



ACTIVITY

VERBATIM RESPONSES

TASK #1-A: CELEBRATE

Take some time to discuss with members of your group about what District 34 is doing right—what the District is doing “well”—to educate District 34 students. Maybe think of it in terms of completing this statement: “We are proud of our District because _____.”

TASK #1-A: CELEBRATE	
TABLE #	WE ARE PROUD OF OUR DISTRICT BECAUSE ...
25A	... we seem to be a step ahead when it comes to technology. Also impressed by the dedication of teachers to work one-on-one with students on learning and even beyond just content (ex: organization skills)
17	<ul style="list-style-type: none"> • Weathered financial storm – balanced budget • 40 languages • continued achievement during population growth/financial restraints
2	<ul style="list-style-type: none"> • Implementing technology – helps draw kids to do homework; easier to practice skills through games • Real world learning – not just memorizing facts; using real word situations to teach • Increased diversity
13	<ul style="list-style-type: none"> • Almost double natl avg (NWEA) • Adopt the 1:1 initiative
3	<ul style="list-style-type: none"> • Teachers care & communicate • Diversity • Focus on entire student body • Student performance • Administration (principals) very responsive • Depth of special education resources
12	We are proud of our District because It has embraced. Technology (1:1 iPad initiative) and keeping up with the opportunities it will provide students, for the world they will live in. However, it needs to be <u>balanced</u> with still using pencil/paper, <u>books</u> , social/verbal skills etc.
11	<ul style="list-style-type: none"> • Great community involvement and communication with all (collaboration with other entities)

TASK #1-A: CELEBRATE

TABLE #	WE ARE PROUD OF OUR DISTRICT BECAUSE ...
	<ul style="list-style-type: none"> • We educate all students and with our low income compared to achievement
4	<ol style="list-style-type: none"> 1. District wants community involvement 2. Our district is friendly 3. District has many opportunities
16	We are proud of our District because genuine care +passion set from the top down. The passion of the staff, ability to address children’s needs at all levels, embracing diversity, caring teachers, well rounded education
9	<ul style="list-style-type: none"> • Academic performance is strong • Availability of faculty to respond to concerns • Of its fiscal responsibility while maintaining quality
5	We are proud of our District because diversity. <u>Our kids are getting quality education, being fiscally responsible, getting higher test scores with the same amount of funds other schools are using nationally.</u>
10	<ul style="list-style-type: none"> • Mission/goals achieved, implementation of technology • Community involvement/proactive leadership • High expectations of parents/collaboration
18	<ul style="list-style-type: none"> • We have such high academic performance • We have such low per student/decreasing yearly • We have students that show to be self-directed learnings
19	<p>We are proud of our District because dedicated teachers and staff.</p> <ul style="list-style-type: none"> • The District will tailored program to individual students needs • Teachers are awesome
25B	Quality of teaching staff, How many stakeholders really care deeply, Fact that board is seeking our input now, Level of individual attention afforded each child
*	<p>The care + passion apparent at all levels.</p> <p>The focus on diversity, helping <u>all</u> students</p>

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TASK 1-B: SURPRISE

Based on the information provided in the presentation, what was the greatest **surprise** for your group?

TASK #1-B: GREATEST SURPRISE	
TABLE #	BIGGEST SURPRISE
25A	The per-pupil spending in D34 is dramatically lower than neighboring districts.
17	<ul style="list-style-type: none"> • 40 languages – wow! • How 34 compares to other districts – but where are the other nearby districts e.g. Wilmette, HP, Deerfield • 15% special needs – what is special needs definition? • 1:1 iPad
2	<ul style="list-style-type: none"> • 40 different languages • the number of English as a second language students
13	<ul style="list-style-type: none"> • Budget neutral? in regards to technology • Low income student population is decreasing • 40 different languages – diverse! • Enrollment has increased by 1,000 in ten years.
3	<ul style="list-style-type: none"> • That spending per pupil has decreased in D34 vs others
12	<ul style="list-style-type: none"> • Return On Investment (R.O.I) • Differential on PPS vs comparable districts
11	<ul style="list-style-type: none"> • Expense per student vs achievement +low income • Increase of 1000 students over 10 years – wow!!
4	per student spending is lower than we thought for the taxes that we pay.
16	<ul style="list-style-type: none"> • Performance/\$ versus national avg • Spending per students w/higher NWEA scores • 40 languages
9	Efficiency of use of resources, especially given the diversity.
5	<ul style="list-style-type: none"> • Increase in enrollment and still meeting & exceeding expectations. • <u>40 languages spoke in the homes</u> – increase in language learners
10	<ul style="list-style-type: none"> • High level of achievement despite large population of low income • Cost/student relative to competitors
18	<ul style="list-style-type: none"> • cost per student ratio is low yet our student performance is so high • 3rd slide/pg 13 – our “GV34”% low income is so high 20.3% as compared to neighboring communities
19	The cost of education in relation to the other districts. And the fact that the costs are going down
25B	Lowest spending per pupil relative to other local high achieving districts -sur
*	The slide that shows what we spend per student – vs our higher test scores

TASK #1-C: GREATEST CONCERN

TABLE #	BIGGEST CONCERN
25A	Absorbing so many new students is making class sizes larger – more kids falling between the cracks. <u>Class size does matter</u> for individualized attention, no matter how good the teacher is.
17	<ul style="list-style-type: none"> • Decreasing cost/child – how/why? – due to enrollment growth how does cost differential impact kids/kids’ success e.g. in NBK, how is extra \$8000 spent/what is it used for? • How does all info presented translate into GBS experience/performance/success? are they ready • iPads – not used as an adaptive learning tool “-used affectively/consistently/teacher training • share classroom vocabulary/language w/family/parents – e.g. “mind map”
2	<ul style="list-style-type: none"> • too much technology – writing & spelling less focus; its hard to do everything on the I-PAD. Pen & paper still serve a purpose • Dollars are focused on helping special needs & low income and less on programs for average & accelerated • Increasing class sizes
13	<ul style="list-style-type: none"> • self directed = it is not played out at schools. where is the (word illegible)? Too much teacher directed • Comparison – how are the other districts picked for comparison? Why compare to Nat’l Avg? • Increasing enrollment – what is the plan? class size is already maxed out. Larger classrooms equates to more control which goes against self-direction • Mission statement doesn’t reflect the current state of our district. • <u>Too</u> test driven district • Overcrowded classroom drive away ↑ quality teachers. • Academic focus not whole child (lacks emotional, and social aspect)
3	<ul style="list-style-type: none"> • What’s behind the lower costs per student? Is it the right level of efficiency – are we getting the best teachers? • Should test proctors be someone other than classroom teacher?
12	<ol style="list-style-type: none"> 1. Technology <u>balance</u> with old fashioned books, paper/pencils 2. Are we cutting teachers/class size to fuel technology? 3. Why is there a disparity between D34 cost per student (\$12K) vs. Northbrook (\$20K)? Are we giving up something for our students?
11	<ul style="list-style-type: none"> • Continuing quality of education with increasing population with the neutral budget. • We are educating <u>all</u> students, but need to get <u>all</u> parents involved too.
4	<ul style="list-style-type: none"> • focus on test scores and testing • not enough gifted classrooms • concern on tenure
16	Tightness of budget and will there be more cuts & what will be cut next, class

TASK #1-C: GREATEST CONCERN

TABLE #	BIGGEST CONCERN
	size – too large, Direct correlation in higher performing districts and higher cost/student, What is preventing our district from achieving 90% performance, No mention of above average performances
9	<ul style="list-style-type: none"> • Can we handle future growth? • Can we find <u>new</u> resources to supplement what we are spending now on our schools – to make them even better? <u>taxes</u>
5	<ul style="list-style-type: none"> • The lack of art programs (including music & drama) incorporated in the school day in middle school, students have to come early • <u>*We need full day kindergarten, surrounding districts have this, why don't we?</u> • <u>*Special education extra curriculier support & resources, no place to get help.</u> • <u>High # of students in the classrooms*</u> • <u>Why aren't we spending more? – related to class size</u>
10	<ul style="list-style-type: none"> • Kindergarten academics (only ½ day) • Rapid rise in ELL costs (diversion of resources) • ↑ Administrative turnover (Why?)/relative pay/transparency • Pay/benefits – longterm budget ramifications
18	<ul style="list-style-type: none"> • That too diverse of a population may cause a challenge for the district financially & decrease the ability of the students to perform. • Current test scores are based on smaller class sizes... will this be negatively impacted by larger classes.
19	<ul style="list-style-type: none"> • Common core – science & math (Computer Science & Engineering) • Start second language earlier. And have more choices of languages
25B	<ul style="list-style-type: none"> • Technology being put in hands of very young children 24/7 • Rising enrollment, older physical buildings
*	<ul style="list-style-type: none"> • That these qualities are not (word illegible) • How do we maintain our positive direction?

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TASK 2-A: QUESTIONS

Given these changes to our District and our strategic plan goals, what questions do you have about the direction Glenview District 34 is heading for improving students' life and learning opportunities?

TASK #2-A: QUESTIONS	
TABLE #	QUESTIONS
25A	<ul style="list-style-type: none"> • What is the District going to do about the population explosion in order to avoid overcrowding and make sure class sizes are small? • Is the district seriously considering full-day kindergarten, and when?
17	<ul style="list-style-type: none"> • Regular communication from teachers to parents/how to increase family engagement • Class size – how has it grown/changed? • Full-day kindergarten – positives/negatives • Focus on tests – kids’ experience with test taking, what is purpose from children’s perspective?
2	<ul style="list-style-type: none"> • What is the long term plan for accelerated/advanced math? • How is common core going to be implemented throughout ALL levels of learners • At what grade level are schools expecting “mastering” and how are the transitioning from spiraling
13	<ul style="list-style-type: none"> • What are we going to do with the increasing enrollment and maintain class size to a minimum? • Inconsistent experience so teachers should have more training to use technology in classroom. • How do you define quality of education? Test data or research?
3	<ul style="list-style-type: none"> • Math curriculum: wholesale changes in 5th grade has accelerated math repeating 4th grade curric → there should have been parent input / notification in advance / transition for those who were ahead. <ol style="list-style-type: none"> 1. What is the map for math? 2. How does this transition to high school? • Is the increased class size here to stay? Seems to be creeping up & add'l resources aren't being added
12	
11	<ol style="list-style-type: none"> 1. What is the projected growth of population? 2. What will we do with more kids – classrooms, teachers, etc? 3. How do we make sure D34 students are ready for GBS? How are districts working together? 4. Math curriculum – spiraling vs. common core – advanced vs. accelerated
4	<ul style="list-style-type: none"> • Teaching to the test why so much testing? • Map scores of other districts?
16	

TASK #2-A: QUESTIONS

TABLE #	QUESTIONS
9	Why is foreign language not offered as a part of the regular curriculum in the elementary schools?
5	<ul style="list-style-type: none"> • <u>Will there be fullday Kindergarten?</u> • <u>*Because of the increase in ELL, what are we giving up</u> • <u>Why is there a lack of support & resources for special ed. *Students with regards to social & extra curricular activities</u> • <u>Why is there a lack of time allocated during the school day for the arts?</u> • <u>Having a teen center similar to surrounding districts (Niles & Northbrook) would be helpful for students after school has this been discussed?</u> • <u>*Are the boundarie lines going to change due to increased enrollment</u>
10	<ol style="list-style-type: none"> 1. Infrastructure plan? Δ's in population tax base 2. Redistricting plans due to population Δ 3. New teacher contract in 2016 4. Assessment of technology benefits on learning
18	<ul style="list-style-type: none"> • Can there be an all-day kindergarden program offered? • How is the continuing growth – beyond the increase of 1000 kids – going to be addressed?
19	
25B	Technology was rolled out perhaps without enough teacher training to manage a tool that can also be a horrible distraction (kids on youtube instead of doing homework).
*	<ul style="list-style-type: none"> • Do not increase class size • Full day K • Whats our class size rel. to compet. dist. • Higher (word illegible) • Like well rounded focus – art, music, PE.

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TASK 2-B: EXPECTATIONS

Given these changes to our District and our strategic plan goals, what expectations do you have about the direction Glenview District 34 is heading for improving students' life and learning opportunities?

TASK #2-B: EXPECTATIONS	
TABLE #	EXPECTATIONS
25A	As the district focuses more on teacher effectiveness, increase collaboration among clusters so that there is a more cohesive delivery of instruction and effective strategies.
17	<ul style="list-style-type: none"> • Continue to plan for growth in student numbers <ul style="list-style-type: none"> • Teacher Student ratio – planning for next # of years. • Desire to increase student success rate – but how to achieve this goal/what are action items? • Address concern re: continued focus on assessment
2	<ul style="list-style-type: none"> • Better communication and more advanced discussion around major changes such as class size and curriculum. • Kids are learning the material not just getting grades • ALL kids are exceeding national expectations/numbers • More focused homework – targeted • Teachers coordinating to avoid too many tests on same day
13	<ul style="list-style-type: none"> • Consistent evidence of students being self directive (self directed evaluations, portfolio nights) • Differentiation learning needs to be more authentic. • Mission statement reflects the current state of the district.
3	Communicate significant curriculum changes in <u>advance</u> to parents with expectation that changes could be made
12	<ol style="list-style-type: none"> 1. Expect high quality education and teachers for <u>all</u> students 2. Accurate class size projections to help plan for quality teachers and manageable/smaller class sizes
11	<ol style="list-style-type: none"> 1. When will decision be made to move to full day kindergarten to keep up with surrounding communities? 2. What happens is we have a referendum and it fails?
4	We hope to see more gifted programs implemented.
16	
9	That decisions made by the board have appropriate input from the community.
5	To address concerns
10	<ol style="list-style-type: none"> 1. No sacrifice in student performance despite budget difficulties 2. Don't always seek consensus on tough decisions.
18	

TASK #2-B: EXPECTATIONS

TABLE #	EXPECTATIONS
19	
25B	Continued strong alignment with community input being given at these meetings
*	<ul style="list-style-type: none">• Preservation of character• Maintain positive direction• Keep a strong board