taken has nearly doubled in the last ten years.
- 46% of LT's graduates take and pass at least one AP class by the time they graduate.
- 73.8% of LT's student body currently participate in one activity or sports team. Students participating in clubs or sports have a higher average GPA than students that are not participating in the opportunities.
- For the last five years, LT's 4 year graduation rate has been approximately 94%.
- Approximately 89% of LT students report enrolling in a 2 or 4 year college.

Opportunities for Improvement

- There is an achievement gap when comparing the average SAT score earned by white students to that of Hispanic and Black students. This gap also exists when comparing ELs to non-ELs, student with IEPs to those without IEPs, and students of low socio-economic backgrounds to those not receiving FRL.
- There is an achievement gap when comparing the weighted and unweighted GPA of white students to that of Hispanic and Black students.
- The enrollment in AP classes by race/ethnicity does not reflect the school's total enrollment. Black and Hispanic students are underrepresented in AP courses.
- Graduation rate is lower for EL students, students with IEPs, students from low socioeconomic backgrounds, Black Students, and Hispanic Students than the graduation rate for the total population.

Culture and Climate

Points of Pride

- Climate survey periodically administered- Cognia Climate Survey 2016, 2019, 2021
- Parent perception of technology
- Student support team- asst principal, psych, counselor, social worker, nurse look at data routinely to establish support (each week at each grade level)
- Support Rooms
- Decision Ed dashboard
- 539 staff
- Dual Credit 27 teachers, 23 courses/74 sections
- 8 teachers with ESL/EL endorsement
- 1 National Board Certified
- 91% master's degree
- Ave 15 year's experience
- 96.8% retention
- 235 tenured. 47 nontenured
- Teacher eval professional rating: 48 excellent, 114 prof. 1 needs improvement 136 off cycle

Opportunities for Improvement

- Student Prep for future
- Student support for each other
- Decline on almost all parent responses on most recent Cognia Survey (2021) (note only 4% response rate for parent group)
- 47% of students dually identified as an EL and a student in Special Education
- Staff Demographics and Gender

Finance, Facilities, Technology


Points of Pride

- Highest financial profile score 4/4
- Strong financial health- history of being good stewards
- Fund balance to revenue ratio
- Expenditures to revenue ratio
- Days cash on hand
- Percent of short-term borrowing
- Percent of long-term borrowing
- AAA Bond Rating highest rating possible- can borrow money at lower interest rates
- Clean audit opinions on an annual basis
- Budgets balanced
- Annual surpluses unless BOE decides to spend reserve for specific projects
- Revenues- three sources 91%local (most), 6%state, 3% federal (least)
- ESSER Grant; Capital Projects Grant
- CPI Consumer Price Index. Jump to 5% for 2022. Average since 1994 is 2.28%
- Salaries and Benefits 72%, Purchases services 14%
- Expected surplus \$156,335
- Operating expense 18,302
- Years of building projects/renovations
- One to one device to student ratio Chromebooks
- Specialized PC labs supporting advanced applications
- District-sponsored internet access for families in need
- Certified staff assigned portables-Windows PCs,
- Paraeducators assigned Chromebooks
- Office staff assigned desktop PCs

Opportunities for Improvement


- Facility projects/renovations \$8,966,000
- Opportunity to sell bonds in 2023/2024 for major building renovation projects
- Act on Facilities Study
- Scratched the surface of what needs to be done
- Reinvent space, classrooms
- Continued Launch of 1 to 1 program
- Additional tech staff to support increased inventory of devices and increased complexity of activities of LT's users
- Opportunity to update phone systems / voice communications at both campuses

<ul style="list-style-type: none"> • Classrooms outfitted with desktop PCs, (240), Wi-Fi / wireless networking, document cam/webcam, LCD projector, and powered speaker for audio playback • 4-year replacement cycle for PCs and Chromebooks • Helpdesk supporting users and maintaining devices • Updated Fiber Optic Network Backbone • Major Systems: <ul style="list-style-type: none"> ○ Student Information Systems, Canvas Learning Management System, Skyward HR/Finance System, Google workspace, Frontline Employee Management System, SchoolDude Facilities and Work Order System 	
--	--

	<h2>Lyons Township High School District 204 Data Retreat Findings</h2>	
<h3>SWOT Strengths (11 Teams)</h3>		
<ul style="list-style-type: none"> • Community Support • Academic Offerings • Extra-Curricular Offerings • Financial Health and Stewardship • Highly Qualified Faculty, Staff and Leadership • Increased Social Media Presence 	<ul style="list-style-type: none"> • Community Support • Financially Stability • Student Well-Being • Qualified Faculty, Staff and Leaders • Continuous Improvement Spirit • Internet access and Improvements • Parental Support • Academic Offerings 	<ul style="list-style-type: none"> • Staff-Student Relationships • Supportive Community • Highly Qualified Staff • Academic Offerings • Extra-Curricular Offerings • College Preparation • Financial Health and Stewardship • Professional Development Model for Staff


<ul style="list-style-type: none"> • Highly Educated and Qualified Staff • Community Pride and Support • Academic Offerings • Extra-Curricular Offerings • Financial Health and Stability • Top Financial Rating in State; Top Bond Rating • History of Academic Success • Increased participation in AP courses 	<ul style="list-style-type: none"> • Financial Health and Stewardship • Community Support • Committed Staff • Extra-Curricular Offerings • Academic Offerings • Elective Course Offerings • Social and Emotional Resources • Large number of Dual Credit and AP course offerings 	<ul style="list-style-type: none"> • Academic Achievement Results • Financial Stability • 8 Period School Day • Increasing Diversity of Community • Academic Offerings • Extra-Curricular Offerings • Community Support and Engagement • Elective Course Offerings, AP Course Offerings, Dual Credit Course Offerings • Staff Retention
<ul style="list-style-type: none"> • Financial Strengths and Stability • High Quality Staff and Leadership • High Academic Achievement • Opportunities for Rigor: Dual Credit, AP, Elective Courses • Strong Special Education Services and Programs • Community Support • Strong Reputation among others • Academic Offerings • Extra-Curricular Offerings 	<ul style="list-style-type: none"> • Strong Leadership • High Quality Experienced Staff • Committed to use Technology to enhance instruction • Students committed to excellence • Traditional School Pride • Extra-Curricular Offerings • Strong Financial Health • Student-Teacher Relationships 	<ul style="list-style-type: none"> • Exceptional Highly Skilled Teaching Staff • Supportive Community • Strong Financial History and Stability • Well-funded Extra-Curricular Offerings • Academic Offerings • Strong History of Tradition • Reputation
<ul style="list-style-type: none"> • Financial Health • Community Support • Teacher Retention • Academic Offerings • Co-curricular Offerings • Teacher-Student Relationships • Reputation 	<ul style="list-style-type: none"> • Academic Offerings • Rigor Opportunities • Community Support • Reputation • Dedicated High-quality Staff and Leadership • Financial Health • Financial Stewardship 	

	<ul style="list-style-type: none"> • Labs and Specialty Enhancements to Facilities • Increase in AP course enrollment • Staff Retention 	
<p>Facilitator DRAFT OF SWOT STRENGTHS: Community Pride and Support; High Quality Faculty, Staff and Leadership; Financial Health & Stewardship; Numerous Academic, Co-Curricular Offerings, and Elective Offerings; Recognized by Others for Tradition of Excellence; Student Achievement Results well above State Averages; Staff Retention; Increase in the number and participation in Dual-Credit, Advance Placement courses.</p>		

	<h2>Lyons Township High School District 204 Data Retreat Findings</h2>	
<h3>SWOT Weaknesses (11 Teams)</h3>		
<ul style="list-style-type: none"> • Achievement Gaps- Subgroup student achievement success • Demographic Alignment between staff and students • Modernization of Facilities • Social and Emotional Programing • Extra-curricular engagement of students • Increase Spanish speaking Staff 	<ul style="list-style-type: none"> • Grading • Culture and Unity aligned to a clear mission and vision • Achievement Achievement/ Achievement Gaps • Facilities • Mental Health Resources • Prep for College, Career, Futures • Student Alcohol and Drugs • Attention to needs of: Blacks and Hispanics • Attention to English Language Learners 	<ul style="list-style-type: none"> • Achievement Gaps • Split Campus Issues • Grading Practices • Understanding of Mission and Vision by Stakeholders • Interventions- MTSS System • Rigor for all • Equity • Technology expectations and use • Mental Health for Students and Staff


		<ul style="list-style-type: none"> • Innovation, engagement, and participation in Professional Learning Opportunities • Communication with certain populations
<ul style="list-style-type: none"> • Academic Rigor for All • SEL strategies and supports • Differentiated instruction, Inclusiveness • Grading • Technology implementation consistency • Racism and Discrimination Conversations and Understandings • Academic Interventions • Behavior Interventions • Achievement Gaps • EL Instruction • Equity among all groups in assessment systems • AP enrollment for minority students 	<ul style="list-style-type: none"> • Declining College Readiness • Students undermatching for college/university • Staff Demographics and Diversity • Increased Focus on Career Readiness • Parent networking • Staff Belonging and Voice • Achievement Gaps • Student Behavior Expectations • Grading Practices • Understaffed 	<ul style="list-style-type: none"> • Culture and Climate Spirit • Mental Health Services for Staff and Students • Equity issues: Achievement, Placements, Curricular Expectations • Clear and transparent communication • Grading Practices • Interventions- MTSS- Academics and Behaviors • Schedule, Day, Year, Time • Facilities: modernization and upgrades • Staff Demographics/ Diversity
<ul style="list-style-type: none"> • Modern, upgraded facilities • Equity • Consistent Universal Behavior Expectations and Consequences • Closing Achievement Gaps • Competitive Salaries and Benefits • Staff Recruitment • Student Sense of Belonging • Intervention- MTSS System of Support for both Academics and Behaviors 	<ul style="list-style-type: none"> • Grading Effectiveness • Facilities are not Modernized • Not a Culturally Responsive Curriculum • Lack of Student Engagement • Communication Internally and Externally • Achievement Gaps • Student awareness of what LT can offer 	<ul style="list-style-type: none"> • Safety • Grading Practices • Achievement Gaps • Mental Health Needs • Culture- morale, spirit, unity • Facility Modernization, upgrades
<ul style="list-style-type: none"> • Modernization of Facilities 	<ul style="list-style-type: none"> • Equity and Achievement Gaps 	

<ul style="list-style-type: none"> • Achievement Gaps • Grading Practices • Culture and Climate- morale, spirit, satisfaction, unity, collaboration, articulation • Interventions- Address equity issues both academically and behaviorally 	<ul style="list-style-type: none"> • Equity and Behavior Gaps • Staff voice, engagement and empowerment- School culture and spirit • Technology expectations and support • Increased engagement in extra-curricular activities • Intervention Systems to ID, track, and support student success • Professional Development for helping underserved students 	
<p>Facilitator DRAFT OF SWOT WEAKNESSES: Equity in Achievement Gaps (Black Students, Hispanic Students, students from low SES, English Learners, Student with IEPs, and 504 Students); Equity in Non-academic Expectation Gaps ((Black Students, Hispanic Students, students from low SES, English Learners, Student with IEPs, and 504 Students)); Intervention Systems not successful; Lack of Staff Diversity; Facilities need upgrading to enhance teaching and learning; Grading Practices and Policies; Student Engagement, Attendance, Motivation, Discipline, & Ownership; Staff Engagement, Unity, Collegiality, Collaboration, Communication, and Satisfaction; and Social Emotional, Mental Health needs of Students and Staff</p>		

	<h2>Lyons Township High School District 204 Data Retreat Findings</h2>	
<h3>SWOT Opportunities (11 Teams)</h3>		
<ul style="list-style-type: none"> • Community service requirement • Community engagement- outreach • More access to rigor for all students • Support Staff Salary and Benefits • Physical well-being of staff and students 	<ul style="list-style-type: none"> • 504 Students • Staff morale, spirit, and unity efforts • Innovation • Stronger internal and external communication • Attendance 	<ul style="list-style-type: none"> • Investments in Facilities • Student Behaviors and restorative practices • Belonging • Articulation better between elementary districts and the high school

<ul style="list-style-type: none"> • Increase connection to community (especially non-parent) 	<ul style="list-style-type: none"> • Reaching out to specific, underrepresented groups' 	<ul style="list-style-type: none"> • Strengthen student relationships • Health, safety and mitigation strategies
<ul style="list-style-type: none"> • Innovation/ Professional Development • Supports for Students Lacking Adult Advocated • Pay Scale for Para, Admin support, Security, etc. • Unity and connection between campuses and with elementary districts • Mental Health for Students and Staff • Inclusion of FRL, EL, IEP, 504 Translon Students • Clear Analysis and Evaluation of systems/ programs 	<ul style="list-style-type: none"> • Use more of our financial resources • Increased inclusivity of students with disabilities • Green planning • Course Sequencing, student day and year, 4-year plan/electives-pathway options • Website • Diversity, Equity, Belonging • Clarity in learning targets and outcomes for long-term • Family Involvement • Modernize communication and collaboration • Modernize facilities 	<ul style="list-style-type: none"> • Co-teaching opportunities to differentiate instruction • Academic Interventions and supports- address inequities • Interventions for drug abuse and abusive behaviors • Gathering and Large Space Learning Opportunities on each campus • Transportation • Boundaries • Creating Emotionally inclusive spaces; work on sense of belonging among all students and families
<ul style="list-style-type: none"> • Transition from COVID • Social Media • Political Education Agenda • Teaching pool/ shortages • Safety and Security 	<ul style="list-style-type: none"> • Student-teacher relationships • Reimagine a school day and year • Advisory to Connect with Students • Allocate Available Resources to address strategies in this plan • Promote Mental Health • Transparency, Data, Access to Information • Unify District/ Campuses 	<ul style="list-style-type: none"> • Students supporting students • Enhancing the use of technology in teaching and learning • Readiness for College, Career and Life • Staffing and support for social emotional learning and mental health of students and staff • New Vision- change, innovation
<ul style="list-style-type: none"> • Board engagement with stakeholders • Staff Burnout • Mental Health support services 	<ul style="list-style-type: none"> • Staff advocate system for belonging, support • Leadership opportunities for staff- innovation, change, new programs and services 	

<ul style="list-style-type: none"> • Developing systems that meet the needs of all learners • Student Engagement • College, Career, and Life Readiness • Innovation- change • Facility enhancement to improve learning and teaching • Engaging conversations and collaborations with all communities and feeder districts 	<ul style="list-style-type: none"> • Mentoring program for students of color • Feeder District/middle schools engagement, communication and collaboration 	
<p>Facilitator DRAFT OF SWOT OPPORTUNITIES: Communication & Collaboration between campuses and with feeder elementary districts; Pathway Opportunities for Student Readiness for College, Career and Life; Innovation and instructional practices to reinvent and build on traditional high school practices to better meet all student needs for the future; Reinvent the student day and year aligned to the new mission and vision; Technology expectations for students and staff integrated into coursework; Enhance forms of communication externally with families and the community.</p>		

	<h2>Lyons Township High School District 204 Data Retreat Findings</h2>	
<h3>SWOT Threats (11 Teams)</h3>		
<ul style="list-style-type: none"> • Staff shortages • State and federal funding • Social media • Societal media: political, influence, pressures 	<ul style="list-style-type: none"> • Parental beliefs • Social media • Racism and political differences • Economy • Student circumstances outside the classroom 	<ul style="list-style-type: none"> • Political discord, erosion of Public Education • Negativity • Mental Wellness of staff and students • Existential threats- climate, shooters, etc. • Social Media • Teacher Shortages
<ul style="list-style-type: none"> • Teacher and Staff Shortages 	<ul style="list-style-type: none"> • National and state politics 	<ul style="list-style-type: none"> • Politics in school

<ul style="list-style-type: none"> • Political climate • Social Media impacts • Staff Burnout • Pandemic Impacts • Rate of Change is Slow • Student Burnout • Community Racism 	<ul style="list-style-type: none"> • Transition from Covid • Civil and social unrest • Climate change • Illinois school funding • Inflation and nationwide financial issues • Loss of order and control • Burnout • Non-local stakeholders influence/ disruption 	<ul style="list-style-type: none"> • Teacher Burnout • Discrepancies in Student Achievement • Social Media • Student Behavior • Racism • Bussing Issues • School Board Elections • Teacher and other Staff Shortages
<ul style="list-style-type: none"> • Covid • Social Media • Political Education Agenda • Teaching Pool/ Shortages • Safety and Security 	<ul style="list-style-type: none"> • Social Media • Political Climate Divisiveness • Limited resource of Time • Fear of Change • Lack of comfort in talking about difficult topics 	<ul style="list-style-type: none"> • Reliance on property taxes • Staff shortages • Pressure to take too rigorous course load • Slow to change, innovate, adapt • Two campus system
<ul style="list-style-type: none"> • Politics • Social Media • Teacher Shortages • Safety • Student accountability academically • Student accountability behaviorally 	<ul style="list-style-type: none"> • Social media • Inflation • Economy • National push to charter schools/vouchers- privatizing Public Education • Student home life preventing academic success • Student self-esteem, confidence, belonging 	
<p>Facilitator DRAFT OF SWOT THREATS: Staff shortages; Social Media Challenges; Racism and Political Differences; Future of Public Education; Civic and Social Unrest; School Funding- state and federal; Pandemic Impacts; Slow to change; and Safety and Security.</p>		



Lyons Township High School District 204 Data Retreat Findings

SWOT ANALYSIS DRAFT

<p>Strengths: What are we most proud of? What do we consider to be our results of our best work? What advantages do we have? What do others say about us in positive ways?</p>	<p>Weaknesses: What do we consider to be our weaknesses? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well?</p>
<ul style="list-style-type: none"> • Community Pride and Support • High Quality Faculty, Staff and Leadership • Financial Health and Stewardship • Highest State Financial Rating, Highest Bond Rating • Student Achievement Results well above State Averages • Numerous Academic, Co-Curricular Offerings, and Elective Offerings • Recognized by Others for Tradition of Excellence • 82% Students Admitted to University/ Junior Colleges upon Graduation • Staff Retention • Increase in Dual-Credit, Advance Placement courses and in the number and participation in Dual-Credit, Advance Placement courses. 	<ul style="list-style-type: none"> • Equity in Achievement Gaps (Black Students, Hispanic Students, students from low SES, English Learners, Student with IEPs, and 504 Students) • Equity in Non-academic Expectation Gaps ((Black Students, Hispanic Students, students from low SES, English Learners, Student with IEPs, and 504 Students)) • Intervention Systems not successful • Lack of Staff Diversity • Facilities need upgrading to enhance teaching and learning • Grading Practices and Policies • Student Engagement, Attendance, Motivation, Discipline, & Ownership • Staff Engagement, Unity, Collegiality, Collaboration, Communication, and Satisfaction • Social Emotional, Mental Health needs of Students and Staff
<p>Opportunities: What opportunities for improvement do we know about, but have not addressed? Where with a little work could we change a weakness into a strength? What are we not doing currently that might be the opportunity for us to improve.</p>	<p>Threats: Who or what threatens us the most? What challenges are coming that we must respond to? What might block our progress? What do we have little control over that might impact our resources?</p>
<ul style="list-style-type: none"> • Communication & Collaboration & Connection between two campuses and with all feeder elementary districts • Pathway Opportunities for Student Readiness for College, Career and Life • Innovation and instructional practices to reinvent and build on traditional high school practices to better meet all student needs for the future • Reinvent the student day and year aligned to the new mission and vision • Technology expectations for students and staff integrated into coursework • Enhance forms of communication externally with families & the community 	<ul style="list-style-type: none"> • Staff shortages • Social Media Challenges • Racism and Political Differences • Future of Public Education • Civic and Social Unrest • School Funding- state and federal • Pandemic Impacts • Slow to change • Safety and Security



Lyons Township High School District 204 Data Retreat Findings

SWOT Strengths (11 Teams)

<ul style="list-style-type: none"> • Community Support • Academic Offerings • Extra-Curricular Offerings • Financial Health and Stewardship • Highly Qualified Faculty, Staff and Leadership • Increased Social Media Presence 	<ul style="list-style-type: none"> • Community Support • Financially Stability • Student Well-Being • Qualified Faculty, Staff and Leaders • Continuous Improvement Spirit • Internet access and Improvements • Parental Support • Academic Offerings 	<ul style="list-style-type: none"> • Staff-Student Relationships • Supportive Community • Highly Qualified Staff • Academic Offerings • Extra-Curricular Offerings • College Preparation • Financial Health and Stewardship • Professional Development Model for Staff • Academic Achievement Results
<ul style="list-style-type: none"> • Highly Educated and Qualified Staff • Community Pride and Support • Academic Offerings • Extra-Curricular Offerings • Financial Health and Stability • Top Financial Rating in State; Top Bond Rating • History of Academic Success • Increased participation in AP courses 	<ul style="list-style-type: none"> • Financial Health and Stewardship • Community Support • Committed Staff • Extra-Curricular Offerings • Academic Offerings • Elective Course Offerings • Social and Emotional Resources • Large number of Dual Credit and AP course offerings 	<ul style="list-style-type: none"> • Financial Stability • 8 Period School Day • Increasing Diversity of Community • Academic Offerings • Extra-Curricular Offerings • Community Support and Engagement • Elective Course Offerings, AP Course Offerings, Dual Credit Course Offerings • Staff Retention
<ul style="list-style-type: none"> • Financial Strengths and Stability • High Quality Staff and Leadership 	<ul style="list-style-type: none"> • Strong Leadership • High Quality Experienced Staff 	<ul style="list-style-type: none"> • Exceptional Highly Skilled Teaching Staff

<ul style="list-style-type: none"> • High Academic Achievement • Opportunities for Rigor: Dual Credit, AP, Elective Courses • Strong Special Education Services and Programs • Community Support • Strong Reputation among others • Academic Offerings • Extra-Curricular Offerings 	<ul style="list-style-type: none"> • Committed to use Technology to enhance instruction • Students committed to excellence • Traditional School Pride • Extra-Curricular Offerings • Strong Financial Health • Student-Teacher Relationships 	<ul style="list-style-type: none"> • Supportive Community • Strong Financial History and Stability • Well-funded Extra-Curricular Offerings • Academic Offerings • Strong History of Tradition • Reputation
<ul style="list-style-type: none"> • Financial Health • Community Support • Teacher Retention • Academic Offerings • Co-curricular Offerings • Teacher-Student Relationships • Reputation 	<ul style="list-style-type: none"> • Academic Offerings • Rigor Opportunities • Community Support • Reputation • Dedicated High-quality Staff and Leadership • Financial Health • Financial Stewardship • Labs and Specialty Enhancements to Facilities • Increase in AP course enrollment • Staff Retention 	
<p>Facilitator DRAFT OF SWOT STRENGTHS: Community Pride and Support; High Quality Faculty, Staff and Leadership; Financial Health & Stewardship; Numerous Academic, Co-Curricular Offerings, and Elective Offerings; Recognized by Others for Tradition of Excellence; Student Achievement Results well above State Averages; Staff Retention; Increase in the number and participation in Dual-Credit, Advance Placement courses.</p>		



Lyons Township High School District 204 Data Retreat Findings

SWOT Weaknesses (11 Teams)

<ul style="list-style-type: none"> • Achievement Gaps- Subgroup student achievement success • Demographic Alignment between staff and students • Modernization of Facilities • Social and Emotional Programing • Extra-curricular engagement of students • Increase Spanish speaking Staff 	<ul style="list-style-type: none"> • Grading • Culture and Unity aligned to a clear mission and vision • Achievement Achievement/ Achievement Gaps • Facilities • Mental Health Resources • Prep for College, Career, Futures • Student Alcohol and Drugs • Attention to needs of: Blacks and Hispanics • Attention to English Language Learners 	<ul style="list-style-type: none"> • Achievement Gaps • Split Campus Issues • Grading Practices • Understanding of Mission and Vision by Stakeholders • Interventions- MTSS System • Rigor for all • Equity • Technology expectations and use • Mental Health for Students and Staff • Innovation, engagement, and participation in Professional Learning Opportunities • Communication with certain populations
<ul style="list-style-type: none"> • Academic Rigor for All • SEL strategies and supports • Differentiated instruction, Inclusiveness • Grading • Technology implementation consistency • Racism and Discrimination Conversations and Understandings • Academic Interventions • Behavior Interventions 	<ul style="list-style-type: none"> • Declining College Readiness • Students undermatching for college/university • Staff Demographics and Diversity • Increased Focus on Career Readiness • Parent networking • Staff Belonging and Voice • Achievement Gaps • Student Behavior Expectations • Grading Practices 	<ul style="list-style-type: none"> • Culture and Climate Spirit • Mental Health Services for Staff and Students • Equity issues: Achievement, Placements, Curricular Expectations • Clear and transparent communication • Grading Practices • Interventions- MTSS- Academics and Behaviors

<ul style="list-style-type: none"> • Achievement Gaps • EL Instruction • Equity among all groups in assessment systems • AP enrollment for minority students 	<ul style="list-style-type: none"> • Understaffed 	<ul style="list-style-type: none"> • Schedule, Day, Year, Time • Facilities: modernization and upgrades • Staff Demographics/ Diversity
<ul style="list-style-type: none"> • Modern, upgraded facilities • Equity • Consistent Universal Behavior Expectations and Consequences • Closing Achievement Gaps • Competitive Salaries and Benefits • Staff Recruitment • Student Sense of Belonging • Intervention- MTSS System of Support for both Academics and Behaviors 	<ul style="list-style-type: none"> • Grading Effectiveness • Facilities are not Modernized • Not a Culturally Responsive Curriculum • Lack of Student Engagement • Communication Internally and Externally • Achievement Gaps • Student awareness of what LT can offer 	<ul style="list-style-type: none"> • Safety • Grading Practices • Achievement Gaps • Mental Health Needs • Culture- morale, spirit, unity • Facility Modernization, upgrades
<ul style="list-style-type: none"> • Modernization of Facilities • Achievement Gaps • Grading Practices • Culture and Climate- morale, spirit, satisfaction, unity, collaboration, articulation • Interventions- Address equity issues both academically and behaviorally 	<ul style="list-style-type: none"> • Equity and Achievement Gaps • Equity and Behavior Gaps • Staff voice, engagement and empowerment- School culture and spirit • Technology expectations and support • Increased engagement in extra-curricular activities • Intervention Systems to ID, track, and support student success • Professional Development for helping underserved students 	

Facilitator DRAFT OF SWOT WEAKNESSES: Equity in Achievement Gaps (Black Students, Hispanic Students, students from low SES, English Learners, Student with IEPs, and 504 Students); Equity in Non-academic Expectation Gaps ((Black Students, Hispanic Students, students from low SES, English Learners, Student with IEPs, and 504 Students)); Intervention Systems not successful; Lack of Staff Diversity; Facilities need upgrading to enhance teaching and learning;



Lyons Township High School District 204 Data Retreat Findings

SWOT Opportunities (11 Teams)

<ul style="list-style-type: none"> • Community service requirement • Community engagement- outreach • More access to rigor for all students • Support Staff Salary and Benefits • Physical well-being of staff and students • Increase connection to community (especially non-parent) 	<ul style="list-style-type: none"> • 504 Students • Staff morale, spirit, and unity efforts • Innovation • Stronger internal and external communication • Attendance • Reaching out to specific, underrepresented groups' 	<ul style="list-style-type: none"> • Investments in Facilities • Student Behaviors and restorative practices • Belonging • Articulation better between elementary districts and the high school • Strengthen student relationships • Health, safety and mitigation strategies
<ul style="list-style-type: none"> • Innovation/ Professional Development • Supports for Students Lacking Adult Advocated • Pay Scale for Para, Admin support, Security, etc. • Unity and connection between campuses and with elementary districts • Mental Health for Students and Staff 	<ul style="list-style-type: none"> • Use more of our financial resources • Increased inclusivity of students with disabilities • Green planning • Course Sequencing, student day and year, 4-year plan/electives-pathway options • Website • Diversity, Equity, Belonging • Clarity in learning targets and outcomes for long-term 	<ul style="list-style-type: none"> • Co-teaching opportunities to differentiate instruction • Academic Interventions and supports- address inequities • Interventions for drug abuse and abusive behaviors • Gathering and Large Space Learning Opportunities on each campus • Transportation • Boundaries

<ul style="list-style-type: none"> • Inclusion of FRL, EL, IEP, 504 Translon Students • Clear Analysis and Evaluation of systems/ programs 	<ul style="list-style-type: none"> • Family Involvement • Modernize communication and collaboration • Modernize facilities 	<ul style="list-style-type: none"> • Creating Emotionally inclusive spaces; work on sense of belonging among all students and families
<ul style="list-style-type: none"> • Transition from COVID • Social Media • Political Education Agenda • Teaching pool/ shortages • Safety and Security 	<ul style="list-style-type: none"> • Student-teacher relationships • Reimagine a school day and year • Advisory to Connect with Students • Allocate Available Resources to address strategies in this plan • Promote Mental Health • Transparency, Data, Access to Information • Unify District/ Campuses 	<ul style="list-style-type: none"> • Students supporting students • Enhancing the use of technology in teaching and learning • Readiness for College, Career and Life • Staffing and support for social emotional learning and mental health of students and staff • New Vision- change, innovation
<ul style="list-style-type: none"> • Board engagement with stakeholders • Staff Burnout • Mental Health support services • Developing systems that meet the needs of all learners • Student Engagement • College, Career, and Life Readiness • Innovation- change • Facility enhancement to improve learning and teaching • Engaging conversations and collaborations with all communities and feeder districts 	<ul style="list-style-type: none"> • Staff advocate system for belonging, support • Leadership opportunities for staff- innovation, change, new programs and services • Mentoring program for students of color • Feeder District/middle schools engagement, communication and collaboration 	
<p>Facilitator DRAFT OF SWOT OPPORTUNITIES: Communication & Collaboration between campuses and with feeder elementary districts; Pathway Opportunities for Student Readiness for College, Career and Life; Innovation and instructional practices to reinvent and build on traditional high school practices to better meet all student needs for the future; Reinvent the student day and year aligned to the new mission and vision; Technology expectations for students and staff integrated into coursework; Enhance forms of communication externally with families and the community.</p>		



Lyons Township High School District 204 Data Retreat Findings

SWOT Threats (11 Teams)

<ul style="list-style-type: none"> • Staff shortages • State and federal funding • Social media • Societal media: political, influence, pressures 	<ul style="list-style-type: none"> • Parental beliefs • Social media • Racism and political differences • Economy • Student circumstances outside the classroom 	<ul style="list-style-type: none"> • Political discord, erosion of Public Education • Negativity • Mental Wellness of staff and students • Existential threats- climate, shooters, etc. • Social Media • Teacher Shortages
<ul style="list-style-type: none"> • Teacher and Staff Shortages • Political climate • Social Media impacts • Staff Burnout • Pandemic Impacts • Rate of Change is Slow • Student Burnout • Community Racism 	<ul style="list-style-type: none"> • National and state politics • Transition from Covid • Civil and social unrest • Climate change • Illinois school funding • Inflation and nationwide financial issues • Loss of order and control • Burnout • Non-local stakeholders influence/ disruption 	<ul style="list-style-type: none"> • Politics in school • Teacher Burnout • Discrepancies in Student Achievement • Social Media • Student Behavior • Racism • Bussing Issues • School Board Elections • Teacher and other Staff Shortages
<ul style="list-style-type: none"> • Covid • Social Media • Political Education Agenda • Teaching Pool/ Shortages • Safety and Security 	<ul style="list-style-type: none"> • Social Media • Political Climate Divisiveness • Limited resource of Time • Fear of Change 	<ul style="list-style-type: none"> • Reliance on property taxes • Staff shortages • Pressure to take too rigorous course load • Slow to change, innovate, adapt

	<ul style="list-style-type: none"> • Lack of comfort in talking about difficult topics 	<ul style="list-style-type: none"> • Two campus system
<ul style="list-style-type: none"> • Politics • Social Media • Teacher Shortages • Safety • Student accountability academically • Student accountability behaviorally 	<ul style="list-style-type: none"> • Social media • Inflation • Economy • National push to charter schools/vouchers- privatizing Public Education • Student home life preventing academic success • Student self-esteem, confidence, belonging 	
Facilitator DRAFT OF SWOT THREATS: Staff shortages; Social Media Challenges; Racism and Political Differences; Future of Public Education; Civic and Social Unrest; School Funding- state and federal; Pandemic Impacts; Slow to change; and Safety and Security.		

See next page for draft SWOT



Lyons Township High School District 204 Data Retreat Findings

SWOT ANALYSIS DRAFT

<p>Strengths: What are we most proud of? What do we consider to be our results of our best work? What advantages do we have? What do others say about us in positive ways?</p>	<p>Weaknesses: What do we consider to be our weaknesses? What are we most criticized for or receive the most complaints about? What do we seem to have a hard time doing well?</p>
<ul style="list-style-type: none"> • Community Pride and Support • High Quality Faculty, Staff and Leadership • Financial Health and Stewardship • Highest State Financial Rating, Highest Bond Rating • Student Achievement Results well above State Averages • Numerous Academic, Co-Curricular Offerings, and Elective Offerings • Recognized by Others for Tradition of Excellence • 82% Students Admitted to University/ Junior Colleges upon Graduation • Staff Retention • Increase in Dual-Credit, Advance Placement courses and in the number and participation in Dual-Credit, Advance Placement courses. 	<ul style="list-style-type: none"> • Equity in Achievement Gaps (Black Students, Hispanic Students, students from low SES, English Learners, Student with IEPs, and 504 Students) • Equity in Non-academic Expectation Gaps ((Black Students, Hispanic Students, students from low SES, English Learners, Student with IEPs, and 504 Students)) • Intervention Systems not successful • Lack of Staff Diversity • Facilities need upgrading to enhance teaching and learning • Grading Practices and Policies • Student Engagement, Attendance, Motivation, Discipline, & Ownership • Staff Engagement, Unity, Collegiality, Collaboration, Communication, and Satisfaction • Social Emotional, Mental Health needs of Students and Staff
<p>Opportunities: What opportunities for improvement do we know about, but have not addressed? Where with a little work could we change a weakness into a strength? What are we not doing currently that might be the opportunity for us to improve.</p>	<p>Threats: Who or what threatens us the most? What challenges are coming that we must respond to? What might block our progress? What do we have little control over that might impact our resources?</p>
<ul style="list-style-type: none"> • Communication & Collaboration & Connection between two campuses and with all feeder elementary districts • Pathway Opportunities for Student Readiness for College, Career and Life • Innovation and instructional practices to reinvent and build on traditional high school practices to better meet all student needs for the future • Reinvent the student day and year aligned to the new mission and vision • Technology expectations for students and staff integrated into coursework • Enhance forms of communication externally with families & the community 	<ul style="list-style-type: none"> • Staff shortages • Social Media Challenges • Racism and Political Differences • Future of Public Education • Civic and Social Unrest • School Funding- state and federal • Pandemic Impacts • Slow to change • Safety and Security