

**Lyons Township High School
Community Advisory Council**

7:00 PM – December 16, 2009

Minutes

Documents sent earlier:

1. Agenda for the 12/16/09 LTCAC meeting
2. Notes from the 10/21/09 LTCAC meeting

Documents distributed at the meeting:

1. 2010-2011 Draft School Calendar
2. Geographic location of colleges chosen by the Lyons Township High School Class of 2009
3. Number of students accepted at colleges

I. Business Meeting: Joan Rykal (7:03 PM)

- A. Call to order and Announcements
 1. We don't have assigned seating this evening.
- B. Approval of minutes from October 21, 2009
 1. Minutes approved as presented.
- C. Committee Reports
 1. None.
- D. Superintendent's Report, Dr. Timothy Kilrea.
 1. Since the last meeting, LT has had success with the fall athletic and activity season – State championship in soccer, 2nd place in volleyball, 3rd place in tennis, 3rd place in the 100 yard backstroke, WLTL received best in nation for a high school radio station. This shows the well-rounded nature of LT, not just academics. *You're a Good Man, Charlie Brown* and *Witches* were excellent plays; and, the music department has been having holiday concerts.
 2. In November, LT inducted five alumni into the Hall of Fame.
 3. Also in November, LT hosted 100 senior citizens for our Thanksgiving lunch.
 4. Future freshman night had about 800 of the 1050 students expected for the class of 2014.
 5. Last week, LT conducted a hard lockdown drill in conjunction with local law enforcement from McCook, La Grange, La Grange Park, and Western Springs. It was very successful and we learned from it.
 6. The LT community served as secret Santas for 135 underprivileged youth.
 7. Two weeks ago, we had our first snow. We worked very closely with township superintendents. All superintendents were on the roads at 4:00 am, checking conditions. If there are questions about the snow closing process, contact Dr. Kilrea. There are also links on the home page. We are also looking at a mass email to parents as an additional communication tool, if the need arises.
 8. LT students sponsored a very successful food drive. The food went to the pantries at St. Francis Xavier and St. Cletus.
 9. *U. S. News and World Report* awarded LT their Silver medal for the third year in a row.
 10. LT is entering a partnership to showcase student art in the La Grange Theater. The display of artwork will change every few months.
 11. Winter break starts Friday, December 18th and we'll return January 4th.
 12. Final exams are January 13th through the 15th.
 13. The boys' basketball team will be playing in the United Center.
 14. Barbara Coloroso, author of *The Bully, The Bullied, and The Bystander*, will speak at the Reber Center on January 19, 2010 at 7:00 PM. All are invited.
 15. LTCAC input about the calendar was evenly split on the winter break, so it was not changed. However, the feedback resulted in changing the spring break to the last week in March.

- E. School Board Report, Dr. John Polacek
1. The Board has changed its meeting in order to attend Barbara Coloroso's presentation.
 2. Next month, the Board will have breakfast with the Student Council.
 3. Adding to achievements, the boys' cross country team reached 5th place, and the girls' team reached 10th.

II. Discussion of Members Concerns and Issues: Marilyn Kosin (7:14 PM)

- A. None.

III. Meeting the Middle (Presentation slides are on the LTCAC web)

- A. Scott Eggerding, Director of Curriculum & Instruction (7:18 PM)
1. How is LT meeting the needs of the middle level student? The definition of middle level varied among staff. How does the LTCAC define the middle student? (Brainstorm results follow.)
 - a. B average with no AP courses and on normal track. Most are prep level, but with some accelerated.
 - b. 25 – 75th percentile in class rank.
 - c. Participates in one club or activity, on average.
 - d. The anonymous student – no special recognition.
 - e. Involved, but not academically driven.
 - f. Not involved with counselor since there is no need.
 - g. The majority of LT students.
 - h. They or their parents speak a language other than English.
 - i. They understand concepts but don't participate.
 - j. They do enough to get by.
- B. Katie Smith, Coordinator of Assessment & Analysis (7:26 PM)
1. We looked at the middle third based on ranking 983 seniors.
 2. Academic data included weighted and unweighted GPA, test scores, and the number enrolled in various course levels.
 3. School involvement was measured by attendance and extra-curricular involvement.

Criteria	Middle Student Scores
Weighted GPA	2.6 – 3.775
Unweighted GPA	2.64 – 3.275
PSAE Reading	157 – 171
PSAE Mathematics	157 – 173
PSAE Science	159 – 173
ACT English	19 – 25
ACT Mathematics	19 – 26
ACT Reading	19 – 26
ACT Science	20 – 24
ACT Composite	20 – 26
English course level enrollment	a mix of prep and accelerated
1 st quarter excused absences	no more than 2 days
Extra-curricular activities	An average of 1.5

4. All middle LT students are at or above state average on the PSAE scores, and the lowest score is at minimum standards.

5. For the ACT, all middle LT students are at or above the state average in English, Science and the Composite. Fewer than 20 middle students missed the average Math and Reading state average by one point.
- C. Scott Eggerding, Director of Curriculum & Instruction (7:36 PM)
 1. Transition is the bottom third. Tonight, we are looking at the bulk of our students, the middle third.
 2. Where are our students heading in general? Are we preparing students for where they are headed?
 3. We attended a presentation sponsored by North Central that identified the following:
 - a. Fewer than 40% of the fastest growing job classifications in the nation require four years of college.
 - b. Fewer than 30% of all jobs require college degrees.
 - c. 44% of Americans don't believe they have the education for the jobs they want.
 - d. 32 states do not have enough young adults in the pipeline to replace college educated retiring baby boomers.
 - e. Current generation of students is all about Web 2.
 - f. Current generation is not dissuaded by failure.
 - g. We are looking at 21st century skills – taking all the skills needed for the jobs and combining them with all the things that are part of the Web 2 world.

Old Skills	New Skills
Fact and Skills Based	Deeper Understandings
Teacher Controlled	Student Controlled Pace
Work Alone	Creative by Creating
Avoid Failure	Work in Groups
Discipline Based	Synthesize and Analyze
	Try, Fail, Try Again

4. Where are our students heading?
 - a. Now, experts are saying that people will change jobs 17-18 times.
 - b. Job sectors reports for 2006 – 2016 indicate the following job needs:
 - (1) Career and technical – Home Health Care, Medical Assistants, Network Systems, Data Communications Analysts
 - (2) Education
 - (3) Veterinary Sciences
 - (4) Computer Software Engineers and Applications
5. How is LT Responding?
 - a. LT is providing courses in some of these areas.
 - b. LT is concentrating on basic knowledge and skills in written and spoken English, mathematics, science, humanities, history, economics and foreign languages.
 - c. LT needs to develop applied skills such as critical thinking and problem solving, oral and written communications, leadership, personal responsibility and work ethic, innovation, and the ability to use technology.
 - d. We are in the midst of realigning our career pathways.
 - e. We need to make sure that we are meeting the needs of all our kids and getting them in the pipeline for all these great jobs.
 - f. We need to integrate more technology.

- g. We need to articulate more with colleges. LT students now can earn college credits. It is also possible to partner with colleges so students can graduate with a degree from LT and have 3 – 18 hours of college credit.
 - h. Counseling helps students understand what is out there. How do we get students into community businesses? How do we get the businesses into the school to let students know what is here?
- D. Donna Bredrup, Student Services Division Chair (7:47 PM)
1. Much of the counseling is proactive, to help them before there are problems.
 2. LT counseling is driven by standards from the American School Counseling Association (ASCA).
 3. Student Services works in three large domains – academic, college/career, and social/emotional. We work in four areas in each of these three domains. They are goal setting, planning, self awareness, and decision making. These services are delivered to individuals, in advisory or guidance groups, or in response to expressed need.
 4. Guidance groups are available for all students. Freshman guidance goals focus on self awareness; sophomore goals focus on career awareness; junior goals focus on exploration of post high school options; and, senior goals focus on finalizing post high school options.
 5. There is a range of learners.
 - a. Group I is motivationally ready and able and have no barriers to learning. They will get to the desired outcomes through classroom and enrichment activities.
 - b. Group II is not as motivated, or does not have the necessary skills and knowledge, or has a different learning style or pace. These are barriers to learning. Teachers have classroom ideas on how to bring them along.
 - c. Group III is extremely deficient or has a higher level of need. We need to work differently with them.
 6. Barriers to learning could be anything from attitudes to peer support to health support services.
 7. LT supports for all students include the core curriculum, classroom teachers, group guidance, library, study halls, prevention programs, extracurricular activities, and athletics.
 8. LT supports for some students include the alternative school, peer tutoring, teacher tutoring, parent/student meetings, RTI plans, transfer student groups, class.com, Hispanic liaison, and African American liaison.
 9. LT supports for few students include ombudsman, re-entry program, homebound instruction, responsive services, 504 plans, and special education referrals.
 10. Questions
 - a. Q. What is class.com?
 - A. It is a company that provides online courses, and we've contracted with them for students who have already failed a course.
 - b. Q. Do the multi-levels, like prep and accel serve the middle student?
 - A. Since 41% are in prep and 41% are in accel, we know that they are meeting the grade level standards. Are the levels keeping students from access to curriculum? If they are, then they are not useful.
 - c. Q. How does our counseling department try to move kids to different levels?
 - A. We are doing a number of things differently. For example, chairs are going to the schools to discuss student placement. We are also performing curriculum reviews to see if we are meeting the needs of students at different levels.

- d. Q. Do each of the ranked thirds use counseling services, especially career counseling, equally?
 - A. We don't have that data today. However, counselors see every student, and a large number of students do come in to the college center over lunch. The top students tend to breeze through those processes.
- E. Lianne Musser, College and Career Coordinator (8:10 PM)
 - 1. The College and Career office works closely with Student Services and has similar objectives:
 - a. Identify the characteristics of each student – ability, interests, values.
 - b. Explore characteristics of related careers.
 - c. Maximize educational opportunities by identifying learning styles.
 - 2. We want to teach students to use resources to match their personal characteristics and goals with prospective colleges and careers.
 - 3. We also assist students with applications and the financial aid process.
 - 4. This is done using group guidance, individual counseling, Naviance, college center resources, college representative visits, College Corner, college night, and evening programs.
 - 5. Group guidance insures that the same critical information is given to all students in a timely way.
 - 6. The focus per year is:
 - a. Freshmen – Learning Styles Inventory and Career Cruising
 - b. Sophomores – Career Interest Inventory matching
 - c. Juniors – “Do what you are,” introduction to the college center, representative visits, mock admissions, and the fair.
 - d. Seniors – Application process, scholarship and financial aid, mini career fair, and COD visit.
 - 7. Naviance is a valuable online tool that includes the following features:
 - a. Learning styles, career interest and college search features
 - b. Scattergrams for analysis
 - c. Resume building
 - d. Application tracking
 - e. Scholarship list
 - f. Eventual electronic submission of transcripts and recommendation letters
 - 8. (Handouts were distributed about colleges where students have applied and where they have been accepted.)
 - 9. Demonstration of Naviance:
 - a. The percentage of students who have applied to colleges.
 - b. Counselors receive a report on the students who have not applied.
 - c. Results of the Learning Styles Inventory
 - d. Results of careers inventory, showing preparation required, daily tasks, and wage information. The counselor can alert students if someone is coming to talk about a career that they have flagged as an interest.
 - e. Test scores
 - f. Students can identify prospective colleges. The system will sent an email to students if a representative of a prospective college will be visiting.
 - g. Comparisons of current student standing with those previously accepted from LT.
 - h. Students can check on the progress of applications.

IV. Small group discussions (one consensus per table, per question.) (8:43 PM)

- A. How do we best inform the community that we are indeed working to meet the needs of the middle level student?
- B. How should we prioritize the needs of middle level students going forward:
 - 1. Academic Needs
 - 2. Post-High School Planning
 - 3. Social-Emotional Needs
- C. How would each table define a “successful” student upon graduation from high school?

V. Adjournment (As small group discussions ended.)