

According to the Strategic Planning Document, this was a five year plan implemented in August 2006 with a final report in August 2011. This is an up-to-date report of the progress of the Strategic Plan Goals.

1. A Monitoring Committee – *Board of Education and Administration has reviewed the progress toward implementation of the Plan and the Board of Education has monitored this Plan through the Program of Work, “POW”.*
2. Special Work session to discuss this report – *This was accomplished through the presentation of a Mid-Year and End of the Year Report.*
3. Develop a communication plan to disseminate information contained in this Report. *“POW.” Also Strategic Plan Report was disseminated to the Community.*
4. *Board of Education Goals - 2009/2010 School Year*

***Goal I: Continuously monitor progress towards meeting District Goals and compliance with Board policies.***

***Goal II: Empower and evaluate the superintendent’s management of the District and leadership of the staff.***

***Goal III: Develop a new evaluation tool for assessing the superintendent’s progress towards meeting the District Goals, management of the District and leadership of the staff.***

***Goal IV: Conduct periodic self-evaluations with the goal of continuous improvement.***

5. *District Goals for the 2009/2010 School Year:*

***Goal 1: Improve academic achievement of all students in the District as measured by State and local assessments.***

***Goal II: Ensure a healthy, safe, nurturing and empowering learning community as measured by climate indicators.***

***Goal III: Increase communication regarding District 202 success stories through various media.***

***Goal IV: Continue to achieve financial recognition from the Illinois State Board of Education through effective management of resources that promotes fiscal stability and financial accountability.***

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### ***Fiscal Responsibility***

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

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

- *Lisle School District has consistently earned the highest financial rating of the State “Financial Recognition”.*

***Review annually all program fees and rental charges.***

- *The District reviews the fee structure periodically relative to programs costs, the Consumer Price Index, and neighboring school districts’ fee structures. The fee schedule is amended as needed and approved by the Board of Education.*

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

- *Financial resources dedicated to technology are reviewed annually through the budget preparation process. The District has relied in recent years on utilizing lease financing to plan for the three to five year obsolescence and replacement of technology equipment.*

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

- *Maintenance,*
- *Utilities,*
- *Technology,*
- *Transportation,*
- *Personnel costs, and*
- *Communication needs.*

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

- *A five year technology plan was presented to the Board of Education. The plan included anticipated hardware, software and funding needs.*
- *All programs are reviewed and approved within the budget for the fiscal year. Within the financial five year projection, program costs are analyzed and monitored.*

***Prepare 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.***

- *Negotiations for a three year contract with the Lisle Education Association (LEA) and Classified Employees Association of Lisle (CEAL) were completed in FY2008 within the framework of the financial plan. New LEA Negotiations will begin February, 2010.*

*District Goal 1: Improve academic achievement of all students in the District as measured by State and local assessments.*

*District Goal III: Increase communication regarding District 202 success stories through various media.*

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### **Technology**

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

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

- *Technology needs are evaluated by the teaching, administrative, and technology staff on a regular basis,*
- *Most computers are replaced on a three to five year cycle and the network is constantly upgraded to support the ever increasing need for speed and bandwidth, and*
- *Professional development opportunities are provided throughout the year for using technology software and hardware (such as SMART Boards, ELMO's, and Flip Videos) to support teaching strategies and student learning.*

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

- *District-wide technology programs are utilized to enhance student learning,*
- *Review assessment data, and*
- *Enhance District-wide communication.*

**Promote technological advancements to improve district communications.**

- *The District continues to leverage the Web Page for communication about school events,*
- *Electronic surveys are used to solicit information from parents and the community,*
- *FOIA regulations,*
- *Technology Vision,*
- *Curriculum News,*
- *D202 News,*
- *Staff Development,*
- *Student Handbook,*
- *Internet Safety,*
- *Athletics 2000,*
- *Emails and the web pages provide access to homework and information traditionally sent home in back-packs, and*
- *The District also implemented an “Emergency Notification System” to inform parents and staff within minutes via email, text, and telephone of emergency information such as school closings due to inclement weather.*

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

- *Online parent technology survey was conducted in the fall of 2008.*
- *Junior High students and staff were surveyed in early 2009 to determine student interests in elective and exploratory classes, and survey results were presented at the March, 2009 Board of Education Meeting.*

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

- *Through the technology plan the following standards are aligned with our technology curriculum:*
  - *For Students:*
    - *Creativity and Innovation,*
    - *Communication and Collaboration,*
    - *Research and Information Fluency,*
    - *Critical Thinking, Problem Solving, and Decision Making, and*
    - *Digital Citizenship – Acceptable Use Policy signed by staff and students.*
  - *For Teachers:*
    - *Facilitate and Inspire Student Learning and Creativity,*
    - *Design and Develop Digital-Age Learning Experiences and Assessments,*
    - *Model Digital-Age Work and Learning,*

- *Promote and Model Digital Citizenship and Responsibility, and*
- *Engage in Professional Growth and Leadership.*
- *For Administrators*
  - *Visionary Leadership,*
  - *Digital Age Learning Culture,*
  - *Excellence in Professional Practice,*
  - *Systemic Improvement, and*
  - *Digital Citizenship.*

*District Goal II: Ensure a healthy, safe, nurturing and empowering learning community as measured by climate indicators.*

*District Goal IV: Continue to achieve financial recognition from the Illinois State Board of Education through effective management of resources that promotes fiscal stability and financial accountability.*

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### **Facilities**

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

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

- *Master Facilities Plan reviewed in Spring, 2009.*
- *No Facility implications are being addressed at this time.*

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

- *Master Plan Report of 2002 was reviewed in the spring of 2009. With the renewal of the Meadows Lease and the state of our economy, it was determined that we should not make any long term facilities improvements e.g. sale of Meadows, closing of schools, etc. We will again review this plan in fall of 2011.*

***Continue to maintain safe and secure buildings and grounds.***

- *Through the 2008-2010 District Safety Committee, safety plans were amended/changed, doors were labeled, and diagrams of*

*our buildings were given to the Police and Fire Department. The Safety Committee will continue to meet yearly to review and revise if necessary our safety plans and procedures.*

- *Include a safe and secure buildings question on the next parent survey, and*
- *All safety drills were practiced and a “safe house” for each school was identified.*

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

- *No significant modifications have been needed beyond roof replacements at the Junior High during the last five years.*
- *New gym floor replacement at Schiesher due to water damage, majority of funding by insurance.*

***District Goal 1: Improve academic achievement of all students in the District as measured by State and local assessments.***

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***Professional Recruitment and Development***

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

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

- *In the fall of 2008, the District Professional Learning Community was formed. This DPLC group serves as what was previously the District Staff Development Committee. This DPLC group works collaboratively to building the staff development calendar.*

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

- *Staff development goals were built by the DPLC to be school specific and linked directly to the needs of each building and their curriculum. These goals are documented in the Staff Development Plans currently in place for each school.*

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

- *Members of the DPLC include staff members from multiple disciplines including certified teachers and administrations.*
- *These staff members were directly involved as the authors of the current staff development goals. These goals were developed by using staff input from surveys conducted in 2009.*

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

- *Under the supervision of Dr. Linda Kotalik, we are participating in career fairs that attract highly qualified teachers from all ethnicity.*

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

- *The mentor program that is currently used by Lisle District 202 is state approved and provides the opportunity for teachers employed under an initial certificate to move from an initial certificate to a standard certificate, utilizing the products of this mentoring program.*
- *Improvements made to the new teacher orientation and mentoring program in August 2009 include the following:*
  - *Focus on discipline strategies that support classroom instruction and emotional safety for students,*
  - *Presentation by LEA President to support first year teachers,*
  - *Presentation by currently employed teachers,*

- *Director of Curriculum reviewed District MAP scores and other relevant data,*
- *Provided introduction of student services and Rtl, and*
- *Provide technology introduction for all new teachers.*

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

- *In August, 2009 all staff was surveyed to gather information on the needs in the area of professional development,*
- *Staff development calendars and Professional Development content were determined by the outcomes of these surveys, and*
- *Staff were assessed and staff development was implemented that support curriculum and instructional changes.*

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

- *Collaboration is provided through DPLC and through PLC time.*

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

- *PDA's are planned quarterly to address technological needs in the district.*
  - *Examples include but are not limited to Microsoft Office, (Excel, Word, PowerPoint, Publisher) SMART Board, PDA's, and Technology Workshop PDA's.*

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

- *A Diversity Committee was established in October, 2009 to address above stated issues.*
  - *Personnel – Attend career fairs,*
  - *Parents – Are represented on the Diversity Committee,*
  - *Students – District Programs/clubs addressing diversity, and*
  - *Board of Education Policy Committee.*

***Board of Education Goal I: Continuously monitor progress towards meeting District Goals and compliance with Board policies***

***District Goal 1: Improve academic achievement of all students in the District as measured by State and local assessments.***

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### ***Curriculum – Teaching/Learning***

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

*Resources utilized in the district other than textbooks include, but are not limited to the following:*

- *United Streaming Website,*
- *On-line resources associated with the text, such as EnVisions materials,*
- *Student Response Systems for assessment and immediate feedback purposes for instruction,*
- *University resources, recently used by 7<sup>th</sup> grade science,*
- *Gifted resources used specifically at SES and the High School, and*
- *Social Emotional Learning Standards being addressed through Challenge Day, Leadership Field Trips, and Bullying presentations.*

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

*Lisle uses a balanced assessment process which includes, state assessments, local assessments and classroom assessments. The following is a breakdown of each:*

- *State Assessments: ISAT; PSAT/ACT; ACCESS,*
- *Local Assessments: MAP; DIBELS; Gates Reading Test; Otis-Lennon Ability Indicator; Common Assessments, and*
- *Classroom Assessments: Formative Assessments and Summative Assessments. (These will come in a variety of methodology such as running records, unit tests, quizzes, projects, papers, performances, oral, written, group, etc.).*

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

- *Through staff development training, teachers have opportunities to review their content and make decisions regarding the types of experiences students have in learning to utilize higher level thinking skills.*

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

- *Teachers have learned through numerous staff development opportunities, the instructional practices that are supported by research that demonstrate the most benefit to student learning. Some of the training included the works of Rick Stiggins, Ken O'Connor, Thomas Guskey, Robert Marzano, Rick DuFour, Douglas Reeves, Jim Trelease, and several other prominent researchers in the field of education.*

- *John Dossey, Math Expert, working with grades sixth through twelve math teachers to ensure alignment with state standards and college readiness standards.*
- *Tim Coffman, Band instructional clinic leader, and*
- *Book Reads: Administration and Department Heads are assigned research-based reading materials and are required to report out at Department Head meetings and Administration meetings.*

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

*Teachers are utilizing the following tools within our district:*

- *Smart boards,*
- *Student Response Systems,*
- *Elmos,*
- *Flip Videos,*
- *Podcasting,*
- *Numerous computer software,*
- *Skype sessions with Boston pathologist, and*
- *Traditional instructional materials.*

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

- *Student goal setting is becoming a part of teachers' work within the classrooms,*

- *Instructional strategies for many classrooms include a variety of group work,*
- *Team building is a specific unit of study in P.E. classes,*
- *Speeches are a part of English classes,*
- *Government class requires higher levels of collaboration and communication by students, and*
- *As students become more aware of their strengths and needs, communication by the students of their own learning will continue to grow (E.g. Science Olympiad).*

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

- *As we focus on the Social Emotional Learning Standards as part of the Rtl process in each school and across the district, we must be mindful of the cultural diversity within our system.*
- *The recent development of the District Diversity Committee will help to highlight those needs as we continue to review student, community and staff surveys.*

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

- *The elementary teachers and administrators are currently reviewing the literacy curriculum and aligning it with the state standards.*
- *The elementary math program was reviewed 2 years ago.*
- *The teachers in the math department 6-12 are currently working with Dr. John Dossey to re-view the content and upgrade the program. Each department reviews a course each*

*school year and evaluates the need to make changes to the content and/or skills being taught within that particular course.*

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

- *Requests have been submitted, but with the economy, it was determined by the Board not to add any additional extra-curricular offerings.*
- *When requests are made, the proposal is submitted to the building principal, he/she decides whether it is acceptable and reasonable. The criteria are based upon need, desire, and cost. If the proposal is acceptable to the Principal, it is then brought to the Board of Education and the Board of Education will decide to approve or disapprove.*
- *Regarding changes: at the Junior High, a survey was completed to determine the desire to add sixth grade students to some of our seventh and eighth grade teams. The parents that answered the survey did not favor sixth graders joining the seventh and eighth grade teams.*
- *As a review of the results of the High School extra-curricular survey, needs are identified, and*
- *A question will be Included in the District survey to students.*

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

- *We have been following any guidelines set forth by the federal and state in compliance with the NCLB legislation, and*
- *Rtl is also legislation put forth by the federal and state governments, in which, we have been working diligently in order to meet all requirements in a timely fashion.*

***Evaluate current exploratory offerings and after school programming for Junior High School students to better address future learning.***

- *The traditional computer class was eliminated; as it was determined students coming to the Junior High had a working knowledge of the content that was being offered in the computer class,*
- *In place of the computer class, French Foreign Cultures was developed as an introductory experience to French I at the high school,*
- *Spanish Part A and B were also offered to 7<sup>th</sup> and 8<sup>th</sup> grade students in the same year,*
- *During the second year of the French Foreign Cultures experience, the program was found to not be effective and did not serve the purpose in which it was intended,*
- *A newly designed and upgraded technology program was then offered to students at the Junior High. Art classes were given to 6<sup>th</sup> graders, which was new to the Junior High,*
- *The Junior High School After School Stars Tutoring Program increased from one time a week to three times a week,*
- *8<sup>th</sup> Grade Science Fair,*
- *6<sup>th</sup> Grade Poetry Night,*
- *Junior High Math Night,*
- *Chess Tournament, and*
- *Spanish and French.*

***District Goal III: Increase communication regarding District 202 success stories through various media.***

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***Communication/Community Engagement***

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

- *The Superintendent and Administrative staff regularly meet with:*
  - *Chamber of Commerce,*
  - *Rotary,*
  - *Kiwanis's,*
  - *Intergovernmental Council,*
  - *HSO,*
  - *Lisle Business Ed Partners,*
  - *Benedictine University,*
  - *College of DuPage,*
  - *Park District , and*
  - *Lisle Education Foundation*

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

- *This is ongoing and includes:*
  - *School Improvement Plans,*
  - *Board of Education Goals,*
  - *District Goals,*
  - *Hiring of new administrative staff,*

- *Flu Updates, and*
- *Surveys.*

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

- *Stories have been printed in the local newspapers.*
  - *There is at least one story per month, story on our state assessment achievement scores, human interest stories, and Board meeting stories.*
- *Each school has actively engaged their staff in finding ways to get the word out.*
- *Highlights of the Board of Education meeting placed on our web site.*

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

- *Developed and continually update the web-site,*
- *Board of Education Policies were placed on-line,*
- *On-line student grades,*
- *Parent/Teacher Conference scheduling,*
- *Students podcasting,*
- *School Events*
  - *Changes*
  - *Closings*
- *Emergency Notification System,*
- *Testing Information/Dates,*
- *School Calendar Changes,*

- *Technology Vision,*
- *Curriculum News,*
- *Streaming Surveys,*
- *District 202 News,*
- *Internet Safety,*
- *Staff Development,*
- *Contracts,*
- *Strategic Plan,*
- *Annual Reports,*
- *FOIA Information, and*
- *Salaries.*

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

- *Ongoing with newspaper reporters – continuously develop and maintain a relationship,*
- *Surveys – parents, teachers, students,*
- *Chamber of Commerce involvement,*
- *Band/Choral Organization,*
- *Boosters,*
- *Meadows Negotiations,*
- *Barrier wall located behind Tate Woods,*
- *Attend intergovernmental meetings and foster good communication,*
- *HSO involvement,*
- *Improvement of communication between schools,*
- *Tate and Schiesher work together on School Improvement Days,*
- *DPLC.*

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

- *Thank you's and gifts given to community readers.*
- *Thank you's sent to parent volunteers; room parents, etc.*
- *Thank you's sent to volunteers for the mock trials.*
- *Thank you's sent to the Foundation/President.*

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

- *Gifted programs specific to SES and the High School have been successful in bringing in community resources for students to experience real life situations including:*
  - *Mentors in the field of interest in the GIMS High School program,*
  - *Powers Construction for the Architecture Unit,*
  - *Judge for the train unit,*
  - *Opera in the Classroom utilized a docent from the Chicago Opera House,*
  - *Mock Trial,*
  - *Skyping with Legislators,*
  - *Other community resources have included:*
    - *DuPage Children's Museum,*
    - *Career Day at SES,*
    - *Community Readers at Tate Woods and Schiesher, and*
    - *Key Club activities with Kiwanis.*

***Develop vehicles to seek input and feedback from the community.***

- *Parent/Guardian IEP Survey distributed after each IEP conference,*
- *Student Services Needs Assessment distributed yearly to parents, teachers and administrators,*
- *Post-School Outcomes survey completed and data reported of students with IEPs within one year of leaving high school,*
- *Lisle Junior high sixth grade participation in athletics survey,*
- *Survey for the characteristics of our new HS principal placed on web site, and*
- *Parent survey for District and individual schools.*

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

- *Continually updating the district web site,*
- *Board of Education Policies,*
- *Internet Safety*
- *Online grades,*
- *School Improvement Plans posted on web site,*
- *District Goals posted on web site, and*
- *Board Goals posted on web site.*

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

- *2009 Annual Report included article on RtI in Lisle 202,*
- *Lion's Pride,*

- Website, and
- Newspaper articles.

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

- Summary of Strategic Plan will be sent to all committee members, and
- Communicate summary on the web site.

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

- SASED Directors,
- STARNET Early Childhood Director's Focus Group,
- ROE Staff Development Steering Committee,
- Illinois Alliance of Administrators of Special Education,
- Chamber of Commerce,
- Village of Lisle,
- Lisle Park District/Partners for Parks,
- Lisle Library,
- Lisle Business Ed Partners,
- Eyes to the Skies,
- Military Covenant,
- Benedictine University,
- College of DuPage,
- Lisle Educational Foundation,
- Rotary,
- Kiwanis, and
- HSO.

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

- *As of October, 2009 Lisle District Student Services follows the School Association for Special Education in DuPage (SASED) Special Education Procedures assuring the implementation of comprehensive programming for children with disabilities.*
- *With the technical assistance of SASED Rtl coaching, each building has collaborated and developed systems providing academic and behavioral practices to increase student performance through the implementation of Response to Intervention.*
- *District Inclusion Facilitators attend problem solving meetings and are members of professional learning communities with general education certified staff to meet the needs of student with disabilities across grade levels, and*
- *Collaboration with Private Schools within our District.*

***Communicate student achievements and other milestones of the district including community wide direct mail on an Annual Report.***

- *Re-designing the Annual Report to ensure accurate up-to-date information aligned with District goals.*

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

- *Expand our Course Offerings for students:*
  - *Dual Credit through COD*
  - *AP Classes through College Board*
  - *Skyping with legislators while in Session*

*Board of Education Goal II: Empower and evaluate the superintendent's management of the District and leadership of the staff.*

*District Goal 1: Improvement academic achievement of all students in the District as measured by State and local assessments.*

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## **Leadership**

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

- *Continuous and ongoing through meetings, workshops, staff development,*
  - *NCLB legislation,*
  - *Race to the Top Federal Grant,*
  - *FOIA legislation,*
  - *Village of Lisle Water Commission,*
  - *Lease of Meadows Center, and*
  - *Monitoring CPI.*

***Facilitate development and implementation of the District Strategic Plan.***

- *Continue to develop and implement School Improvement Plans that are aligned with the Strategic Plan.*

***Maintain effective organizational structures while development continuous improvement plans.***

- *School Improvement Plans have been developed,*
- *Redesigned Junior High School schedule which allowed for more articulation time for teachers,*
- *Redesigned study halls to address student needs at the High School,*
- *Developed and implemented Response to Intervention plans at all schools, and*
- *Involved teachers in the instructional decision making process and school improvement process.*

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

- *Through the School Improvement Process,*
- *Development of District Goals, and*
- *Shared District and Board Goals with Organizations/Community.*
- *Shared District and Board Goals with School Organizations*

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

- *Involved parents in the diversity committee to respond to our needs,*
- *Involved parents in administrative hiring's, and*
- *Participated and supported community functions.*