

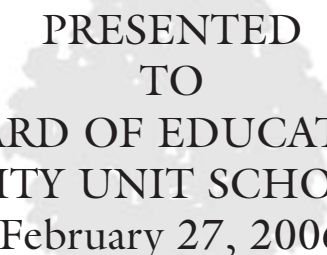
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# FINAL REPORT

## STRATEGIC PLANNING

## STEERING COMMITTEE

PRESENTED  
TO  
BOARD OF EDUCATION  
LISLE COMMUNITY UNIT SCHOOL DISTRICT 202  
February 27, 2006



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February 20, 2006

Members of the Board of Education:

This Final Report authorized by the Strategic Planning Steering Committee completes the process initiated by the Board of Education in March of 2005. Dr. Gina Hinrichs and Dr. Cheryl Richardson were contracted to serve as the consultants and facilitators for the planning process. The goal was to create a planning process that would:

Develop a comprehensive strategic plan that will guide the District's initiatives for the next five years

Acquire a broad cross section of the community for input into the strategic plan

Ensure the objectives of the strategic plan are measurable and achievable

Report periodically on the progress of the strategic plan

Over the course of the last eleven months, the Steering Committee has convened eight meetings to gain understanding of the values and principles of a strength-based whole system approach, acquired the skills necessary to conduct appreciative interviews and focus groups, identified emerging themes and categories through data mining and ultimately draft this report. Our report includes the following sections:

- Part 1 Overview of the Strategic Planning Process Through Appreciative Inquiry
- Part 2 Step by Step Approach to Strength-Based Whole Systems Approach
- Part 3 District Mission, Vision, and Belief Statements
- Part 4 Strategic Directions and Action Plans
  - A. Proposed Actions for Immediate/On Going Implementation in 2006-2007
  - B. Proposed Actions for Short Term Implementation 2007-2009
  - C. Proposed Actions for Long Term Implementation Beyond 2009

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Part 5      Proposed Monitoring Process for the Strategic Plan

Special appendix items included with this report are an overview of Focus Group process with Summary Information (Appendix A) and a copy of the Community Survey used to gather information from parents and senior citizens (Appendix B).

This document represents the culmination of almost one year of energetic work by a team of dedicated community and staff members. While the Final Report may represent the last official duty of the Steering Committee, we realize that considerable work lies ahead to fulfill its recommendations. We stand ready to assist the Board of Education and Administration to make this plan a reality.

District 202 Strategic Planning Steering Committee

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## Overview of the Strategic Planning Process

Schools, like other organizations, can survive and thrive if they become capable of growth through change. Schools are now facing more difficult social challenges, a need to compete globally on achievement, and accelerating introduction of new technologies. This environment of unprecedented change can prove to be an opportunity if schools are able to respond effectively. Changing effectively means pursuing the right changes and accomplishing these changes rapidly. In order to change effectively, school systems must develop an organizational capability of constant inquiry and aligned action of the whole system. The path forward comes from the answers that exist in the system and the energy of the committed stakeholders.

Utilizing a strength based approach with the inclusion of the whole system, Lisle Community School District chose the following design and timeline to structure the renewal of its strategic plan:

February – March 2005

**Phase 1** – Determination of the Charter for the Strategic Planning Process

- Worksession with the Board of Education to determine specific measurable outcomes and deliverables expected
- Overall process design
- Steering Committee membership
- Timeline and projected activities for the process
- Structures for engaging constituent stakeholder input
- Resources necessary to complete project

April – June 2005

**Phase 2** – Steering Committee Initiates Process  
Convene the Steering Committee to:

- Engage in an orientation to gain understanding of the values and principles of a strength-based, whole system approach

- 
- Develop a sense of teamwork for the process
  - Review information and documents from previous planning efforts
  - Participate in 4D Cycle of Discover, Dream, Design, Deliver

June – October 2005

**Phase 3** – Internal/External Information Scans

Steering Committee members completed fourteen information scans to gather data about potential future directions for the district. This process included conducting focus groups, interviews, and surveys of the following groups:

1. District 202 Support Staff
2. Intergovernmental
3. Chamber of Commerce
4. Teachers (LEA Executive)
5. Administrative Staff
6. Realtors
7. Band Boosters
8. Home & School Organizations
9. Athletic Boosters
10. Students (HS Student Council)
11. Senior Citizens
12. Parents (K-12)
13. Benedictine University
14. St. Joan of Arc Parents

*See appendix A for overview of Focus Group Process and Summary Results*

*See appendix B for Community Survey Instrument*

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September – October 2005

**Phase 4** - Engage in Knowledge Leveling

Steering Committee members engaged in activities to examine promising programs and practices both locally and nationally. Other data sources:

- U.S. Department of Education
- Illinois State Board of Education
- North Central Association
- College Board

October – November 2005

**Phase 5** – Analysis of Information Scans

Steering Committee members participated in a workshop to have a common understanding of data mining (vs. data analysis), themes, and categories.

December 2005- January 2006

**Phase 6** – Draft of Recommended Strategic Plan

A writing team composed of Steering Committee members convened to draft the final report of the Steering Committee. The Final Report includes:

- Overview of the strategic planning process through Appreciative Inquiry
- Step by Step Approach to Strength Based Whole Systems Approach
- District Mission, Vision, and Belief Statements
- Strategic directions and action plans
- Proposed monitoring process for the Strategic Plan

This six phase process provided the structure to complete this final report.

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## Step by Step Approach to Strength-Based Whole Systems Approach

Traditional problem solving involves understanding the current state, identifying problems or gaps, brainstorming solutions, selecting and testing a solution, and analyzing the results. The focus of problem solving is on what's wrong or broken. This traditional approach lowers individual energy and creativity. If what you focus on, or imagine, is what you get, then the focus on the negative impedes the energy needed to co-create a better future for ourselves and for students. The ability to focus on the positive represents those efforts of professionals to help people optimize human functioning by acknowledging strengths, as well as the more traditional recognition of weaknesses. What follows is a step by step outline of the strength-based whole system approach that guided the planning process used to renew District 202's Strategic Plan.

### Step 1 – Discovery

The *Discovery* phase of the planning process is a diligent and extensive search to understand the “best of what is” and “what has been”. This phase began with the collaborative act of developing appreciative interview questions and constructing an appreciative interview. Questions are written to generate stories, to enrich the images and inner dialogue within the organization, and to bring the most important aspects of our school district into focus.

### Step 2 – Dream

The *Dream* phase is an exploration of “what might be:” a time for stakeholders to explore their hopes and dreams for our school district, and the world at large. It is a time for groups of people to engage in thinking big, thinking out of the box, and thinking out of the boundaries of what has been in the past. The intent of the *Dream* phase is to identify and spread affirmative and hopeful images of the future.

### Step 3 – Design

The *Design* phase involves making choices about “what should be” the inner core of our school system. It is a conscious re-creation through which structures, strategies, processes, and activities become more fully aligned with District 202's positive past and highest potential.

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#### **Step 4** – Deliver

The *Deliver* phase of the planning process focuses specifically on personal and organizational commitments and paths forward. This is the phase where a school system learns more about itself and what is possible. Stakeholders learn and resolve to do more of what works. The path to future improvements is easier when stakeholders are part of creating the change and you take with you the best of the past.

Effectively executing change is critical to the effectiveness of our schools in today's rapidly changing world. School districts that are best prepared to understand through inquiry and handle change will be leaders and create the leaders of the future. Strength-based whole system change provides faster, deeper, and more effective change. The next section provides a reference to the district's vision, mission, and beliefs.

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## **Mission Statement**

The Mission of School District 202 is to promote excellence in the Lisle Community Unit School District #202 Schools by providing a challenging, comprehensive, and viable educational program for all students, that will lead to the attainment of knowledge, competencies and skills, which, upon completion, will enable our students to be successful life-long learners, and productive members of society.

## **Vision Statement**

### **Lisle Community School District # 202**

believes that we must provide an educational environment which grants each student access to the highest quality and richest variety of integrated educational experiences, within our means. This environment will be created with the assistance of student's family, local businesses, educational agencies, and community and support groups. Our goal is continuous, measurable improvement, and excellence in the education of our students.

## **Beliefs**

### ***Student Focus***

The success of our educational system is measured by the success of our students.

### ***Excellence***

We are committed to approaches and practices which maximize the educational impact for students.

### ***Continuous Improvement***

Continuous school improvement is necessary to improve student achievement.

### ***Accountability***

We focus on results reflecting and balancing the needs and interests of students and all stakeholders.

### ***Teamwork***

We work together to achieve District goals.

### ***Service***

We believe educators should be responsive to students, parents and the community.

### ***Fiscal Responsibility***

Resources must be provided and managed in a fiscally responsible manner.

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## **District 202 Strategic Directions and Action Plans**

The following strategic directions and action plans were outlined on January 3, 2006 and revised on January 9, 2006. Each section is organized to include: immediate/on-going, short-term, and long-term action plans. All of the strategic directions are closely connected to support a systemic approach to determining District 202's future.

### ***Fiscal Responsibility -***

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*District 202 will effectively manage its resources through policies and practices that promote fiscal stability and financial accountability.*

#### ***Immediate/Ongoing:***

Maintain financial recognition status with the Illinois State Board of Education.

Continue to develop 5 year projections to ensure the financial stability of the district.

Review annually all program fees and rental charges.

Provide financial resources to implement, review, and improve technology in the District.

Identify and quantify the potential impact of secondary factors on the budget including:

- |                              |                        |
|------------------------------|------------------------|
| 1. Maintenance of facilities | 4. Transportation      |
| 2. Utilities                 | 5. Personnel Costs     |
| 3. Technology                | 6. Communication Needs |

Prepare a financial plan of action for issues identified in the Strategic Plan while focusing on a balanced budget.

#### ***Short Term:***

Ensure that ongoing programs resulting from the Plan have adequate funding for future years.

#### ***Long Term:***

Prepare for and complete negotiations with the Lisle Education Association and the Classified Employees Association of Lisle within the framework of the financial plan established by the Board.

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## ***Technology -***

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*District 202 will maintain effective and appropriate technology that will support the learning, operations, and communication goals of the District.*

### ***Immediate/Ongoing:***

Incorporate in technology planning provisions for continuous upgrading of equipment to ensure that the District achieves a cutting edge program.

Further the commitment to use technology to improve instruction and provide opportunities to students and teachers to develop essential technology skills.

Promote technological advancements to improve district communications.

### ***Short Term:***

Assess technology structures and programming for students and staff to address emerging and current trends in technology.

Develop standards and criteria to assess the appropriateness of technology for supporting learning, operations and communication goals of the district.

## ***Facilities -***

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*District 202 will plan for, provide, and manage facilities that support the success of its educational programs.*

### ***Immediate/Ongoing:***

Analyze the implications of the Strategic Plan on district facilities and develop a plan for addressing these needs.

Analyze the Master Plan Report of 2002 to determine whether it meets the future direction of long term facilities improvements.

Continue to maintain safe and secure buildings and grounds.

### ***Long Term:***

Maintain and upgrade the infrastructure of school facilities to meet future program requirements.

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## *Professional Recruitment and Development -*

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*District 202 will recruit and retain high quality staff that foster a spirit that inspires all learners to achieve excellence and provide the staff with professional development opportunities to enhance their capabilities.*

### *Immediate/Ongoing:*

Charge the District Staff Development Committee to study current research and best practices in order to develop a comprehensive professional development plan.

Determine staff development goals through the analysis of reality-based curriculum maps.

Require teachers and administrators to set clear, data-generated, student-centered staff development goals.

Explore ways to expand the pool of highly qualified and diverse staff.

Maintain a district orientation and mentor programs to ensure staff success and continuity of service.

### *Short Term:*

Assess and implement staff development initiatives which support curriculum and instructional changes.

Establish well planned models of on-going collaboration and reflective practices based upon the specific needs of the district.

Provide in-service and training to sustain a technological advantage enabling staff to maintain an on-going, living curriculum.

Monitor employment policies, procedures, and practices to assure that certified and classified personnel are representative of the diversity of the community.

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## *Curriculum - Teaching/Learning -*

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*District 202 will continue to provide its students with a high quality educational foundation that prepares them for the future and enables them to be successful life-long learners.*

### ***Immediate/Ongoing:***

Investigate curricular resources in addition to textbooks to more effectively address student needs.

Develop a balanced assessment process using evaluation tools that provide critical information to support student achievement and curriculum programming.

Provide opportunities that promote critical thinking skills and integrate real-life into the curriculum.

Utilize research based instructional practices that support and promote student engagement and learning.

Utilize instructional tools to meet the diverse learning needs of all students, in order to improve student achievement.

Evaluate curricular program to strengthen student collaboration, team building, and communication skills.

Consider a world view and culturally diverse perspective throughout the delivery of the curriculum.

Evaluate current curriculum updating materials and piloting new programs to achieve a cutting edge program.

Develop a process to review current extra-curricular offerings at all grade levels to determine the need for additions and changes.

Continue to address standards set forth by No Child Left Behind legislation in order to comply with federal guidelines.

### ***Short Term:***

Evaluate current exploratory offerings and after school programming for junior high school students to better address future learning.

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Explore ways to enhance student opportunities in fine arts and foreign language study across all grade levels.

Develop procedures for the identification and implementation of appropriate curricular modifications for students with disabilities across grade levels.

*Long Term:*

Expand internships and service learning opportunities for all students.

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## *Communication / Community Engagement -*

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*District 202 will engage its stakeholders recognizing that enhanced relationships and effective communication are essential to our success.*

### *Immediate/Ongoing:*

Expand mutual trust and understanding between the district and its community.

Develop district web site as a means of internal and external communication.

Promote individual student and staff stories in the news media that demonstrate fulfillment of district goals.

Regularly review the effectiveness of district communication methods including technological advancements to implement changes for ongoing improvement.

Address press relations and public issues in timely, accessible manner.

### *Short Term:*

Design recognition and thank you programs to acknowledge parent and community members.

Identify community resources that can provide enrichment and real life connections in the classroom.

Develop vehicles to seek input and feedback from the community.

Utilize district web site to communicate district information, learning expectations, and student achievement to staff, students, parents, and community.

Seek means to communicate student achievements and other milestones of the district including community-wide direct mail of the Annual Report.

Communicate regularly with parents and the community regarding district improvements achieved through the Strategic Plan.

Develop partnerships with outside resources and stakeholders to implement the initiatives identified in the Strategic Plan.

### *Long Term:*

Continue to work with other governmental agencies to provide enrichment opportunities beyond the traditional school day.

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## ***Leadership -***

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*District 202 will provide strong, effective and responsible leadership that supports educational excellence.*

### ***Immediate/Ongoing:***

Understand and respond to the political, economic, and legal influences.

Facilitate development and implementation of the District Strategic Plan.

Plan for future organizational changes, including administrative succession.

Maintain effective organizational structures while developing continuous improvement plans.

### ***Short Term:***

Facilitate the development, articulation, and implementation of a vision of learning that is shared and supported by the community.

Collaborate with families and community members, responding to diverse community interests and needs and mobilizing community resources.

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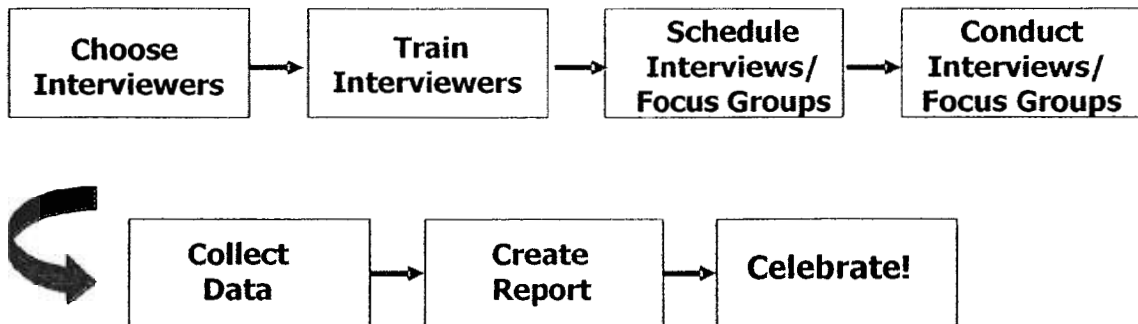
## Proposed Monitoring Process for the Strategic Plan

Since the beginning of this planning process the Steering Committee has stressed that the Strategic Plan must be an active document and not become a report which “gathers dust on the shelf”. In order for a strategic plan to be successfully implemented, a systematic monitoring process must be created to ensure that specific action plans within the report are regularly analyzed and discussed. To that end the following recommendations are submitted for consideration by the Board of Education:

1. A Monitoring Committee composed of volunteers who have been active throughout the strategic planning process should be formed and meet twice per year. The function of the Monitoring Committee is to review progress toward implementation of the Plan and also to advise the administration regarding periodic updating of the Strategic Plan.
2. The Board of Education should establish a special work session to discuss the Final Report of the Steering Committee, taking note of any outstanding issues.
3. The Board of Education should authorize the Superintendent to develop a plan of work to address the issues identified in the immediate category from the strategic directions and action plans.
4. The Board of Education should include quarterly status reports as an agenda item at its meetings focusing on different strategic directions in a rotation.
5. The District should develop a communication plan to disseminate information contained in this Report and should include a semi-annual report in the District newsletter in order to communicate progress on the implementation of the Strategic Plan.

We forward these recommendations about monitoring in the spirit of collaboration and commitment to this planning process. We, Members of the Steering Committee, want District 202 to build upon its strengths making it truly *the jewel* of DuPage County.

## Strategic Planning Inquiry – Lisle School District 202

**Overview of the Focus Group Process****Discover: Strength Based Inquiry Process****Collect Data****Submit Data Sheets to Dr. Peter Lueck's office**

- Please use the space after each question for taking notes during the focus groups. Note-taking can be tricky since everyone does it differently, but your notes will be important when you enter the information into the data gathering system.
- Immediately after your focus group, summarize the results, using the attached summary page of this guidebook: Write down the most impactful comments that were made in the focus group; write down a descriptive summary of the most compelling story that came out of the interview; write down the 1-3 themes from the designated topic areas that stood out most from the focus group. These may be in the form of WHAT was done and HOW it was done.
- Submit your data gathering sheets within a week of the focus group.
- Celebrate your contribution

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## Interview Protocol

District 202's vision is to strengthen our excellence in education. As a partner of this District, describe an experience you've had that supports educational excellence.

Think about the contributing factors that led to this successful experience. What 5 elements do you feel need to be present to create successful/positive outcomes?

Describe a situation where you or a group contributed to the success of District 202. What aspects of that situation did you find valuable?

What strengths and experiences do you feel a graduate of 2010 will need?

Looking into a crystal ball, what do you envision will be necessary to be successful in the workforce?

---

Strategic Planning Inquiry – Lisle School District 202

**Focus Group Summary Page**

**Due:** \_\_\_\_\_

Name of Recorder: \_\_\_\_\_

Name of Facilitator : \_\_\_\_\_

Date of Focus Group: \_\_\_\_\_

Focus Group stakeholder background: \_\_\_\_\_

\_\_\_\_\_

**Overall Focus Group Experience:**

What was the best comment that came out of this focus group?

What was the most compelling story that came out of this focus group? (use the back of this page if necessary)

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Strategic Planning Inquiry – Lisle School District 202

What were the 1-3 themes that stood out regarding the following:

**The Focus Group interaction:**

0)

0)

0)

**The Best of the Past**

1)

2)

3)

**Visions for the Future**

1)

2)

3)

**Specific Question Data**

\*\*\*\*for question 1, make sure you collect the participants sheets.

**Question 1: High Point Experience Story**

This question generated

Category/theme

•

Category/theme

Category/theme

•

**Question 2: Factors of High Point Experience**

N comments were generated from this question. Categories are listed below with defining statements.

Categories

• Technology

• Community Outreach

• Financial Stability

• Personnel

---

Strategic Planning Inquiry – Lisle School District 202

What were the 1-3 themes that stood out regarding the following:

**The Focus Group interaction:**

0)

0)

0)

**The Best of the Past**

1)

2)

3)

**Visions for the Future**

1)

2)

3)

**Specific Question Data**

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**Question 1: High Point Experience Story**

This question generated

Category/theme

- .

Category/theme

Category/theme

- 

**Question 2: Factors of High Point Experience**

N comments were generated from this question. Categories are listed below with defining statements.

Categories

- Technology
- Community Outreach
- Financial Stability

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Strategic Planning Inquiry – Lisle School District 202

- Curriculum/Instruction
- Communication
- Facilities
- Governance

Other Category / Theme

- 
- 

**Question 3: Personal or Group Contribution**

N comments were generated from this question. Categories are listed below with defining statements.

Category/Theme

- 
- 

Category/Theme

- 

**Question 4: Crystal Ball of Successful Graduates**

Category/Theme

- 
- 

Category / Theme

- 

**Question 5: Greatest Wish for District 202**

Category/Theme

- 
-

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## *Fiscal Responsibility -*

### **1) Parent Surveys**

Adequate funding for future  
Bring down costs (fees, taxes, etc.)

### **2) Seniors**

Continue quality within reasonable costs  
No tax raises

### **5) Band Parents**

Keep funding solid for all areas in the future

### **8) HSO**

Continue to stay on top of our finances and prioritize our needs

### **10) Administrative Council**

Sound fiscal management is critical to our success

### **11) Support Staff**

Support strong programs to maintain quality district

### **12) Research Review**

Sufficient resources must be available to accomplish the mission and goals of the system

## *Technology -*

### **1) Parent Surveys**

Keep up with technology changes and maintain level of excellence

### **4) Intergovernmental**

All students should have a comfort level with technology - important aspect of communication

### **5) Band Parents**

Technology is great, continue to upgrade

### **7) Teachers**

Continue support both financially and staff development for technology

### **8) HSO**

Technology is a key to the success of our school district, educating students as well as enhancing communication

### **9) Athletic Boosters**

Continue to enhance computer skills/technology

### **10) Administrative Council**

Continue to provide meaningful technology experiences for staff and students

---

### **11) Support Staff**

Technology should remain a high priority

### **12) Research Review**

All students need to acquire technical skills

## ***Facilities -***

### **1) Parent Surveys**

Facilities improvements

Consolidate K-5 in one building

Upgrade grade schools to match high school

New facilities

Safe/secure environment

### **2) Seniors**

If classrooms are needed, expand Jr. High School - plenty of land

### **5) Band Parents**

The new high school facility has changed attitudes and fosters pride in school

### **7) Teachers**

Renovations of High School drastically changed overall climate and student attitudes toward learning

Maintenance of facilities is important

### **10) Administrative Council**

Continue to improve facilities to meet the educational needs of our students

### **11) Support Staff**

Improve facilities, particularly for K-5 population

### **12) Research Review**

A safe and supportive environment is necessary and conducive to learning

## ***Staffing/Staff Development -***

### **1) Parent Surveys**

More training for inclusion aides

### **2) Seniors**

Continue to attract quality teachers

### **6) Benedictine University**

Need to welcome diversity in 202 - Diversity should reflect the students (staff/Board) attending 202

---

The right people in the right positions is an asset

**7) Teachers**

Continue to include faculty with hiring decisions/interview process

**9) Athletic Boosters**

We like the people you are hiring - keep it up

**10) Administrative Council**

Continue to employ qualified staff who are motivated and wish to improve

**12) Research Review**

Expand the pool of highly qualified educators by supporting the preparation, recruitment and retention of educators with expertise both in content areas and child development

Students must believe that the adults in the school believe in them enough to offer them the assistance they need to succeed

Effective teachers have a thorough and up-to-date knowledge of their subjects and a deep understanding of how students learn

## *Curriculum - Teaching/Learning*

**1) Parent Surveys**

More Art classes

More rigorous curriculum

More Math, Writing, English

More Language Classes at Jr. High

Quality Education

**2) Seniors**

Super outreach in educating our young people

Continue strong academic curriculum

**3) Chamber of Commerce**

Stay on top of trends and cutting edge in education

Incorporate financial literacy throughout curriculum

**4) Intergovernmental**

Require typing as part of curriculum

Foster problem-solving and team-building

**5) Band Parents**

Continue to change when necessary

**6) Benedictine University**

Strengthen Math skills - Essential for success in college

**7) Teachers**

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Incorporate career education/life skills  
Embrace foreign language program at earlier grade  
Updating materials and piloting new programs keeps us on the cutting edge

**8) HSO**

Demand stronger excellence in education  
Expand athletic opportunities to earlier grade levels  
Support well-rounded child at an earlier age  
Offer Spanish at earlier grade

**9) Athletic Boosters**

Foster appreciation for diversity - it's the way of the world  
Communication skills are critical

**10) Administrative Council**

Strengthen student writing and verbal skills  
Expand experiences for student collaboration and teamwork  
Promote critical thinking skills

**11) Support Staff**

Continue to integrate real life into curriculum

**12) Research Review**

Students must be able to connect what they learn to their lives and to their goals  
A rigorous academic foundation will help prepare students for post-secondary education, training or a career  
Qualities that employers seek from graduates: writing skills, speaking skills, teamwork skills, problem-solving skills, initiative, cool under pressure, attention to detail, time management skills, honesty, and love of learning

***Community Engagement -***

**1) Parent Surveys**

Better communication of critical information via web site  
Better communication with parents  
Better communication with the community members

**3) Chamber of Commerce**

More involvement with Chamber

**4) Intergovernmental**

Strengthen interpersonal relationships to foster good communication

**6) Benedictine University**

Take advantage of partnering opportunities with BU

**8) HSO**

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Improve communication to parents on a broad level regarding the whole district vs. buildings

Improve communication between the schools

Work in conjunction with the Village, parks and other school districts to strengthen our programs

Take advantage of benefits of being a small district

#### **9) Athletic Boosters**

There is a need for more positive media coverage

#### **10) Administrative Council**

Improve community communication to gain support

#### **11) Support Staff**

Need better working relationships with other governmental entities

Expand better news coverage from local newspapers

#### **12) Research Review**

Effective schools have high levels of parent and community involvement

### ***Governance/Leadership -***

#### **1) Parent Surveys**

Strong and firm administration

#### **4) Intergovernmental**

Foster leaders who are motivators

#### **8) HSO**

Consistent and fair discipline is necessary

School Board should communicate and work side-by-side with the Village of Lisle, Park District, and other stakeholders in our community

#### **10) Administrative Council**

Strengthen policies and procedures as the district works to implement future plans

#### **12) Research Review**

Highly effective schools have well-developed systems for evaluating and monitoring their performance

Highly effective schools have strong and effective school leaders whose primary focus is on establishing a culture of learning throughout the system

Effective leaders are essential to accomplish the District goals

### ***Lisle Community Unit School District 202 Community Survey***

As part of the Strategic Planning Process for District 202, we are seeking input from parents to uncover when District 202 has been at its best and in turn create our path for the future. Our future path will leverage our strengths while determining specific areas for improvement. Information gathered from this survey will assist the Strategic Planning Steering Committee to develop a blueprint for school and system decision making. Thank you for your time and input – it is a valuable part of the process!

*Please indicate how many children you have at each District 202 school.*

*TW* \_\_\_\_\_ *Schiesher* \_\_\_\_\_ *JH* \_\_\_\_\_ *HS* \_\_\_\_\_

*Please circle the appropriate response: E = Excellent, VG = Very good, G = Good, F = Fair, P = Poor*

**Overall, how would you rate Lisle School District 202**

**In the Area of**

<b>Technology?</b>	<b>E</b>	<b>VG</b>	<b>G</b>	<b>F</b>	<b>P</b>
<b>Community outreach?</b>	<b>E</b>	<b>VG</b>	<b>G</b>	<b>F</b>	<b>P</b>
<b>Financial planning &amp; management?</b>	<b>E</b>	<b>VG</b>	<b>G</b>	<b>F</b>	<b>P</b>
<b>Knowledge, skills and abilities of personnel?</b>	<b>E</b>	<b>VG</b>	<b>G</b>	<b>F</b>	<b>P</b>
<b>Delivering a defined and appropriate curriculum?</b>	<b>E</b>	<b>VG</b>	<b>G</b>	<b>F</b>	<b>P</b>
<b>Communication?</b>	<b>E</b>	<b>VG</b>	<b>G</b>	<b>F</b>	<b>P</b>
<b>District facilities?</b>	<b>E</b>	<b>VG</b>	<b>G</b>	<b>F</b>	<b>P</b>

**What do you feel are the strengths of District 202?**

**What is your greatest wish for the future of Lisle School District 202?**

*The Lisle strategies planning process will proceed over the next several months involving internal and external stakeholders. The process will culminate with a written plan to be forwarded to the Lisle Board of Education. Again, thank you for your input.*



# Strategic Planning Report

Presented to the Board of Education

February 27, 2006