

LT Community Advisory Council
Consensus of Table Discussions – April 26, 2023

1. How can we improve community awareness surrounding assessment and academics at LT?
 - More info for feeder schools to help them.
 - What are the dual credit offerings – advertise clearly.
 - Role of feeder school offerings and how they feed into LT offerings *alignment/continuity
 - Highlight offerings for students - education on career pathways
 - Parents may be more aware then community because LT does communicate assessment types and dates to parents in many different ways.
 - Sample 4-year plans
 - Local newspapers
 - Flyer such as “LT by the #'s”
 - Slide show on website, have LTTV help make it more appealing
 - Add community page to website
 - Future Freshman night info
 - Sharing & promoting as much as possible
 - Leveraging PR resources
 - Also acknowledging and being transparent – comparing LT to other districts or states feels like we are justifying scores or making excuses.
 - Need to say what you’re doing to improve
 - Focusing on feeder schools – LT is getting kids at 9th grade. There should be more community discussion from and among the feeder school districts – look at stats at 3rd and 6th grades.
 - Talking/working with parents when students are younger.
 - Options besides curriculum night & broadcasts, presentation to watch at curriculum night
 - Overwhelming emails
 - Grade level specific emails
 - Multiple opportunities to publish assessments, related data from it and an explanation of both the intended outcome of the assessment and goals for the district
 - Place for submitted questions to develop a LIVE version of FAQ for stakeholders regarding assessment that adjusts to the type of questions being asked.
 - Community coffees, day/evening public presentations like this presentation
 - Website links to explanation of assessment and school data related to that.
 - Student spotlights of personal story often they took an AP class from the different demographics. Peer to peer influence.
 - Recruit from feeder district Parent Advisory Committees
 - Data was thrown around during election not representative
 - Elevator pitch with direction to deeper dive if desired
 - Transition between 2-3 years ago seems more transparent
 - Highlighted as its own communication
 - By the numbers
 - Discussion panels of students & teachers talking about academic courses at variety of levels (freshman, soph, junior, senior year etc.)
 - Room discussions to join for parents/community regarding assessments

2. How can we continue to increase enrollment in AP/Dual Credit courses?
 - Academic fair with panel discussions (parents and students)
 - Panel discussions just for students during school day exposing courses and showing support services (videos? Live)
 - Default enroll in higher level classes prior to counselor discussions
 - Are teachers directly communicating with students and related to parents?
 - School home connection – even if happening with students, close gap with home
 - Dual class education also vs. AP and acceptance variances
 - Communication to parents from guidance counselors but not from teachers
 - Recommendation communicated by teachers to parents
 - Teachers know students best – teachers drive the encouragement
 - Peer to peer influence via website part of the committee/club sign up or student “coffee talk”
 - Community mentor aligned with AP and dual credit courses to ignite excitement about courses
 - Community volunteers to assign to identified check ins with identified students that may benefit from a personal beyond counselor approach.
 - Version of “AP YELP” students note and give stars/feedback
 - Reach out to parents
 - Start at feeder schools to encourage – address middle schools discouraging or even change schedules away from advanced classes
 - More variety to underclassmen, perhaps with a cap on # of classes
 - AP promotion month
 - Make it possible to do AP exams etc. w/o parent help
 - Subsidize/cover fees
 - Leveling up underclassmen to accel/honors so they are ready for AP upper-class years
 - Recognize it is all our responsibility
 - Peer mentoring
 - More opportunities for counselor sessions
 - Student reviews/summaries of courses that others can see and learn from (yelp like)
 - Teachers who know their students are the best to recommend
 - Students seeing themselves in others.
 - Going to feeder schools to education them about course offerings
 - Identifying the students who could benefit from AP classes – recruit them
 - Make sure parents know support available during the student halls
 - Add AP courses and Dual Credit to the Group Guidance
 - Personal Teacher invitation/encouragement – Parents informed of their recommendation
 - Start with I can earlier in education
 - Through feeder schools, many feeder schools track students early and hold a hard assessment standard to differentiate who is what class.
 - Not about the score, it’s about the experience
 - Match talent to student
 - Assuming more = better
 - Balance – courage students to try have access
 - Pitch the idea that taking AP courses improves SAT English scores and composition skills
 - A guide to helping students/parents plan from senior year backwards to guarantee access to the desired tracked/special class – IB/AP/ or other “questions to ask your kids”
3. What topics would you like to see presented/discussed at LTCAC during the 2023-2024 school year?
 - Feeder school information – how much and types of collaboration process of aligning curriculums
 - Tools like canvas and how its used and navigated by parents

- Continue tie in to Strategic Goals – every meeting tied back to plan
- Appreciate diversity of this group
- Security for our student's safety
- Handbook
- Vaping/drugs/mental health and other resources
- What supports for kids not college bound
- Student supports for school safety (bathrooms)
- Info/discussion about athletics, co-curricular and committees
- The 20% not going to college – where going? What resources offered?
- Forum with feeder districts
- Encouraging well-rounded students – mental health – college admissions
- More about academics
- Mental health
- Diversity/demographics, sports and extra curriculars and why it is important
- Tardy/absent data – importance
- 94% math vs 88% English
- Across all of Illinois/National level
- English spirals skills with more complex text
- Math has different topics
- Demographics broken down
- Whole child development (balance of academics, SEL, leadership, mental/physical health)
- College and career pathways
- Technology – how improving for students matching/exceeding in other schools (pleasantdale)
- Academic assessments grouped (content level)
- Evolution of testing/retake policy and projected future