

88'S BEST

At the Board of Education meeting, we will be honoring two students as 88's Best.

Attached you will find information about Katherine Dziabis from Addison Trail and Adrian Abrams from Willowbrook, the October 21, 2013 honorees.

DISTRICT 88'S BEST

Katherine Dziabis

Katherine Dziabis, Addison Trail's recipient for the 88's Best recognition for the month of October, has demonstrated that hard work, self motivation, and high expectations pay off. Katie is one of the most accomplished and achieved seniors we have ever had and has shaped a future full of promise for herself and others. With a resume full of Honors/Advanced Placement courses, a litany of extracurricular activities, and a life already full of community service, it is easy to see why Katie Dziabis is clearly one of District 88s Best.

Katie's academic credentials speak for themselves. Katie's transcript reflects several honors and Advanced Placement (AP) level courses. Katie will have taken a total of ten AP classes and an additional ten honors course at the time of graduation. Her classroom accomplishments have given her many academic honors including the Distinct Honor Roll every semester, National Honors Society the last two years, AT's Best, AP Scholar with Honors, and, most importantly, several Blazer Pride Acknowledgement cookies over the past four years!

Several teachers have commented on what a pleasure Katie has been in class. Ms. Laura Jurik comments, "As a student, Katie always enters a room with energy and enthusiasm for learning which set a positive tone for the class. She can be counted on to go the distance, not just for herself, but to help her classmates. At Addison Trail, we talk about Blazer Pride: Katie epitomes our standards for academics, trustworthiness, and responsibility." Mr. Sergio Nunez added, "I've had the pleasure to teach Katie Dziabis in my Spanish 3Honors and as a Varsity Soccer athlete. Katie is such a self driven individual that her leadership skills in the classroom were often put to the test and always successful. She is a very cooperative student, one who accepts challenges and often excels." Some teachers like Mr. Mark Ailes still rave about Katie even though she didn't take his class. Mr. Ailes stated, "Katherine is a bright hard working student that makes very few mistakes (such as not taking A.P. Physics)".

Mr. Shane Cole continued to echo similar statements about Katie by saying, "I have always been impressed by Katie's abilities and desire to be successful. Since entering Addison trail, she has gone to any and all lengths to reach her goals in the classroom, outside the classroom, and in athletics. She stays up late completing academic tasks, stays in the gym late working on skills, and volunteers at Elmhurst Hospital." Mr. Rob Schader summed up what many of us believe about Katie Dziabis by stating, "She is a captain on the court and a model student in the classroom. Katie works diligently in the classroom and it carries over to the basketball court. Her leadership skills have helped her thrive in all aspects of her life. It is with pleasure and great pride that I get to talk about her for this prestigious award. She truly is District 88's best in all facets of her academic and athletic arenas."

In addition to her academic excellence, Katie also has been involved in several Addison Trail activities and extracurricular programs beyond the National Honors Society. She is a four year member of our Student Council and basketball team, a three year member of our Pay It Forward committee and volleyball and soccer teams, and has also been a member of our Letterman Club, Math Team, and Psych Club.

Katie's tremendous work ethic and commitments to helping others do not stop at the doors of Addison Trail. Katie has been a part many AT programs and volunteer events, including, Homecoming decoration, Staff Appreciation Day, District 88 3 on 3 Basketball, Hurricane Sandy Relief Dance, and Volley For the Cure, but she also volunteers at Holy Ghost, Elmhurst Hospital, and AGSP.

Katie grew up believing that the keys to success for her involved always pushing yourself, preparing early, working really hard, and seeking help when needed. Katie stated, "I've always been a bit of a perfectionist, even at a young age, but I know my education is the foundation for a successful future." Katie thanks her parents for teaching her the importance of education and motivating her to be successful and she also thanks teachers like Mr. Steve Nelson, Mr. Phil Stewart, Mr. Mike Galfi, and Ms. Laura Magnavite for helping her narrow her focus and continuing to push her. Katie advises young students that the key to having a great high school experience is to "Get involved, do as much as you can, work hard, and meet new people."

Katie's hard work and focus is about to pay off. Katie hopes to attend either the University of Michigan, University of Illinois, Purdue University, or the University of Notre Dame, where she looks to study biomedical engineering.

Congratulations Katie and we wish her the very best.

DISTRICT 88'S BEST

Adrian Abrams

"Don't be afraid to go against the grain and do what is right."
Adrian Abrams

This month's selection for District 88's best, Adrian Abrams, has never feared shattering pre-conceived notions or setting high goals. In fact, early in his high school career, Adrian made it a target to attend an Ivy League school, and now he is close to making that dream a reality. Not only is Adrian an academic superstar at Willowbrook High School, but also he is fully involved in athletics and a variety of clubs and activities. His deep love of learning and positive outlook has earned Adrian the recognition of being named as one of DuPage High School District 88's Best for October.

As a student, Adrian consistently carries a strenuous course load at Willowbrook High School. He is currently enrolled in three AP and two honors courses, having previously completed six AP courses and a lengthy list of honors level courses. Adrian has been named to the Distinct Honor Roll each semester of his high school career, has maintained a class ranking within the ninety-sixth percentile and is an inductee of the National Honor, the National English Honor Society, Sociedad Honoraria Hispanica, the Math Honor Society and the social studies honor society, Civitas.

Beyond the classroom, Adrian demonstrates a variety of talents in other areas. He is captain of the varsity football team and a member of the track and field team. Furthermore, he is a New Beginnings Advisory Board Leader, and a member of the Principal's Leadership Team and T.A.L.E.N.T.E.D., our African American Leadership Group. Adrian has spent time reading to elementary students with the Willowbrook football team, volunteering at the Lauren Kiefer Race, the Prodigy 2020 Foundation Race, and Leo community events, in addition to scrimmaging with the Special Olympics basketball team.

Adrian's teachers at Willowbrook High School also have much to say about his strengths.

Tara Murphy, English teacher, relates, "The first day of school when Adrian was in 9th grade, my class played a short get to know you game. We talked about the bond that we had as Warriors; we talked about how we were the same and how we were different. Most students discussed the sports they played and what their summer had consisted of. When it was Adrian's turn, he stood in front of his peers and said, "I think what makes me different is my goals. I want to break barriers. I want people to know because of what I do that stereotypes don't apply to all." I was floored by Adrian that day and I have continued to be floored by who Adrian is academically, socially, and personally every day. Adrian

breaks barriers every day. He breaks mental barriers by digging deep into the content that he is learning. He breaks social barriers by being kind to all; he spent a lot of time with my Special Olympics basketball team this past year. And he breaks personal barriers by challenging himself with class content of high caliber and a plethora of activities.”

Terry Artman, social studies teacher and track coach, continues, “I have coached Adrian in track and field, and taught him in AP Psychology. He is student-athlete with strong character and excellent work ethic. He is truly engaged in the classrooms at Willowbrook and is a fierce competitor on its fields. He is constantly pushing his own limits of knowledge by prying deeper into the concepts and skills that we are covering in class and the demands that we put on him during track and field. Adrian is always a person that is willing to help others around him. He is a person of excellent character, strong work ethic, and great personality.”

Finally, English teacher and theater director Terri Woebel adds, “I was incredibly impressed each time I heard Adrian leading discussions in small groups about texts we were reading. He engaged his peers, raising the quality of discussion and challenging them with thought-provoking questions. Adrian was able to keep a group on task and invested through an entire class period. His work ethic, writing talents, inquisitive nature, and leadership skills prove that he will be able to flourish at an Ivy League school. His accomplishments extend beyond the English classroom; he is a leader at Willowbrook High School and in the community. He has shared with me how important giving back is to him, and it is a main reason he is so driven to succeed in his future. He is not aiming for selfish goals, but to be someone who can positively contribute to society while making his mother, friends, and teachers proud. This is the outstanding individual whom I believe is so deserving of this award.”

As he looks to the future, Adrian plans to apply to several highly selective Ivy League schools with Yale being his first choice. He anticipates earning a degree in Law.

Willowbrook High School is proud and honored to recognize Adrian Abrams for his success both academically and beyond the classroom and for exemplifying what it means to be one of District 88’s Best!

Rising Star

**Mrs. Barbanente will share the Rising Star District Improvement Plan
with the Board of Education.**

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District Continuous Improvement Plan with RITT3 SOW

Reports - Comprehensive Report

CC02	The district develops and communicates its vision to ensure college and career readiness for all students to all stakeholders (e.g., school board, primary caregivers, teachers, staff, and community). (2320)	SC	Status Full Implementation 11/20/2012
Assessment			
Level of Development Evidence that this indicator has been fully and effectively implemented:	Initial: Full Implementation District 88 VISION STATEMENT communicated below... This statement appears in written format to all stakeholders as well as verbally communicated to all stakeholders regularly. VISION...The successful vision for DuPage District 88 is one of a desired, hopeful future to chart its path of action. It is intended to be a source of pride, to instill the courage to make thoughtful and responsible decisions, and to be a compass for the future. The 21st Century for DuPage District 88 is one of a learning community that welcomes, excites, and challenges. This envisioned future is described by: Schools that... <ul style="list-style-type: none"> are safe and modernized promoting a learning environment that is healthy and conducive to optimal learning are structured as engaging and small learning communities that value and embrace diversity and allow for personalized and collaborative learning maximize a variety of learning spaces and arrangements that accommodate and sustain rigorous, creative, and innovative 21st Century learning form a tightly-connected and highly-interactive Addison Trail-Willowbrook (district-wide) learning community are part of a collaborative network of schools that represent an expanded global learning community Classrooms that... <ul style="list-style-type: none"> are inspiring, caring, respectful, and empowering for all students emphasize robust, experiential, personalized and collaborative learning focused on real-world (local and global) issues and challenges have accessible digital tools that are used for the acquisition of 21st Century knowledge and skills Learning Programs that... <ul style="list-style-type: none"> rigorously and dynamically integrate core knowledge instruction with 21st Century literacy skills: global awareness, financial, economic, business, entrepreneurial, civic, health, environmental, media and technology maintain high local and global standards and enable students to develop intellectual and life skills through critical thinking and applied learning in all programs of study are interdisciplinary, project-based, career-connected, and linked with elementary, middle level, and higher education programs forge partnerships with business/community sectors, develop mentoring-tutoring relationships, and provide local/global service learning opportunities provide opportunities for diverse learners to thrive in an environment of inclusion and acceptance Learners who... <ul style="list-style-type: none"> are respectful, self-directed, enthusiastic, positive, and responsible are critical, creative thinkers prepared to use 21st Century learning tools in responsible ways that contribute to the good of our global society are proactive, productive and ethically-appropriate consumers and contributors to the local and global community are engaged, resilient, and view 21st Century change as opportunities for growth and development Teachers and professionals who... <ul style="list-style-type: none"> continuously connect existing content, skills, and assessment practices with vigorous intellectual, creative, and forward thinking associated with 21st Century essential educational changes are caring, respectful, and adaptable in meeting the needs of all learners are highly qualified and collaborative team players School-Community partnerships that... <ul style="list-style-type: none"> embrace its youth by providing a healthy, safe, and nurturing school-community environment share the responsibility for providing appropriate and inclusive learning and recreational opportunities for youth before/during/after school hours 		

District Continuous Improvement Plan with RTTT3 SOW

C111	The district and school(s) have an aligned vision/mission statement that supports a learning environment which is emotionally safe and conducive to learning. (2321) RT3 Expectations: The district implements the State-adopted survey of learning conditions or approved equivalent, subject to availability of RTTT3 or State funding.	RT3	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	<p>See District 88 VISION STATEMENT below... VISION...The successful vision for DuPage District 88 is one of a desired, hopeful future to chart its path of action. It is intended to be a source of pride, to instill the courage to make thoughtful and responsible decisions, and to be a compass for the future. The 21st Century for DuPage District 88 is one of a learning community that welcomes, excites, and challenges. This envisioned future is described by: Schools that... are safe and modernized promoting a learning environment that is healthy and conducive to optimal learning are structured as engaging and small learning communities that value and embrace diversity and allow for personalized and collaborative learning maximize a variety of learning spaces and arrangements that accommodate and sustain rigorous, creative, and innovative 21st Century learning form a tightly-connected and highly-interactive Addison Trail-Willowbrook (district-wide) learning community are part of a collaborative network of schools that represent an expanded global learning community Classrooms that... are inspiring, caring, respectful, and empowering for all students emphasize robust, experiential, personalized and collaborative learning focused on real-world (local and global) issues and challenges have accessible digital tools that are used for the acquisition of 21st Century knowledge and skills Learning Programs that... rigorously and dynamically integrate core knowledge instruction with 21st Century literacy skills: global awareness, financial, economic, business, entrepreneurial, civic, health, environmental, media and technology maintain high local and global standards and enable students to develop intellectual and life skills through critical thinking and applied learning in all programs of study are interdisciplinary, project-based, career-connected, and linked with elementary, middle level, and higher education programs forge partnerships with business/community sectors, develop mentoring-tutoring relationships, and provide local/global service learning opportunities provide opportunities for diverse learners to thrive in an environment of inclusion and acceptance Learners who... are respectful, self-directed, enthusiastic, positive, and responsible are critical, creative thinkers prepared to use 21st Century learning tools in responsible ways that contribute to the good of our global society are proactive, productive and ethically-appropriate consumers and contributors to the local and global community are engaged, resilient, and view 21st Century change as opportunities for growth and development Teachers and professionals who... continuously connect existing content, skills, and assessment practices with vigorous intellectual, creative, and forward thinking associated with 21st Century essential educational changes are caring, respectful, and adaptable in meeting the needs of all learners are highly qualified and collaborative team players School-Community partnerships that... embrace its youth by providing a healthy, safe, and nurturing school-community environment share the responsibility for providing appropriate and inclusive learning and recreational opportunities for youth before/during/after school hours</p>

District Continuous Improvement Plan with RTTT3 SOW

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CII2	The district improvement process is aimed at student academic, physical, social, emotional, and behavioral development. (2323) RT3 Expectations: The district implements a comprehensive district continuous improvement process (either Rising Star or an approved equivalent).	RT3	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Our School Improvement Plan contains the following "BIG 6 components". The detailed document can be provided upon request. Area 1 - Curriculum Area 2 - Assessment Area 3 - Instruction Strategies Area 4 - Behavior Intervention Area 5 - Social Emotional Learning Area 6 - Parent Involvement

CII3	The district's school improvement process is aimed at student academic, physical, social, emotional, and behavioral development. (2324) RT3 Expectations: The district supports a comprehensive school continuous improvement process (either Rising Star or an approved equivalent).	RT3	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Area 1 - Curriculum Area 2 - Assessment Area 3 - Instruction Strategies Area 4 - Behavior Intervention Area 5 - Social Emotional Learning Area 6 - Parent Involvement

CII4	The district provides and maintains for schools the technology, training, and support needed for effective application of assistive technology. (2325)		Status Full Implementation 11/20/2012
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Assessment

District Continuous Improvement Plan with RTTT3 SOW

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Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The District just completed a \$1 Million referendum which included significant technology enhancements to the learning environment. Additionally, the District used ARRA SPED funding to make technology improvements to the SPED departments. This included the purchase of new student computers, laptops, assistive technology, smart boards, etc. The district supports on-going technology training both with local funding as well as federal. Instructional Technology training is included in the school improvement plan under instructional strategies and assessment Documentation of on-going training and coaching support can be provided upon request.

CI15	The district celebrates its and its schools' successes in improving student academic, physical, social, emotional, and behavioral development. (2322)	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The District has a place holder on every BOE meeting for District Success. The District has celebration ceremonies, assemblies to recognize student successes on a regular basis. These are regularly scheduled into the district calendars and are part of the district/school culture.

D11	The district ensures the delivery of the curriculum is differentiated to meet the needs of all learners. (2328) RT3 Expectations (when learning maps are available through ISLE): The district embeds learning maps as a central part of instructional practices at all grade levels.	RT3 Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district utilizes CRIS strategies and through the RTI instructional fidelity process can ensure that instruction is differentiated for all learners.

District Continuous Improvement Plan with RTTT3 SOW

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D13	The district ensures that all district and school stakeholders are knowledgeable about Response to Intervention (RTI) implementation by providing support, guidance, training, and professional development. (2329) RT3 Expectations: The district's RTI implementation plan ensures targeted interventions and differentiated supports aligned to the new State Standards (CCSS)	RT3, RTI	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	District 88 is one of the only HS districts that has implemented RTI with fidelity. We successfully completed over 35 SPED SLD reevaluations last year using an RTI process. Our process has been observed and commended by ISBE during our SPED monitoring visit. The process has been communicated to the BOE in meetings, to parents in IEP meetings as well as SPED Parent Advisory meetings and all school staff have received intensive training.

D7	The district monitors to ensure the intended curriculum is implemented with fidelity. (2326) RT3 Expectations: The district establishes (a) a local assessment system that includes through-course, formative, and summative assessments in a coherent framework that supports standards-aligned instruction and, where appropriate, the measurement of student growth, and (b) a standards-based reporting system in Math, ELA, and Science Title I Expectations: Describe any other indicators that the district will use in addition to the academic indicators that the State uses to determine Adequate Yearly Progress (AYP), if any (see Section 1111)	SC, SP, RT3, DTI	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The District has a "high quality" checklist that is used in our RTI observation cycles to ensure that the curriculum is being implemented with fidelity. Documentation can be provided upon request.

District Continuous Improvement Plan with RTTT3 SOW

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D9	<p>The district curriculum will encompass a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers. (2327)</p> <p>RT3 Expectations: For districts serving grades 9-12, the district will establish two or more Programs of Study promoting critical STEM application areas; for other districts, as applicable, the district establishes an individual learning plan program, commencing in 7th grade, that aligns to a Programs of Study model in the predominant feeder schools for high schools implementing STEM Programs of Study.</p> <p>Title I Expectations: (a) Describe the schoolwide and/or targeted assistance programs to be conducted in the district's schools; and where appropriate,</p> <p>(b) Educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs.</p> <p>(See Sections 11.14 & 11.15)</p>	SC, RT3, DTI	<p>Status</p> <p>In Plan</p> <p>4 of 18 (22%) tasks completed</p>
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Assessment

Level of Development	Initial: Partial Development/Implementation		
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Upon creation of the District 88 Curriculum Guide in BYOC, the District will be working to ensure that the curriculum contains enough rigor as outlined through the CCs.		

Plan

1	Assigned To	Jean Barbanente
2	How it will look when fully met:	District 88 will implement an engaging and rigorous curriculum as evidenced by the following: 1. Grade level targets aligned to Common Core by course. 2. 80-85% of the learning targets contain verbs of higher order thinking. 3. Clear priority standards. 4. Common assessments requiring higher order thinking and processing skills including the application of targeted learning concepts and skills.
3	Target Date:	06/30/2015
4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.	

District Continuous Improvement Plan with RTTT3 SOW

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Year 1 - Through June 30, 2012 [District Scope of Work Activities]									
Year 2 - Through June 30, 2012 [District Scope of Work Activities]									
Year 3 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]									
Year 4 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]									
Year 5 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]									
Year 6 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]									
Year 7 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]									
Year 8 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]									
RTTT3 Funds									
Year 1 Through June 30, 2012		Year 2 July 1, 2012 - June 30, 2013		Year 3 July 1, 2013 - June 30, 2014		Year 4 July 1, 2014 to December 22, 2015		Total	
						0		0	
Tasks									
P.E. will implement the Illinois Standards 9-12.									
Assigned to		Scott Helton		Start Date		End Date		Timeline	
Budget & Funding Sources(\$)									
District		Title I		Title II-D		Title III		State Funds	
0		0		0		0		0	
								0	
9/2012 Team discussed grading systems and units of study for freshman and sophomores. The quizzes and exams will be taken back to Willowbrook to review for each of the courses. Working on four year assessment of students Next Steps: Review and make any final changes. Align the common core standards with the assessment. 10/2012 Began with Freshman Year; 4-year comprehensive assessment Named the units of study Created end-of-year project; fitness pamphlet Have some formative assessment pieces/ quizzes Next Steps: Match ELA CCSS to the units of study Ask grade-level teachers to provide input into									

District Continuous Improvement Plan with RTTT3 SOW

1		<p>the reading and writing pieces Consider adding CFAs (pre and post) to units of study 11/2012 Willowbrook and Addison Trail P.E., Health, and Driver Ed. have been meeting on Mondays via teleconference and have aligned our curricula. Next Steps: In the process of creating some common assessments now that will build towards their final 4-year program goal. 12/2012 9, 10, 11, 12, Drivers Ed, and Health named units of study; each unit has a summative assessment and a writing piece. Have new textbooks for health, driver's education is done. Using adapted writing and speech rubrics. Aligned Junior/Senior Curriculum into 9 units for each year (9 junior/9 senior). Next Steps: Need to create written assessments for 11, 12 portfolio Final exam has been completed for all grade levels/need to complete 12 Have to share unit assessment tools on BYOC, explore online PE class (daily online logging)? pilot in MN. Might have an asterisk in the PE department around CFA building; theirs will be more content-driven 1/2013 Institute Day- Developed 2 units handouts aligned to state standards. WB Drivers Ed. Teachers met with their team at AT to develop Unit list. AT Health Teachers met with their team at WB to develop Unit list. (Health Curriculum Units developed, aligned, and several writing assignments created) 2/2013 Team met in small groups - Sophomore group re-designed fitness tracking sheet to include graphing and more writing. Also researched and found 3 effective apps to be included in the technology unit for curriculum. Junior/Senior group: Built most of a 3rd unit in the JR/SR curriculum. Health group created 2 new writing assignments: part of wellness project. Next Steps: Complete the following- JR/SR 3rd unit log form, Driver Ed unit list, fitness planning rubric and daily exercise log handout/worksheet. 4/2013 Update on Progress Shared common units and assessments and the team also created one new fitness unit. What's Next Complete one or two additional units and begin pulling test items for either the item bank in Mastery Manager that can be used as their Junior Final Exam. 5/2013 Update on Progress Shared model RCD unit example from Woodridge P.E. Department. Asked what supports were needed for them to move forward; answer=time.</p>			
	Task Completed				
Math will implement the Common Core Standards 9-12 and create 6-8 common assessments per level to be used district wide					
Assigned to	Dan Krause	Start Date	End Date	08/15/2015	Timeline
Budget & Funding Sources(\$)					
District	Title I	Title II-D	Title III	State Funds	Grant Funds
0	0	0	0	0	0
9/2012 Working with feeder schools on CA in 6,7,8? Geometry team leaders agreed to remove the following topics from the Geometry course content assessment: biconditional statements, contrapositive statements, inverse statements, and algebraic proof. Next Steps: More conversation is needed to address elimination of writing equations of lines and graphing lines from Chapter 3. AT will present this to their team and provide feedback. 10/2012 RCD Progress- Including more Constructed Response Reviewing Alignment of Courses Teacher Practice of Writing Sample Together- Review/Grading Together Next Steps: Culture Shift for Writing Teacher Sharing for Improvement 11/2012 Geometry team reviewed their work thus far and what is on the horizon. This also included looking at the new PARCC Model Content Framework and what					

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District Continuous Improvement Plan with RTT3 SOW

2	<p>they mean for their curricular revisions. Also reviewed their non-negotiables as a team and for common course taught district-wide. Algebra team also reviewed their work and looked at an update on PARCC as well as the new PARCC Model Content Frameworks and what they mean for their curricular revision. These will help inform their curriculum revision work in the future. Expectation of a common pre-assessment, three common formative/summative assessments, and a common post-assessment each semester Next Steps: Geometry will review their current curriculum, refine their assessments and discuss their instructional strategies. Algebra team will review their current curriculum, refine their assessments, and discuss their instructional strategies. All of this is with an emphasis on how students will use and apply their skills, knowledge, etc. at the high school level assuming students will arrive with more background skills in the future. 12/2012 RCD Progress - Linkage to PARCC Model Content Frameworks and enhancement of current content/course units. Reviewing Alignment of Courses, Units of Study - Integrated Math Sequence (Utah) Teacher Practice of Writing Sample Together - Review/Grading Together Review of Assessment Item Examples with Increased Rigor Next Steps: Teachers will review performance items and identify appropriate course/grade/units Teachers will review proposed Integrated Math model (Utah) Assessment Training in Spring 1/2013 Institute Day- Reviewed Performance Tasks/Assessment Items in teams to link to course/units. 2/2013 Both Math Departments reviewed and discussed integration of performance based assessment items. The departments have continued to integrate writing and performance items to their unit assessments. Next Steps: The departments will continue to review the sample assessment items provided by PARCC Also, the departments will continue to monitor current common assessment data Finally, the department continues to create performance based assessments that are more closely linked to the integrated model 4/2013 Update on Progress Excellent progress!!! Curriculum map done for next year that includes embedded math reviews rather than a month of review at the beginning of the year. 5/2013 Update on Progress Assessment model for each unit (6-12 total depending on the course): Unit pretest, unit formative/PARCC-like, Unit test/performance task. Plus semester final (priority standards only). Curriculum map done for next year that includes embedded math review rather than a month of review at the beginning of the year. 8/2013 Update on Progress Review of Common Unit Assessment Development Focus on Create Representation, Create Model, Apply Model Need to Check PARCC Performance Level Descriptors Against Course Priority Standards Development of Institute Day Agenda Establishment of Non-Negotiables o Common Curriculum - Learning Targets o Common Unit Assessments - Questions Level 3+ o Shared Resources & Communication o Move from Procedural Task Focus to Conceptual Understanding Discussed Using Mastery Manager to Monitor Progress on Standards/Skills vs. Individual Qs Need More Constructed Response and Less Multiple Choice 9/2013 Update on Progress Algebra, Adv. Algebra, and Geometry team meetings- Each meeting will include an overview of current curriculum alignment and comparison to PARCC Performance Descriptors. Current Assessment for each course will be compared to rigor level expectations and example will be provided of how items could be modified to meet expectations moving forward (i.e. more application and modeling). Discussion of how instruction will need to change to meet new expectations will also be included.</p>
Task Completed	
Reading will implement the Common Core Standards 9-12 and create 6-8 common assessments per level to be used district wide.	

District Continuous Improvement Plan with RTTT3 SOW

Assigned to	Adam Cibulka	Start Date	End Date	08/15/2015	Timeline		
Budget & Funding Sources(\$)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0
<p>9/2012 Reading 2 and 3- complete the pacing calendar, Reading 3- enter progress monitoring assessment in BYOC. Next Steps: ARS- prioritized standards into BYOC. 10/2012 Team has created units of study; creating a common summative assessment for the district Next Steps: Create common formative assessments for reading as needed and link existing CFAs to BYOC. Begin collecting performance tasks or projects. 11/2012 Reviewed priority standards and looked at final exams. Next Steps: Create common Semester 1 and 2 Final and link to BYOC. 12/2012 Entire department is a tiered program so they are looked to develop tiered lessons Reading 2 and 3 has common summative exams completed; 50 questions; each teacher will give a difference performance piece. Next Steps: Add a performance task component to each unit of study beginning with tier 3 reading. Look at 4th grade PARCC released items in order to plan assessments/ final exams. 1/2013 Institute Day- Remaining department time was spend in level teams discussing next steps for courses in updating BYOC documents and in revising assessments to prepare students for PARCC expectations. Teams will update District Google documents. 2/2013 Common final exam are already implemented. Next Steps: Continue curriculum work and continue working on developing common final and common formative assessment for Fall 2013 implementation. 4/2013 Update on Progress Reviewed the assessment for Main Idea and offered some feedback for revision/streamlining. Demonstrated how to add the Essential Question to the unit assessment. Explain to everyone in the district office BYOC. Reading ESLI- Established priority anchor WIDA standards. Need to establish the exit criteria in each domain for students to exit ESL I. Reading ESL II- On hold until next year. Once completed, will build on ESL I curriculum. Reading ESLIII- All units are aligned to Common Core. Will work on common summative benchmark assessments. What's Next ESL I- Will work on common summative benchmark assessments to address each of the four domains: reading, writing, speaking, and listening. 5/2013 Update on Progress ARS, Reading 2 and Reading 3-All priority standards have been identified, units of study have been named, pacing calendar has been created. Pre and post- test are created for each unit. End of unit performance- based assessments have been created for semester 1. Rubrics have been developed and will be piloted next year. Reading ESLI- RCD process will begin in the Fall. IRC has been contacted to help Validate the reliability of the assessments in the Fall. Reading ESLII- RCD process will begin in the Fall. IRC has been identified, units of study have been named, pacing calendar has been created. Pre and post-tests are created for each unit. End of unit performance-based assessments have been created for Semester 1. Rubrics have been developed and will be piloted next year. IRC has been contacted to help validate the reliability of the assessments in the Fall. What's Next ARS, Reading 2 and Reading 3- Finish unit performance-based assessments for semester 2, create rubrics for semester 2 performance-based assessments and add all documents to BYOC. ESLIII-Finish unit performance-based assessments for Semester 2, create rubrics for Semester 2 performance-based assessments and add all documents to BYOC. 8/2013 Update on Progress ARS- Need to revise Step 8, essential questions. Then will move to Steps 9 and 10 to include performance assessments and ensure priority standards are addressed on assessments. Reading ESLI- Need to start at Step 1. prioritize</p>							
Comments							

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the standards Reading ESL II- Need to start at Step 1, prioritize the standards Reading ESLIII- Need to revise Step 8, essential questions. Then will move to Steps 9 and 10 to include performance assessments and ensure priority standards are addressed on assessments. 9/2013 Update on Progress ARS-Step 8, Essential Questions have been completed. Reading ESLI- Priority standards have been identified and need place into BYOC. Still finalizing supporting standards. Reading ESL II- Team still needs to prioritize the standards (Step 1). Awaiting the work of ESL I Reading to vertically align Reading ESLIII- Still completing Step 8, big ideas and essential questions. Then will move to Steps 9 and 10 to include performance assessments and ensure priority standards are addressed on assessments. What's Next Need to begin Steps 9 and 10 to include performance assessments and ensure priority standards are addressed on assessments						
Task Completed						
Art will implement the Illinois Standards and the Common Core Standards 9-12 and create 6-8 common assessments per level to be used district wide.						
Assigned to	Ann Kimpton	Start Date	End Date	08/15/2015	Timeline	
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
0	0	0	0	0	0	0
Total						
0						
9/2012 Examine a potential Honors Option for upper level Art courses district-wide. Examine an introductory course that provides students with a background in skills and content (pre-requisite) that would lead to upper level art courses district-wide. Continue to examine of course syllabi. Common Core Standard Priorities in Reading, Writing and Essential Question to address writing. Next Steps: Cross District Communication- teleconference on 10/29/2012. Examine curricula of Intro to 2D and 3D: Naming Units of Study. 10/2012 Update on Progress Continue consistent use of Common Summative Art Dept. Rubric. Reviewed with Steve how is it set up in Mastery Management? Looked at linking the sections to the Common Core as well as State Standards: Vocabulary Acquisition, Production and Distribution of Writing Standard, Integration of Knowledge and Ideas Standard. Next Steps: Meeting with AT to develop and design units of study, learning outcomes, skills and write essential questions. Share T Drive with AT- all handouts in preparation for BYOC. Review and revise if necessary 2D and 3D Syllabus. 11/2012 Unwrap Standards, Identify Units of Study, Assign Pacing Calendar, and Develop Unit Organizers Looked at Intro to 3D to identify units of study even though they currently only teach that course at WB. AT wants to reintroduce it into their curriculum for 2014-15. The team reviewed examples of different ways to write questions for the Intro to 2D final exam -Combination of Blooms Levels. Next Steps: Team will be rewriting a portion of the Intro to 3D Final exam on November 29 when the AT art teachers come to Willowbrook to work with us on rigorous curriculum design. Need to address higher levels of questioning on the Blooms Taxonomy Scale so they discussed transforming their 2 section test into a 3 section one that reduced the number of multiple choice test questions for one section, continued their performance assessment (actual drawing, for instance) and added a constructed response with a choice of prompts. 12/2012 Teleconference and revised 2D syllabus (named units of study and identified projects) Generated I CAN statements, began to look ant final exam and decided						

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4	Comments	<p>to add a third section that would be constructed response. Evaluating elements of art and principles of design handout. Next Steps: Develop unit assessments so that they include more variety than the current self-assessment constructed response.</p> <p>1/2013 Institute Day- Common Core Curriculum Alignment/Mapping with Addison Trail. Review handouts on the AP College Board Elements and Principles 2/2013 Continue consistent use of Common Summative Rubric: Vocabulary Acquisition (L.CCR5), Production and Distribution (W.CCR.4) and Integration of Knowledge standards (R.CCR.7) shared ideas that will help them develop a sliding scale similar to the English department and decided on a level based assessment rubric so one for the beginning, intermediate and advanced classes. Next Steps: Change language associated with each grade column to match the numerical equivalent for the grades. Steve will work on the layout and change within Mastery Manager. 3/2013 Institute Day- John Epple attended a County-wide Institute program at Ed Hoy Studio. Completed the new sets of the Elements and Principles Definitions We incorporated the College Board terms into our definitions. Prepared handout sets for the March 21 meeting at AT. We wrote the section of the unit test that assesses these terms We continued to refine the Common Assessment and create the sliding scale Next Steps: Collaboration set with AT on March 21st. 4/2013 Update on Progress Maria and Jan signed off on the revised definitions of the elements and principles and the matching section of that assessment. Information can be found on the T drive under Art department. Painting Unit: Difficult to see difference between bloom and lifting. Keep A and B removed C and D the first picture. Great Blooms level 4. Color Theory Unit: Change pie color wheel to circle one forwarded. Reduce answers to 4 - one primary, one secondary and one intermediate then one extra. Eliminate repetitive. What's Next Essay- the team will get together to build this prompt. 5/2013 Update on Progress Team has completed unit assessments for many units. Will be implementing an Intro to 2D course for Addison Trail next year based on the curriculum work that has been done. What's Next Add engaging scenarios to units to contextualize the student work that will occur. Next year: consider adding 3D to Addison Trail 8/2013 Update on Progress Institute Day - finalized/ revised the Elements and Principles of Design which is a big step for the team to agree on the foundational technical language that will be utilized district wide. Team updated the Elements of Art (line, form, value and space) and the Principle of Design (definition, proportion, rhythm, unity and rule of thirds). What's Next BYOC, CCS 9/2013 Update on Progress BYOC departmental work- AT/WB - Pacing guide development for Intro to 2D. Determine which Common Core Standards are relevant for Complete our Essential Questions writing for Intro to 2 and 3D. Preview the BYOC site together as a district. our units. Reading 1 and 7 and Writing 1, 4 and 7 are our Priority Standards. Make sure that everyone has them circled in their flip books. A sample set of MM test was given to Maria to share with Tim. Each teacher will have one MM quiz entered in MM by the end of September. What's Next Continue phone collaboration with AT and one Essential Question for next meeting.</p>
	Task Completed	
Science will implement the Next Generation and the Common Core Standards 9-12 and create 6-8 common assessments per level to be used district wide.		
Assigned to	Mike Bolden	
	Start Date	End Date
		08/15/2015
	Timeline	
Budget & Funding Sources(\$)		
District	Title I	Title II-D
	Title III	
	State Funds	Grant Funds
		Other Funds
		Total

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9/2012 Teachers began by comparing units between schools. Discussion of final exams, expectations of alignment. Textbooks (can each building get a copy of the other's book) Next Steps: Decide on a block of time to meet as a group for 2-3 hours to discuss power standards, discuss further alignment. Bio Team: October 15, 9:00-11:30 at AT Physical Science Team: October 18, Pds 4-8 at Addison Library Teachers should look at the NGSS standards and decide which ones will be focused on for their particular class. After speaking with the English and Math departments, they used drafts of the Common Core standards when beginning their process. We also need to identify which ELA standards we will use department wide. 10/2012 The science chairs outlined the follow plan for the 2012-13 school year. Biology and Physical Science teams will meet to identify priority NGS standards; name units of study; break down the standards into likely semesters, and obtain feedback from their department members. Next Steps: Continue discussion of standards. Begin pacing calendar for Biology and Physical Science and identify critical elements. 11/2012 Biology team / Physical Science team each met to identify priority standards, name units of study and identify the semesters in which the standards should be addressed. Discussion of assessment and where it's going. What's it going to look like? Next Steps: Where do we go from here? Alignment of assessment district-wide. Pacing Calendars (small group meetings) and constructing the Unit Plan Organizer. 12/2012 Team discussed how to integrate the literacy standards, debating the difference between USING and TEACHING reading. Team goal is to finalize the tool that will house the unit of study information. What's Next Add literacy standards to the priority and supporting standards in BYOC. Department needs special support in rolling out RCD and the CC literacy standards to their team. Not ready for CFA training in February. 1/2013 Institute Day-All members will meet to engage in an activity to unwrap the standards to result in deeper meaning of the standards, their organization and the cross cutting concepts. 2/2013 NGS working on Second draft; comparison form draft one-similarities/differences. Connect to Common Core ELA standards. Unit Plan Organizer, Timeline and Professional Development. Next Steps: Continue working on NGS common core second draft. Coordinate technical writing with content. STEM Conference. Finalized standards by the end of April. 4/2013 Update on Progress Dept Chairs went to Fermilab for a workshop on NGSS. Went over standards, for insights into what assessments might look like if they were patterned after the new standards. Broke into groups and took the standards and put objectives, activities and assessments to every one of them. What's Next Team re-examined their four stacks of standards that were separated by course the week before and add notations on each standard sheet regarding how long they expect it to take to teach, learn and assess achievement of each standard. 5/2013 Update on Progress The planning team again met to review possible next steps and decided that during the May 20 Monday morning meeting time, department members would meet in their course groups to identify two or so priority standards that they will focus on during the 2013-14 school year 7/2013 Update on Progress The team agreed to adopt and implement the Chemistry modeling approach, similar to the approach that has been used in Physics. The reasons for making this change include improvement of student retention, increased success with meeting the needs of diverse learners, and alignment of the content and practices with those that are foundational to the Next Generation Science Standards. An increased number of first time chemistry teachers for the 2013-14 school year also makes this a better time for transitioning to a different approach. The team planned Units 1 and 2, including identification of materials and supplies, scheduling likely quiz and test dates, and noting resources needs such as computer access, etc. The unit is available for all chemistry teachers and both chairs to view and adjust. The team agreed to work on further

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development of and sharing materials via email, with possible use of Monday morning meeting time, institute days, workshop time, etc. There is some interest in hosting an on-site workshop on the modeling approach or participation in other area workshops, as well as visitation at area schools that have adopted this approach in chemistry. What's Next Future work will include development of remaining units, integration of the RCD format, and posting related materials on BYOC. 8/2013 Update on Progress Institute Day- reviewing the RCD process with all department members. Specifically, a review of the curriculum handbook pg. 19, the unit Plan Organizer and its components, In addition the staff will also review the Pacing guide and the rigorous assessment criteria/guidelines check list. Project Ideas- J. Kedvesh, workshop on Modeling, Performance assessment with Mastery Manager. After completing the first unit together teams may divide remaining units into groups to work on and come together to discuss 9/2013 Update on Progress Curricular teams will select a day that they would like to be subbed out of class to continue to complete the unity plan organizer which will include common assessments including at least one performance assessment. Staff Teams- Physical Science- S.Phillips, A. Jackson, A.Sullivan. Biology: E. Groth, A. Stwiery, T. Lovorato, D. Garcia Chemistry: M. Warren, E. Tiu, Y Tsagalis, N. Pingle, J. Mroz What's Next Question: Is Saturday available for curriculum work or only release time during the school day? Half day once month???				Task Completed											
Deans will implement the PBIS Standards 9-12.															
Assigned to		Sam Bentsen		Start Date		End Date		Timeline							
Budget & Funding Sources(\$)															
District		Title I		Title II-D		Title III		State Funds		Grant Funds		Other Funds		Total	
														0	

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Task Completed		Budget & Funding Sources(\$)						
Assigned to	Ann Kimpton	Start Date	End Date	08/15/2015	Timeline			
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
							0	
		<p>9/2012 Common Core Standards and Units of Study Next Steps: Create a syllabi and T-drives. 10/2012 Develop structures for sharing syllabi across buildings. Team shared T-drives to collaborate more. Prioritized the CCSS- Reading 1, 7, Writing 1, 4, Language 5 EQ: How do I analyze a piece of art using technical vocabulary and citing sufficient evidence to support my claim? What's Next Name the units of study for the courses Match the priority CCSS standards to the unit 11/2012 Team discussed creating common elements of music and ways to weave in writing assessments that would provide students with an authentic opportunity to articulate their knowledge of music and to practice District priority Common Core writing skills such as stating a claim and providing supporting evidence. Next Steps: Department Chairs will continue discussion with their respective departments and come back together with a list of elements and writing assessments that could be incorporated for second semester. 12/2012 Working on common scoring guide labels; working on Big Idea/ EQ pieces. Next Steps: Match exciting prompts with units of study (beyond the self-assessments...) Work on objective rubric building to match new assessments 1/2013 Institute Day- The teams worked on Course Descriptions, Honor Credit Options, JLT/RCD Work (Elements, Assessments and Writing Component) 2/2013 Aligned their Performance Assessment standards and expectations across district so that both buildings are using the same descriptors for assessing student musical performances. Outlined 4 major areas that represent the "Big Ideas" of their music curriculum. They are: Formal and Informal public music performances; Understanding the Elements of Music; Performance Demonstrations; and Musical Literacy. Also shared examples of how they use writing across the curriculum. Shared with AT team Mastery Manager assessments and the sliding grading scale that WB team created for differentiation and Honors performances. Next Steps: Are these prioritized? 4/2013 Update on Progress National Core Art Standards came out; all theory and philosophy at this point/ conceptual understands. Discussed honors credits for 9th and 10th . Created posters for the elements of Music. What's Next Create content assessments. Karen has created a rubric for performance (BME) Figure out what we mean by UNIT in music. EX- elements units. 5/2013 Update on Progress Reviewed and revised a proposal to expand Honors credit to Freshman and Sophomore level students. Also revised the Elements of Music instructional materials that will be used framework for teaching the Common Assessment piece of our curricula.</p>						
Task Completed								
Social Studies will implement the Common Core Standards 9-12 and create 6-8 common assessments per level to be used district wide.								

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Assigned to	Doug Wildes	Start Date	End Date	08/15/2015	Timeline
Budget & Funding Sources(\$)					
District	Title I	Title II-D	Title III	State Funds	Grant Funds
					Other Funds
					Total
					0
<p>8/2012 Discussion about course sequencing related to placement of Human Geography course. Possibility of discussing the possibility of deferring SS. SS has become a reading strategies course in many ways. 9/2012 Department met in the course teams of Human Geography, US History, AP US History, and AP US Government. (including Special Ed. co-teachers) Next Steps: Common rubric, course pacing guide and identify units, RCD first step process. 10/2012 Completed the adaptation of district writing rubrics for social studies assignments Focus on US history and government. Focus on writing standards 1, 2, 8 (we talked about choosing 7 instead since it's more overarching than 8) and reading standards 1, 2, 4, 7 (we talked about choosing 8 and/or 9 instead of 7 and using 4 as an overarching standard and as a focus in Data Teams) Next Steps: Priority standards, BYOC and create/collect existing performance task. Match reading and writing CCSS to each unit. 11/2012 Team discussed methods of gathering student data on writing skills. Model templates were discussed and examples of reports were reviewed. Next Steps: U.S. History will try to gather data on 5-6 writing assignments throughout the first year in order to track growth. Human Geography will gather data for the first time when students write Migration nit paragraphs for their semester paper, and that forms will be used again multiple times as students continue their papers. 12/2012 AT is focusing on US History course development. Cross town work is focusing on econ and government. The people in the department have been willing participants; they understand that this is not negotiable. Next Steps: Look at the learning objectives in each unit and match standards to the unit. Be sure to include content-neutral assessment for reading and writing; in other words, everything that a student needs to answer the question needs to appear on this assessment. Need time to share and develop performance tasks: name the "bus stops" for each unit rather than the daily lesson plan. 1/2013 Institute Day-AT/WB Economics team of teachers met to continue the development of a common district curriculum. The team constructed writing assessments for each of the course objectives. AT/WB World of Psychology team reviewed student performance data from first semester. All students more than doubled their score from the semester pre-test to the final exam (post test). AT/WB Human Geography team reviewed student performance data from first semester. They also completed a course pacing guide for second semester and completed the final exam for semester two. They also discussed potential ways to bring the Literacy coaches in during second semester so that every freshman is exposed to the same skill building. US Government team worked with Brendan Lyons at Addison Trail on continuing the process of creating a district curriculum with common objectives and assessments across the district. 2/2013 Focus on Government and Economics. All 7 "Big Ideas" are aligned. Finalize target alignment. Next Steps: Econ- multiple choice set of questions Formative and Summative learning targets. 4/2013 Update on Progress Next Year: AP / Core course assessments alignment SUMMER: Priority standards, Learning targets, Validate assessments work for the year/summative semester exams. Benchmarks measure progress along the way, 18 week post-test measures all learning targets. Unit exams "assessment paralysis" GOV/ECON teams: BI/EQ and learning targets are done by units. 5/2013 Update on Progress Benchmarks measuring progress along the way, 18- week post-test measures all learning targets. Unit exams. "Assessment Paralysis" Govt./ Econ teams: BI/EQ and learning targets are done by units. What's Next</p>					

Comments

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SUMMER: Priority Standards, Learning targets, Validate assessment work for the year/ summative semester exam.. HOW??? Send to ECRA? Is there something else out there? NEXT YEAR: AP/ Core course assessment alignment. 8/2013 Update on Progress Staff members were assigned to a course team. During team meeting time they will focus on creation and improvement of common assessment that would be used to track student progress throughout each semester. ▫ Writing assessments should be able to be graded using the Social Studies Common Core Rubric designed during the 2012-13 school year. ▫ 80% of Multiple Choice questions should use verbs from Bloom's Level III or higher. Paper and Pencil tests should be reviewed using the Checklist to Evaluate Specific Guidelines for Assessment Item Writing (distributed in spring of 2013). All accomplished work has been saved on "The Beast". 9/2013 Update on Progress Human Geography: Big Ideas for Semester 1- This year-long course engages student interest in the social sciences by connecting contemporary "what" and "where" questions to the historical "why" questions. Students will engage in the systematic study of patterns and processes that have shaped the human understanding of, use of, and alteration of Earth's surfaces. It explores the location of countries and human institutions (ethnic groups, cities, and industries) and examines why and how they exist. Students will employ spatial concepts and landscape analysis to examine human social organization and its historical and environmental consequences. Where the people are on earth, how they use and alter the earth, and why. Semester 2 -- 90 days Core Human Geography: This year-long course engages student interest in the social sciences by connecting contemporary "what" and "where" questions to the historical "why" questions. Students will engage in the systematic study of patterns and processes that have shaped the human understanding of, use of, and alteration of Earth's surfaces. It explores the location of countries and human institutions (ethnic groups, cities, and industries) and examines why and how they exist. Students will employ spatial concepts and landscape analysis to examine human social organization and its historical and environmental consequences. Big Idea for Semester 2: Who are the people on earth? Why and how are they organized? How do they exist?

Task Completed

Jean Barbanente will arrange for CCS training for all staff.

Assigned to	Jean Barbanente	Start Date	End Date	11/07/2011	Timeline
Budget & Funding Sources(\$)					
District	Title I	Title II-D	Title III	State Funds	Grant Funds
					Other Funds
					Total
					0
Comments	The Leadership and Learning Center trained staff on the CCS on 11/7 and 11/8.				
Task Completed	11/09/2011				

English will implement the Common Core Standards 9-12 and create 6-8 common assessments per level to be used district wide

Assigned to	Courtney Dement	Start Date	End Date	08/15/2015	Timeline
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District	Title I	Title II-D	Title III	Budget & Funding Sources (\$)			Total
				State Funds	Grant Funds	Other Funds	
							0
<p>8/2012 Brett and Amy met to finalize CCS alignment by grade level. They are creating 4 common assessments per level 9, 10, 11 and sample unit plans. 9/2012 Finalize CCS alignment by grade level. Next Steps: Creating 4 common assessments per level 9, 10, 11 and sample unit plans. 10/2012 Dept. chairs met to develop a framework to be used by grade level. Four major areas of study common to the Grade 11 English Core courses in both schools were identified and aligned with corresponding priority and support standards. Essential questions were drafted. Begin to load BYOC. Next Steps: Brainstorming year-long course for English 12. Level meetings, Common Assessment A- Successes and Weaknesses results, sample of Junior Research Paper. 11/2012 Update on ProgressCC at grade-level for Eng. 9, 10, 11 and core. Change to Research Unit Guide? Next Steps: Work on creating additional unit designs. 12/2012 All core course are being addressed; Eng. 9, 10, 11 core and honors classes have common writing assessments that are being implemented and tweaked this year. Worked with Mary to create sample research unit for Eng. 9-11 and staff made suggestions and adopted these units. Skills based units rather than content base units. One set of meetings per level; reviewed common assessment data in the AM and created another unit in the PM. 4 draft units by the end of January. Team goal is to finish outlines of standard units by the end of year. Next Steps: Begin building ENG. 12 units this spring. Task 8-10 common course assessments (writing first). Teachers are working on Common Formative and Summative pieces in their PLCs. 1/2013 Institute Day- Creating RCD course organizers. 2/2013 Team drafted Units at Grades 9, 10 and 11. The English 11 Units will most likely be a good starting place for 12 Core. All of these units have multiple reading, writing, grammar and speaking/listening skills woven within them. Next Step: English 9 team -develop additional units. 3/2013 Institute Day- The English 9 team met and develop two additional units (narrative and grammar). They began work on a third unit (persuasive). English 9 also developed frameworks for the narrative grammar units that included alignment with target Common Core ELA standards and construction of big ideas and essential questions for these units. English 10 team reviewed Assessment D, the final assessment to be administered this year to all English 10 students. 4/2013 Update on Progress The teams are fully completed with: BI/EQ, priority standards, vocabulary. These units are based off of common assessments that are already create; Each grade level has 4, mostly writing. What's Next The teams will work on integrating READING standards into the common assessment framework. Continue to ask students to respond to multiple works. Create a common pacing guide so that all teachers are focusing on the same standards/skill-based units at the same time. Continue to develop English12; look at the standards and the PARCC framework to provide a menu of resources. 8/2013 Update on Progress We reviewed and finalized Common Assessments A-D for grades 9-12 for the 2013-2014 academic year. Additionally, we discussed aligning our final exams for grades 9-12 as the next step in common assessment development. We decided to have the PLCs at each building review their exams and identify strengths, weaknesses, and areas for improvement prior to meeting cross-district. What's Next Upload names of the District 88 Writing Rubric. 9/2013 Update on Progress PLCs - Grade 9 meets, reviews final exam - ideas for changes. PLCs - Grade 10 meets, reviews final exam - ideas for changes. Amy and Brett discuss Grade 9 and 10 and create more firm plan of work to be done for final exams. The expository rubric is now called the informative rubric, and the persuasive rubric is now called the argumentative rubric. The narrative</p>							

Comments

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Task Completed		rubric remains the same. What's Next Make sure that those finals are aligned with the CAs.				
CTE will implement the Common Core Standards 9-12 and create 6-8 common assessments per level to be used District wide.						
Assigned to	Tom Cantlin	Start Date	End Date	08/15/2015	Timeline	
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
						0
		9/2012 Culinary I and II continue to look at ways to align their curriculum and come to consensus on what is considered as the units of study. Consumer Management course are close to finalizing a rough draft for their units of study and have started working on a writing components for their curriculum. Photography has a rough draft developed for their units of study, but found discrepancies between the two buildings. Autos are working on a plan to develop large units of study taught across Autos I, II and III. Next Steps: Split CTE into 4groups, Photography and Autos discrepancy follow-up. 10/2012 Split CTE into 4 groups: Consumer Management Collected Unit Task organizers from colleagues. Units integrated CCSS already; need to match the content standards next. Next Steps: Provide feedback to the 4 teams on the unit plans including the suggestion of reordering the Consumer Management. Writ content standards; call them UNIT OBJECTIVES. Develop Summative Assessments and Formative Assessments. January 2014: goal to have improved final exam for all courses. Link Data Teams to Common Core State Standards 11/2012 Consumer RCD group met and worked on the units of study, pacing calendar, Common Core Standards, and I CAN statements. Selected two writing standards to focus on during the course. Next Steps: Dual credit courses and College and Career Readiness. 12/2012 College of DuPage dual credit conversation have begun; Freshman cannot take these courses for dual credit; looking to add 4 courses: Auto Tech 2, Food for Life, Manufacturing Technology and Computer Applications. Next Steps: Develop performance task and/or collect those performance task in BYOC, creating final exam that integrates writing. Ready for CFA as it applies to consumers; request in that all Consumers teachers be invited so they get support in high -quality item writing. 1/2013 Institute Day-Common Core Curriculum Alignment 2/2012 Business- I CAN statements, assessment work, and final exam. Autos- Auto I curriculum; units of study, Auto II curriculum update, final exam set. Next Steps: Dual credit- connection with College Readiness. 3/2013 Institute Day-HOME Repair-draft of RCD complete; final exam still in progress; Units of Study and unit tests in progress but working consistently now March 1 to June* Met with staff and went over the RCD components, texts, what to do for the final. Photo 1 -Met with Courtney - Photo I RCD and the final exam are complete;Consumer - all business teachers WB + 2 from AT all day here- Consumer final is complete; answer key and constructed response; RCD draft is finalized. FACS - 6 teachers total met here 11 to 1:30/ WB worked in the morning here as well - progress on RCD - working on common final exam for Culinary One - I have received rough draft; discussion of Safety and Sanitation for Culinary 1 - 2 - 3 in WB curriculum and possible fit into AT as well. Autos - Mike and Keith were together for a few hours but inconsistent still on RCD for all classes; direction, units, texts, and goals are different between buildings;WB applying for dual credit AUTO 1040 for Auto 1 - Mike was recently approved as adjunct for				
Comments						

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this course. 4/2013 Update on Progress Teams are working on item development for the summative/comprehensive assessments. What's Next Common unit assessments. 5/2013 Update on Progress 1. Several CTE instructors in all 3 areas applied for and were approved for dual credit 2. AT - applied for 4 dual credit courses 3. WB - applied for 6 dual credit courses 4. RCD for Consumer Management - almost completed 5. RCD for Culinary One - almost completed 6. RCD in progress - Auto One, (Auto Upkeep, Photo I) 7. Improved communication across district in all CTE besides just Dept. chairs 8. Aligned and improved course sequencing in all 3 areas and updated course names 9. Streamlined course offerings per area 10. Utilized CTEIG and Perkins grant monies to update and improve classrooms, materials, technology, staff development 11. Implemented and integration of writing in all areas in curriculum and in assessments 12. CTE teachers have improved use of technology in the classroom - labs, laptop carts, tablets, Mimio/smart board, mastery manager 13. DECA, BPA, FCCLA, Skills USA, Ford AAA - all competed at the local level and many at state level, and BPA at national levels in Orlando, Florida. What's Next Goals for next year FY 14. 8/2013 Update on Progress Institute Day- Department improvement plan- backwards design meetings, project proposal, split in teams and explain. Rigor of assessment for this year's course: Where are we? Artifacts of what is updated and changed? What has been done? What's Next Goals for Consumer - I can statement must be higher level. FACS- High level for each unit questions 80% level 3 or higher w/writing & reading, 3 common unit assessments. IT Autos- agreed on 6-8 units of study per semester, priority standards and unit objectives. 9/2013 Update on Progress Consumer continues to progress with final ready to give this year but continue to update; Goal is for 3 units to be aligned by end of FY14 - and at least one able to give new test for credit unit this year both semesters. Cross town work is going well. Culinary 1 is aligning units and has both production lab final product and written exam. Unit work continues as well as alignment with safety and sanitation for the eventual dual credit. Autos 1 is aligning safety unit and working unit by unit toward the final at this point. Both schools have 1 full year of autos again - so working together to combine what is needed at both campuses. Human Growth and Child - exam is work in progress for higher order and constructed response rubric; units alignment progress is good Photography at WB final is complete - alignment is in progress as both 1 & 2 became dual credit this year and are working with COD requirements What's Next Culinary progress update

Task Completed

School Counseling will implement the ASCA Standards 9-12.

Assigned to	Sam Bentsen	Start Date	End Date	08/15/2012	Timeline
Budget & Funding Sources(\$)					
District	Title I	Title II-B	Title III	State Funds	Grant Funds
					Other Funds
					Total
					0

9/2012 Department goals, Groups, parent programming and career units. Next Steps: Intervention groups, ASCA model 10/2012 Both AT and WB are focusing on increasing college knowledge. WB- working on increasing competence with Naviance and RAMP application. AT- working on increasing AP enrollment in Latino and Low income populations. Next Steps: How to get more parents to attend parent Nights? AT- Fall College Fair, WB College Awareness 11/2012 AT: Each counselor is visiting one

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<p>Collaboration with departments on Rigorous Curriculum Design. Application of Rigorous Curriculum Design for Bridge Courses. Infusion of writing into self contained curriculum Re-design of transition programming Next Steps: Review of IAASE conference with an emphasis on Rigorous Curriculum Design 10/2012 Focusing on self-contained/bridge classes rather than co-taught classes since 44% of kids are in regular education classes. 4 core group teams: math, English, science, social studies Created a unit overview template to share with teachers, parents, and kids; may need to be adapted in BYOC Next Steps: Focus on pacing calendar and assessments (4 written paragraphs per semester) Start with freshman and move to sophomore, pair all science teachers to do the science pacing guides. Specify WHICH writing and reading standards will be included in each course; add Common Core Connections section to template. Reorganize template so EQ are matched with each unit. Communicate with regular Ed colleagues to know when a group is almost complete, eventually, put this in BYOC. 11/2012 Collaboration with departments on RCD-Course team meetings on Mondays- emphasis in writing and common assessments. Next Steps: District-wide curricular modifications dates for English alignment upcoming. Continue working in this area: communication with content areas when courses are completed; begin modifications of courses as they are available. 12/2012 Sarah at Willowbrook: teachers are still meeting with course level teachers/ core departments Emphasis on reading and on using a district-wide paragraph rubric for Bridge courses Developing monthly assessment tools to measure progress Transition programming: creating consistent district checklist Next Steps: Building out co-taught section of 12th grade English As a team finish, the next step will be to get SPED teachers together district-wide so that they can prepare modifications. WB has done more work giving the RDC overview. Get initial units from English and Reading departments to begin SPED modifications conversation 1/2013 Institute Day- Creating RCD course organizers. 2/2013 Take current 9-12 Curriculum matrix and compare them to the four categories (Writing, Reading for Information/Literature, Speaking/Listening and Language) and align components. Create a "teachers matrix" that shows in graphic form the curriculum per semester. Next Steps: Organizing information gained from above to use on March 1st with our staffs together to come up with the Writing Process and Reading Routines/Strategies (CRISS) that hit all skills outlined but are organized into routines that will be done no matter what type of writing or reading 3/2013 Institute Day- Sp. Ed. teachers from AT and WB met to do continued curricular work. Specifically, they translated the general education English "Essential Questions" for English 11 into student-friendly language for use in their special education instructional courses. Then they modified the D88 writing rubric to simplify the language to make it a more appropriate teaching tool for special education classes. 4/2013 Update on Progress Both buildings are utilizing the Sp. Ed. paragraph rubric in Bridge courses. This was revised this year to include language that more closely mirrors the D88 rubric and expanded that rubric to a full essay rubric. Additionally, they have taken the Essential Questions developed for each English course, and modified them to be more accessible for our students and parents. For the transition programs, we worked in district-wide teams to create uniform community checklists. We also mapped the Self-Reliance curriculum. What's Next Going forward, the team will continue to work to modify the general education curriculum as it becomes available. In terms of assessment, they are looking to pilot the use of an online paragraph and essay rubrics in Mastery Manager. On the transition front, they will be looking to develop our Pre-Occ. Skills curriculum in the coming year. 8/2013 Update on Progress SPED English team going through the priority standards from the English dept. from the CCS. Breaking down essential questions from English department, now working on common assessments from the English department Emphasis on Reading and Writing----utilization of the paragraph and essay rubrics-- -6-8 common writing assessments and skill based reading assessments. Both buildings working on common routines and</p>	<p>13</p> <p>Comments</p>
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strategies touching base with other core depts. to see what courses have the common assessments working on consistent math curriculum in both buildings-----consistent with CCS expectations--leaning towards AT math model. Department will request assessment training for department chairs and select English team members in order to train the remainder of the teachers and prepare for assessment training for other content areas 9/2013 Update on Progress The Sp. Ed. self-contained English teachers met on 9/11/13 to rewrite the Big Ideas and Essential Questions for English 12 into student-friendly language. We also reviewed the English common assessments, and submit a request for professional development related to modifying and creating self-contained common assessments. In terms of aligning to Common Core and increasing our academic rigor, we have instituted writing progress monitors in all self-contained Bridge-level classes. These assessments are scored on a district-wide rubric that was created by the special education teams. Today, we spent the large part of the afternoon loading these rubrics into Mastery Manager to help track student progress		Task Completed	
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World Language will implement the ACTFL and the Common Core Standards 9-12 and create 6-8 common assessments per level to be used district wide.					
Assigned to	Jean Barbanente	Start Date	End Date	08/15/2015	Timeline
Budget & Funding Sources(\$)					
District	Title I	Title II-D	Title III	State Funds	Grant Funds
					Other Funds
					Total
					0
World Language teams met with Jean Barbanente on August 22 and September 18. The teams completed the work of prioritizing the ACTFL and CCS standards, wrote a mission statement, and determined which ACTFL proficiency levels align with D88 WL levels 1-4, AP, and Native. The next two Monday mornings will be spent as a large group via conference call prioritizing the learning targets of the combined CCS/ACTFL standards in preparation for October 2. 10/2012 The team looked at ACTFL proficiency guideline and the Common Core alignment standards.Determined priority standards. Matched the proficiency goals to courses of study. Established a mission statement and overarching enduring understandings Next Steps: Develop rubrics for standards in order to familiarize yourselves with the standards. Name units of study based on the AP themes.Match the standards to of the units according to level (novice, intermediate, advanced). Unwrap the novice, intermediate, advanced progression of the standards and determine level-specific BI/EOs. Create rubrics that would confirm the level of proficiency. Determine how the units will be developed and by whom. 11/2012 The teams have prioritized the ACTFL/CC standards and assigned standards to each language level. It was decided that the unit organization for each language level will follow the 6 AP themes listed below. Each unit will last about 6 weeks and include 6 interpersonal assessments, 2-3 interpretive assessments, and 1-2 major spoken or written presentation as part of the required common assessments. AP Themes (Unit Titles) Global Challenges, Natural Science and Technology, Contemporary Life, Personal and Public Identities, Family and Community and Beauty and Aesthetics. Next Step: AP rubrics for Interpersonal and Presentation communication for level 4H and up. Rubrics will need to be created for levels 1-3 tied to the common assessments. 12/2012 Started to create units based on ACTFL and AP standards Researched work from other teachers or German that have done					

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curriculum alignment work Spiraled down thematic approach from AP units Greater use of Internet resources (newspaper and magazine articles) Assessments are AP-like and include spoken, written, AC, reading, spoken presentation, and written presentation Next step: Refine/ refocus the PRIORITY standards you're considering in each unit; choose up to 5 and be sure use correct notation (numbering) to reference them Determine the assessment pieces that will go with each unit: both the end-of-unit summative assessment or project and the weekly summative pieces AND THEN create matching scoring guides that that unit. Have to fine-tune the rubrics for levels 1-4; Aimee's recommendation is to begin by creating scoring guides that are matched to the assessments rather than course-long generic rubrics. For the next whole department meeting, what will the focus be? Consider how RCD and really the development of pacing guides take into consideration the differences between native and non-native speakers... 1/2013 Institute Day- Mrs. Barbanente-shared and overview of work that has been completed so far. Priority standards have been established and organized into interpretive, presentational, and interpersonal modes. AP themes will be used for each course levels 1-4. Learning targets will be written for each unit tied to the AP theme and using 80% verbs of rigor as defined by Bloom's levels. Each unit will have 6 interpersonal assessments, 4 interpretive, and 1-2 presentational. Among those, there should be 1 integrated common assessment per unit. Mr. Ginter - shared a comprehensive example of the Global Challenges unit for each level 1-4 including Priority standards, learning targets, essential questions, integrated assessments, instructional strategies and resources. Mr. Bendicson-shared multiple examples of integrated performance assessments for many schools around the country as well as many integrated rubric examples. 2/2013 Identified language levels 1-4. AP Themes on every level (6 levels). Unit expectations, 4- interpreted, 6- interpersonal and 1-2 presentational- oral/essays (integrated performance) Next Steps: On March 1st Institute Day will be to first in large group number the standards effectively to enter into mastery manager. Then they will assign the AP sub-themes to each level. Then they will return to leveled teams to continue the work from Jan. 18th with resources present. 3/2013 Institute Day- Worked together as a full group and reviewed standards by level. Next Steps: Use some of the Monday morning time to review all materials that have been shared and become familiar with the following; to make the next important decisions. 1. AP themes and sub-themes for your language. 2. BYOC pages and layout. 3. Integrated performance assessment model. 4. Level 1-4 standards... attached 5. Required assessment components of each unit explained in the powerpoint from the Jan. meeting. /2013 Update on Progress Members attended a one day workshop. Topics included identification and unpacking the priority communication standards, coding of the standards for easier use and reference, curriculum revision requirements, common assessments, alignment of the world language curriculum with AP themes, and group work developing unit plans. -All Colleagues heard about work on 4/26/13, all picked one AP to focus on; How can we support other staff members as they write other IPA's? Components, critical attributes, provide models from Standards for Foreign Language in the 21st century. What's Next Upcoming work will focus on assessment; integrated performance assessment (IPAs) for each theme; these will become the common assessments. ACTFL: Media Library/ archived webinars: use this as a next-step PD focus. 5/2013 Update on Progress • 2014-15 new PARCC implementation • <http://www.smarterbalanced.org/> • <http://www.parcconline.org/parcc-model-content-frameworks/> • Performance tasks - three parts o research o multiple steps o writing prompts do something with research • Pre and post assessments - pre before and post before the end of the unit to target skills as necessary - called buffer time to reteach and adjust instruction o selected and constructed response questions o selected is easy to grade with scantron but disadvantages are guessing and don't know why or how given the answer by reading the upcoming questions or best answer is the longest answer, choose by process of elimination- I choose C

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and the best answer.... o constructed response students have to think to create a response showing evidence and synthesize data harder to grade and long time and subjective grading rubric or no rubric at all. Inconsistent feedback in each classroom. Scoring tools to solve subjective and inconsistent grading among teachers. • Question writing o Match questions to priority standard and use guidelines when developing questions o Build inference to account for student error - plausible distractors o No humor maximize information o Equal length answers o Question stem must be complete and clear o Entirely true or false o Avoid negative statements as it is confusing o Write so students must think o T F pairs using the same words and stem o Clear directions use answers only once and tell that there are more answers(responses) than questions (premises) o More answers than students will use • Guidelines for effective item writing o Align with unwrapped standards o Application of knowledge vs recall o New material o Be brief and concise • Constructed response o Items are open ended o Require students to create response o Demonstrate integrated understanding o Items have to reach highest level of rigor for standard o Scoring guide required • Create scoring guides o Avoid limited, partial little or no attempts to communicate o Begin with proficient o Advanced proficient progressing beginning - four categories 1. Practical Departmental Work during designated time slots • We spent time creating an Integrated Performance Assessment linking to the AP Language Theme of Global Challenges • We engaged in a teleconference and continued planning the agenda for the June 12th curriculum meeting related to assessment and Rigorous Curriculum Design implementing ACTFL and Common Core Standards 6/2013 Update on Progress The WL departments attended a one day workshop to learn about Integrated Performance Assessments and how they can best be used to support language teaching and learning. Attendees also practice writing IPA's. The level IV WL teacher developed a draft of their first level IV unit, using the unit plan design shared in the June 12 workshop. The theme of this first unit plan family. The remaining five units will align with the other five Advanced Placement themes. The family unit plan will be used in all level IV languages, as well as the other five unit plans, with differences to account for unique aspects for each language and available resource. The draft Family unit plan was shared with the language consultants. Requested feedback was positive with questioning pertaining to appropriateness of rigor levels of learning activities and outcomes.

What's Next The next writing workshop is scheduled for July 2, 2013 when the curriculum writing group will review the comments, adjust the Family unit accordingly, and then begin work on the remaining five units. 7/2013 Update on Progress World Language Level IV group meet on Thursday, July 11, 2013: The writing team made important changes to the two existing unit plans to increase rigor, clarity and flow. The group decided on the sequence of the Level IV units. In addition, the members of the team who were present each took one or more of the remaining units to draft and to share the drafts among the team members prior to the next meeting on August 13. 8/2013 Update on Progress The World Languages Team reviewed and revised newly developed unit plans. The group revisited the Rigorous Curriculum Design elements to determine what additional elements must be included in the unit plans being developed. A tentative time line was prepared to outline the curriculum and assessment development work to be completed in all other levels of languages. Possible scoring rubrics were reviewed with the final selection/revision to be made by the teaching staff. The World Languages chairs expressed the need to develop a tool to record on the shared district drive the PLC meeting minutes for this year. In addition they exchanged thoughts on how the next three PLC meeting times could be best used to further the curriculum and assessment work done thus far and ways in which each chair will inform their staffs of the progress made thus far and how best to set the tone for the rest of the year. 9/2013 Update on Progress The level 4 teams worked over the summer to create the first level 4 unit with an integrated performance assessment. Rubrics were created and finalized and on the next institute day (10-11) the

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<p>department will meet to establish language functions at each level and review sample level 4 IPAs. Resources will also be finalized for the interpretive sections of the IPAs.</p>																											
Task Completed																											
<p>Jean will arrange for training on implementing more "rigor" into the curriculum focusing on the writing process and assessments based on the performance examples in the CCS supplementary materials.</p>																											
Assigned to	Jean Barbanente	Start Date		End Date	03/01/2011	Timeline																					
<table border="1"> <thead> <tr> <th colspan="5">Budget & Funding Sources(\$)</th> </tr> <tr> <th>District</th> <th>Title I</th> <th>Title II-D</th> <th>Title III</th> <th>State Funds</th> <th>Grant Funds</th> <th>Other Funds</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>15</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>0</td> </tr> </tbody> </table>							Budget & Funding Sources(\$)					District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	15							0
Budget & Funding Sources(\$)																											
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total																				
15							0																				
<p>Comments Jean Baldokowski will design trainings for D88 staff to be held in June and August on "adding more rigor to the curriculum". This training will include a focus on the implementation of writing across the curriculum, the writing process, and the incorporation of non-fiction reading.</p>																											
Task Completed																											
<p>District 88 will require all departments to begin to work toward the process of aligning to national standards - CCS, ACTFL, WIDA, etc. The District will work with the Lead and Learn Center to undergo Rigorous Curriculum Design Training for all department chairs and administrators. The initial wksp will take place on August 7 and 8 with on-going follow up every 6-8 weeks.</p>																											
Assigned to	Jean Barbanente	Start Date		End Date	06/30/2013	Timeline																					
<table border="1"> <thead> <tr> <th colspan="5">Budget & Funding Sources(\$)</th> </tr> <tr> <th>District</th> <th>Title I</th> <th>Title II-D</th> <th>Title III</th> <th>State Funds</th> <th>Grant Funds</th> <th>Other Funds</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>16</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>0</td> </tr> </tbody> </table>							Budget & Funding Sources(\$)					District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	16							0
Budget & Funding Sources(\$)																											
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total																				
16							0																				
<p>Comments Each administrator will be responsible for the oversight of the RCD process with 1 department. WL - Jean Barbanente, Math - Dan Krause, Science - Mike Bolden, English - Courtney Dement and Mary Biniewicz, Social Studies - Doug Wildes, CTE - Tom Cantlin, Art and Music - Ann Kimpton, Reading - Adam Cibulka, PE - Scott Helton, SPED and Guidance - Sam Bentsen Next JLT coaching date with the Lead and Learn Center is October 2, 2012. Rigorous Curriculum Design coaching was completed in 12-13. 10-2-12, 12-11-12, 2-12-13, 4-30-13. This monitoring model will stay in place for the 13-14 school year.</p>																											
Task Completed																											
<p>Addison Trail and Willowbrook High Schools will create and implement a Title 1 summer school program for the summer of 2013. The program will include instruction in reading,</p>																											

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English, math, science, and credit recovery.							
Assigned to	Jean Barbanente	Start Date	06/17/2013	End Date	07/26/2013	Timeline	
Budget & Funding Sources(\$)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
17							0
Comments							
Summer School program successfully completed							
Task Completed							
07/26/2013							
District 88 will implement a targeted assistance Title One after school tutoring program both on campus and in the community at sites that will be easily accessed by title one eligible students.							
Assigned to	Jean Barbanente	Start Date	10/15/2013	End Date	05/30/2014	Timeline	
Budget & Funding Sources(\$)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
18							0
Comments							
Task Completed							

Implement

Percent Tasks Completed	22.2222%
Objective Status	

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IA01	The district builds partnerships with municipal and civic leaders, includes them in district and school improvement planning, and maintains regular communication with them. (1117) RT3 Expectations: The district uses school and district performance information from resources such as the Illinois Shared Learning Environment (ISLE) and the redesigned State Report Card to support and build partnerships with municipal and civic leaders.	SC, RT3	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The District has high level involvement from municipal and civic leaders as demonstrated through Intergovernmental groups, Business Education Partnership meetings, The District 88 Visioning Process, joint village/school projects (Parent Universitis, Sister City exchanges, Community Diversity trainings) and community committees.

IA02	The district builds partnerships with community organizations in district and school improvement planning and maintains regular communication with them. (1118) RT3 Expectations: The district uses school and district performance information from resources such as the Illinois Shared Learning Environment and the redesigned State Report Card to support and build partnerships with community organizations. Title I Expectations: Describe how the district will use funds under Title I to support preschool programs such as Early Reading First, Head Start, and Even Start.	SC, RT3, DTI	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district has evidence of participation of members of community agencies on school committees. The district has partnerships with the park district, Kiwanis, Rotary, Chamber of Commerce to provide extra-curricular opportunities as well as scholarship opportunities for students.

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IA03	The district builds partnerships with parent organizations in district and school improvement planning and maintains regular communication with them. (1119) RT3 Expectations: The district uses school and district performance information from resources such as the Illinois Shared Learning Environment and the redesigned State Report Card to support and build parental engagement. Title I Expectations: Describe how the district implements effective parental involvement strategies. (See Section 1118 for specifics)	SC,RT3,DTI	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district has several layers of parent programming including Parent/Teacher Organizations, Community/Parent Advisory groups, Targeted Parent Outreach for Latino and Black parents, Parent Universities. Title One and ESL programs have dedicated parent groups that meet throughout the year. Parent feedback drives the topics for parent programs so parents are receiving support that they need. The district has the required parent involvement policies, parent compacts, and meeting documentation. The district has partnered with the College of DuPage to provide ESL classes for parents upon their request. The district provides childcare and offers all programs in English and Spanish. Online access is available to parents to view live grade/attendance data at all times. Additionally parents can schedule parent conferences online.

IA04	The district provides incentives for staff who work effectively in hard-to-staff and restructured schools. (1120)	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district has offered incentives such as positive working environment and compensating staff to participate in high quality intensive staff development for staff working with the highest need students. The district has made significant effort to recruit more bilingual and minority staff. The district has offered additional incentives such as additional stipends for the creation of parent programs and student interventions.

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IA05	The district builds partnerships/contracts with external providers to provide critical services in restructured schools and schools in status based on data-driven identified needs. (1121)	CL	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The District contracts with outside agencies for consultation in the areas of SPED, staff development, curriculum development, and SES services.

IA06	The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (1122) RT3 Expectations: The district a) performs requirements gathering, analysis, and systems enhancements needed for integrating local student and educator data with ISLE; and b) implements a strategy to link student data across local systems to support the creation of integrated learner profiles.	SC, SP, RT3	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The structures are in place for the technology to be implemented both instructionally and for formative assessment purposes. Mastery Manager and AIMSweb is used by teachers to progress monitor student performance at tiers 1, 2, and 3. We have parent portals for access to student grades, assessment data, attendance, etc. Support for the implementation of Project CRIS instructional strategies involves a district created web-based guide.

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IA07	In collaboration with its schools, the district sets district and school achievement targets for all students and for AYP subgroups (1123) Title I Expectations: Describe student academic assessments, if any, that are in addition to state academic assessments used.	SS,ELL,SD,DTI	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	District targets are set annually in Math and Reading at the school and course level tied to EPAS growth as well as growth on common assessments. Additionally the district objectives are clear targets in the areas of Math and Reading by sub-group.

IA08	The school board and superintendent present a unified vision for school improvement. (1124)	SP	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	District 88 has a comprehensive visioning process that includes a commitment to higher student performance for all students. The schools and district report out monthly to the Board in the Educational Focus Board meetings and on a quarterly basis there is a progress monitoring report to the BOE on programs and interventions. There is evidence of BOE support with local resources for interventions to close the achievement gap. The district has several levels of community partnerships including the Community Advisory Councils in each building as well as School-Business Partnerships, Intergovernmental groups, etc.

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IA09	The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (1125) Title I Expectations: Describe the actions of the district for its schools that do not make Adequate Yearly Progress (AYP). (See Section 1116)	SP,ELL,SD,DTI	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	At every meeting including leadership teams, curriculum council, institute days, community meetings, parent meetings, etc the message from the central office staff regarding high expectations needed for all students is evident. Superintendent supports the building administration in their pursuit of higher student achievement by removing procedural barriers and finding resources.

IA10	The district regularly allocates/reallocates resources to support school, staff, and instructional improvement. (1126) RT3 Expectations: The district provides sufficient flexibility in the use of time and re-allocates professional development resources necessary for RTTT3 plan implementation. HQT Expectation: The district allocates/reallocates funds, especially those available under Title IIA, to assist in getting all teachers highly qualified. Title I Expectations: Describe how the district funds under Title I to support after school, before school, and summer school programs.	CL,SP,HQT,RT3,DTI	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	There is evidence that the buildings have flexibility to budget and staff according to student need. The BOE and unions have been very flexible to support learning for all students.

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IA11	The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (1127)	SS;ELL	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	All components listed in wiseways are in place and actually happening within D88. We continue to refine and provide staff development for teachers with regard to the use of data to inform instruction. The process is "progress monitored" internally at the District and Building Leadership Team level.

IA12	The district intervenes early when a school is not making adequate progress. (1128)	SP, SD	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district and school administration meet together in progress monitoring meetings with department leaders. The responsibility of student performance is shared by the buildings and district office. Problem solving is collaborative and program implementation is done most often with building and district teams working together. Annual goal setting is based on comprehensive schoolwide data. If the right personnel is not in place there is evidence that the district will make personnel changes to support the school improvement process and higher student achievement for all students.

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IA13	The district works with the school to provide early and intensive intervention for students not making progress. (1129) Title I Expectations: Describe how additional educational assistance will be provided to individual students assessed as needing help in meeting State standards.	SP, RTI, ELL, DTI	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The student screening and progress monitoring process starts before students even enter the district. Progress monitoring through common assessments, AIMSweb, EPAS, and other Reading assessments takes place at Tiers 1, 2, and 3. Tier 2 interventions include a 50 minute period of Reading intervention, summer school in Reading/Math, extended day credit recovery, summer credit recovery, Math supplemental intervention. Tier 3 programming exists as well. The district has two ALOP (Alternative Learning Opportunities Program) programs offered to all district students identified as low on credit/skill and otherwise "at risk". The district makes a great effort to ensure that all stakeholders are well informed of available programs/interventions.

IA14	The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130) RT3 Expectations: The district establishes systems to recruit and support strong instructional leadership at the school-level, and partners with teacher preparation programs to plan and implement pipeline strategies for High Poverty High Minority Schools. HQT Expectation: The district ensures that only highly qualified teachers are hired. Title I Expectations: Describe the steps the district has taken or will take to ensure that all teachers and paraprofessionals in the district are highly qualified. (See Section 1119)	ELL, SP, HQT, RT3, DTI	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district has evidence of recruiting, training, and supporting high performing staff. The district has made significant efforts to recruit retain more minority teachers as well as teachers from diverse backgrounds in order to more effectively connect with students. The superintendent conveys the message of high expectations for all students to staff.

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IA15	The district allows school leaders reasonable autonomy to do things differently in order to succeed. (1131)		Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district has evidence that restructuring efforts have been differentiated to respect the cultures of each school. Resources have been allocated based on need. The District office staff serves as technical assistance to the buildings. The Assistant Superintendent works along side the principals to support and direct resources.

IB01	The district operates with district-level and school-level improvement teams. (1132) RT3 Expectations: The district establishes professional learning communities to support all aspects of the instructional improvement process.	SS,RT3	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	District 88 was involved with a very comprehensive "visioning" process involving school personnel, students, parents, community members, post-secondary institutions, and other stake holders within the organization and community. Improvement Teams are in place: District and Building Leadership Teams, RTI and PBIS Core Teams, Course level teams, SLC teams. The purpose of the improvement teams is to regularly monitor performance on district and school goals that directly align to D88's vision.

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IB02	In collaboration with its schools, the district examines improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (1133)	SS	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	District 88 constantly examines existing school improvement strategies and monitors them and makes changes collaboratively with teachers and leaders. D88 adjusts each year the leadership team problem solving model to work on the most relevant initiatives. The district will continue to explore a systematic high school framework that would provide useful data with regard to governance, organization, systems, policies, practices, and personnel that effect AYP.

IB03	For each restructuring school, the district makes reference to guidance from What Works When regarding how to assess what the best restructuring options are given its unique district and school context. (1134)	SR	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The District utilized the following resources to determine "next steps" in the restructuring process. These are referenced in our School Improvement Plan. Resources for School Improvement Process: College and Career Readiness Standards Common Core Standards WIDA standards Understanding by Design - Grant Wiggins and Jay McTighe Classroom Instruction that Works - Robert Marzano Classroom Assessment and Grading that Works - Robert Marzano Classroom Assessment for Student Learning - Rick Stiggins Common Formative Assessment - Larry Ainsworth Discipline in the Secondary Classroom -- Randy Sprick Interventions - Randy Sprick Framework for Understanding Poverty - Ruby Payne The Teacher's Encyclopedia of Behavior Management - Randy Sprick The Differentiated Classroom - Responding to the Needs of all Learners - Carol Ann Tomlinson Project CRISS - Carol Santa Teaching Content to All - Donald Deschler American School Counselor Association (ASCA) model - ASCA - Trish Hatch Response to Intervention process - Mark Shinn, Madi Phillips - IDEA regulations Positive Behavior Interventions and Supports - George Sugai, Rob Horner Co-Teaching Model - Deb Tyrell - IDEA regulations College and Career Readiness - David Conley

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IB04	For each restructuring school, the district ensures that the restructuring options chosen reflect the particular strengths and weaknesses of the restructuring school. (1135)	SR	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	While the District Improvement Plan is comprehensive enough to include both schools... each specific school plan is driving by the unique data and needs of each school population.

IB05	For each restructuring school, the district ensures that the restructuring plan reflects the resources available to ensure its success. (1136)	SR	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Our District Improvement Plan is the focus of all decisions for resource allocation including the direction of federal and local funds for staff development and coaching to sustain efforts. Current efforts are strongly supported by our BOE and the BOE receives regular reports on our "progress" in the "Big 6" areas.

IB06	For each restructuring school, the district ensures that the restructuring plan includes both changes in governance and a detailed plan for school improvement. (1137)	SR	Status Full Implementation 11/20/2012
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Assessment

District Continuous Improvement Plan with RTTT3 SOW

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Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Our restructuring plan includes a detailed school improvement plan but is not required to include a "change in governance" at this time.

IB07	The district ensures that school improvement and restructuring plans include research-based, field-proven programs, practices, and models. (1138)	SR	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district has documented the research basis of instructional programs as required by Title 1, 3, SPED, and the RTI process. Research base documents can be provided upon request.

IB08	The district ensures that school improvement and restructuring plans include a clear vision of what the school will look like when restructured or substantially improved. (1139)	SR	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
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District Continuous Improvement Plan with RTTT3 SOW

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Evidence that this indicator has been fully and effectively implemented:	<p>The school improvement process is never completed. However, the school improvement progress monitoring system should be clearly identified at all times. There should be a continuous focus on improvement or gains that are made in one year will not be sustained. The system must contain high accountability and on-going progress monitoring both internally and externally. We have a section of "progress monitoring" outlined in our school improvement plan provided below: Internal Progress Monitoring - Responsible Persons: 1. Assistant Superintendent coordinates external coaching and training and identifies resources in collaboration with principals and Assistant Principals. 2. Assistant Principals coordinate classroom observation process through the teacher evaluation system and the Response to Intervention Problem Solving Cycle to ensure that curriculum and instructional strategies are implemented with fidelity. 3. Assistant Superintendent and Assistant Principals train and prepare internal coaches. 4. Assistant Principals report out progress to Building Leadership Team meetings and monitor work of department chairs throughout the year. 5. Department Chairs and Asst. Principals monitor Monday morning meetings and meet together weekly to check progress. 6. Department Chairs and Asst. Principals report out on Tier 1 work and Tier 2 and 3 interventions in quarterly progress monitoring meetings (TEAMS Cycle) to Principals and Assistant Superintendent. 7. Principals and Assistant Superintendent coordinate Curriculum Council. 8. RTI Internal Coach, PBIS Internal Coach, SEL Internal Coach, and the Staff Development Coordinator together with the administration design staff development/coaching opportunities for staff (Tuesdays AT and Thursdays WB). 9. RTI Tier 1 Core Team, the PBIS Tier 1 Core Team, and the Joint Leadership Team problem solve at the schoolwide level. 10. The JLT and PPS teams design and progress monitor Tier 2 Group Interventions. The Student Screen Team (SST) (Behavior and Social Emotional) and at the RTI Tier 3 Team level for (Academics) problem solve on an individual basis for students needing intensive intervention. 11. Assistant Superintendent reports out to the Board of Education.</p>
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IB09	The district ensures that an empowered change agent (typically the principal) is appointed to head each restructuring school. (1140)	SR	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation District 88 administrative structure is very flat... Below is an excerpt from our school improvement plan under "Guiding Principles" • Administrative structure must be flat focused on the tight communication, synthesis of new initiatives, team action planning if complex implementations, trouble shooting, and the progress monitoring of the "system". • District office serves as technical assistance to the building responding immediately to problems that arise. However... buildings have "defined autonomy". • All decisions must be data based at every level. • There must be trust among the administrative team including an environment where the hard conversations and "reality checks" can occur.
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IB10	In restructuring schools, the district ensures that the change agent (typically the principal) is skilled in motivating staff and the community, communicating clear expectations, and focusing on improved student learning. (1141)	SR	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	District 88 holds the highest standards for our principals. Principals are evaluated based on the leadership standards focusing on school improvement. Documentation of evaluations can be provided.

IB11	The district ensures that school improvement and restructuring plans include "quick wins," early successes in improvement. (1142)	SR	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Every progress point that is achieved during the school improvement process is celebrated. Staff and students are commended on an on-going basis. Every success is celebrated and communicated in writing and verbally at open meetings as well as in the media. Documentation of e-mails, meeting minutes, TV broadcasts, newspaper articles, BOE reports can be provided. Additionally, all department chairs and administrators are evaluated based on progress towards improvement.

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IB12	The district is prepared for setbacks, resistance, and obstacles on the path to substantial change in the context of school improvement and restructuring. (1143)	SR	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The District is implementing a student growth model in order to have valid data for progress monitoring purposes. The set backs we have experienced are largely related to faulty improvement measures from ISBE and though NCLB that are designed to have schools fail. Examples are the changes to the graduation rate calculations, the elimination of the IMAGE test, the definition of grade 11 changes, etc. Additionally, we have now several audits a year in addition to monitoring cycles that are tying up the time of administrators. In short.. it takes a significant amount of focus and effort to not have all of these "obstacles" and "distractors" become the agenda of the day. We have compartmentalized them enough to continue our efforts but it has been the District that has successfully designed and implemented a school improvement process that can be sustained. Unfortunately, the ISBE model involves 10-20 silos of compliance and improvement to respond to all with separate monitoring requirements, report, and audits.

IC01	The school reports and documents its progress monthly to the superintendent; and the superintendent reports the school's progress to the school board. (1144)	SP	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	There is evidence of goals based on high achievement across the district. There is evidence of reporting out on system progress to the superintendent and to the BOE.

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IC02	The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (1145)	SP	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The Assistant Superintendent is the contact for the support of the school improvement process in the building. The district provides technical assistance to the buildings in the area of restructuring, school improvement, and implementation of interventions.

IC03	District and school decision makers meet at least twice a month to discuss the school's progress. (1146)	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	School and district decision makers meet at least once a week.

IC04	District policies and procedures will clarify the scope of site-based decision making granted a school and will be summarized in a letter of understanding. (1147)	Status In Plan Objective not assigned
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Assessment

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Level of Development	Initial: No development/Implementation
Reason why this indicator is not a priority or interest:	Not a Priority or Interest The team determined that a letter of understanding is not necessary. Central office leadership should be balanced with site based leadership based on need. There is a time for centralized control and time for site based control. The team determined that a "letters of understanding" would potentially be a barrier to make sound decisions on a case by case basis for the implementation of school improvement.

Plan

Assigned To	Not yet Assigned
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IC05	The district will provide a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectations on the school. (1148) RT3 Expectations: The district will establish a cohesive curriculum, aligned to State standards, that addresses and incorporates the following: (a) critical student transition points as applicable (PreK to elementary, middle to high school, and high school to postsecondary); including the use of alignment teams across these transition points; (b) writing throughout the curriculum; (c) CCSS in Math and ELA across the curriculum, including the concept of text complexity for ELA and application for Math; and (d) the CCSS Science framework (when adopted).	SC, SS, RT3	Status In Plan 12 of 13 (92%) tasks completed
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Assessment

Level of Development	Initial: Partial Development/Implementation
Index:	3 (Priority Score x Opportunity Score)
Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	District 88 curriculum is aligned to the college readiness standards in the core areas. Currently Math, Reading, and Writing have common targets district wide and a uniform format for curriculum alignment.

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Plan

1	Assigned To	Jean Barbanente	The District will have an online curriculum map for each course in a unified template that includes: -student and teacher friendly learning targets/objectives aligned to Common Core Standard and other applicable National Standards (ACTFL, WIDA). -a sample assessment question for each target and the title of the Common Assessments available in Mastery Manager. -clearly identified resources for each course. -clear sequencing and organization of content/skills by semester. The curriculum map development process will follow the sequence below... 1. Math, Reading, and English/ESL - SPED self contained courses included. 2. Science and Social Studies - SPED self-contained courses included. 3. Elective areas and PE - SPED self-contained courses included.		
2	How it will look when fully met:				
3	Target Date:	06/30/2015			
4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.				
	Year 1 - Through June 30, 2012 [District Scope of Work Activities]				
	Year 2 - Through June 30, 2012 [District Scope of Work Activities]				
	Year 3 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]				
	Year 4 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]				
	Year 5 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]				
	Year 6 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]				
	Year 7 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]				
	Year 8 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]				
RTTT3 Funds					
	Year 1 Through June 30, 2012	Year 2 July 1, 2012 - June 30, 2013	Year 3 July 1, 2013 - June 30, 2014	Year 4 July 1, 2014 to December 22, 2015	Total
					0

Tasks

5

The District English teams will create common formative and summative assessments linked to course objectives. (English 9,10,11, ESL)

Assigned to	Adam Cibulka	Start Date	End Date	08/25/2012	Timeline
Budget & Funding Sources(\$)					
District	Title I	Title II-D	Title III	State Funds	Grant Funds
				Other Funds	Total
<p>9/19/2012 - The District 88 writing rubric has been posted and is in use district wide. 6-13-12. The English chairs and the Grade 11 assessment writing teams from both campuses developed four common writing assessments and research project assignments that all grade 11 teachers will incorporate beginning with 2012-13. Three versions of each assessment were created to allow for a multiple year rotation and/or a pool of alternative assessments should the need arise. Assessment guidelines were also created to standardize testing conditions and scoring. 6-12-12. The English chairs and the Grade 10 assessment writing teams from both campuses developed four common writing assessments and research project assignments that all grade 10 teachers will incorporate beginning with 2012-13. Four versions of each assessment were created to allow for a multiple year rotation and/or a pool of alternative assessments should the need arise. Assessment guidelines were also created to standardize testing conditions and scoring. 6-11-12. The English chairs and the Grade 9 assessment writing teams from both campuses developed four common writing assessments and research project assignments that all grade 9 teachers will incorporate beginning with 2012-13. Four versions of each assessment were created to allow for a multiple year rotation and/or a pool of alternative assessments should the need arise. Assessment guidelines were also created to standardize testing conditions and scoring. 5-2-2012. The English chairs met to begin to collect common assessment samples for grades 9-12. The work will continue on 5-4-2012, if needed. Summer meeting dates were identified for grade level teams to develop common assessments. 9-26-11. Progress reviewed and training needs identified. CCS standards training set for 11-7 and 11-8. English departments would like to continue work with Jean Baldokowski after CCS training completed. 6-22-2011. Common summative and formative assessments were d</p>					
Task Completed					
09/19/2012					

1

The District SPED self-contained teams (Math, English) will continue to progress monitor using AIMSweb. The SPED teams will continue to discuss the alignment of the SPED self-contained curriculum to the ACT WorkKeys.

Assigned to	Mike Bolden	Start Date	End Date	08/25/2012	Timeline
Budget & Funding Sources(\$)					
District	Title I	Title II-D	Title III	State Funds	Grant Funds
				Other Funds	Total

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Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
						0
4-3-12. Nearly all common assessments were reviewed and finalized then entered into Mastery Manager. Also included were ungraded progress monitoring assessments. 2-24-12. Tier 2 and 3 reading curricula and assessments were developed and entered into BYOC. All common assessments were entered into Mastery Manager. Formative assessments are developed, administered, scored and analyzed on an individual basis. Department data have been extracted and analyzed for common assessments thus far this year. Remaining work includes completing development of the spring course finals for Tier 2 and 3 reading and entering the documents in BYOC and Mastery Manager and to complete alignment work for ESL Reading after the WIDA standards are finalized. 1-28-12 and 2-4-12. Tier 2 and 3 reading curricula and assessments were aligned to Common Core standards. Resulting work was entered into BYOC and Mastery Manager. 10-17-11 and 10-24-11. Tier 2 and Tier 3 work timelines were identified. At these meetings we coordinated what work was still to be done, and began working on the common final exams. Ann Kimpton and Steve Biddinger will assist in the monitoring of this task. Reading departments have utilized Mastery Manager all year for assessment purposes. All common assessments have been loaded. Assessments will continue to be reviewed and changed as curriculum alignment work continues. 6-22-2011 - Assessments will be revised within Mastery Manager to reflect the new course alignment.						
Comments						
Task Completed			09/19/2012			
The District Math Team will create common formative and summative assessments linked to course objectives. (Algebra, Geometry, Advanced Algebra)						
Assigned to	Dan Krause	Start Date	End Date	08/25/2011	Timeline	
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
						0
6-4-12. The Algebra team met to finalize the common tests for the remaining units. A question remains about the probability and statistics unit and to what degree the content will be embedded into Geometry. Also emphasized was the need to incorporate realistic and relevant word or story problems and the need to develop rubrics to ensure accuracy of scoring responses to questions in which students are asked for explanations. 5-30-12. The Advanced Algebra team finalized their work on the first semester final exam and will then move to develop a corresponding pretest. The next meeting(s) will require the team to create three formatives, complete problem sets meeting the level of required rigor, a course calendar for the 12-13 school year, and to do a final check on all of semester 1 to ensure readiness for the opening of the school year. These details will be on the agenda for the next meeting on either June 19 or 20. 5-24-12. The Algebra team examined the first semester formative assessments and selected questions for the Unit 4 and 5 tests. The next meeting is scheduled for 6-4-12						

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Comments	at 6:30pm. 5-14-12. The Algebra team began to compile chapter tests and reached agreement on a bank of questions for chapters 1-3. One team member was assigned the task of making necessary adjustments to the online document and will share the updated calendar and course outline, which will also be posted on BYOC. Another task member will conduct similar work with the formatives. Next meeting is scheduled for 5-24-12 at 6:30 p.m. 4-23-12. Work on the Algebra unit tests was begun. Agreement was reached on a bank of questions for chapters 1-3. A team member was assigned the task of reviewing the online document to make necessary adjustments, including the calendar and course outline, which will be shared with team members through BYOC. Another team member will work on the formative assessments. 3-15-12. The Advanced Algebra Team completed the full year question/problem bank and guidelines. The next step will be to create the Semester 1 and 2 final exams. 3-12-12. The Algebra team completed the Semester 2 final exam. In addition, the Semester 1 pre-test and Semester 1 final are completed. The next step will be to create the Semester 2 pre-test and formative assessments. 2-8-2012;2-21-2012;3-1-12. Advanced Algebra team met to review current formative assessments and identify areas of improvement in terms of rigor and alignment of skills tested on the formative assessments with common core standards. 9-26-11. Progress reviewed and training needs identified. CCS standards training set for 11-7 and 11-8. Math department training on BYOC set for November 22, 2011. 5-2-2011. Staff is working on assessments continuously. Common assessments are administered once a month. 6-22-2011. Each team has formative and summative assessments previously developed and implemented this year. Future work will include revising those assessments to align with the newly developed course objectives. Dan Krause and Ann Kimpton will assist in monitoring the completion of this task. Assessments will be reviewed at the completion of the curriculum alignment to the common core.						
Task Completed	09/19/2012						

District English teams will align course objectives to Common Core Standards... (English 9,10,11, ESL)						
Assigned to	Adam Cibulka	Start Date	End Date	08/25/2011	Timeline	
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
						Total
						0
9/19/2012 - English teams completed the alignment of course objectives to CCS during the summer 2012. 4-13-12. The English chairs met to review and in some cases revise the ELA standards selected as priority standards. A model concept was identified to depict the District 88 ELA standards, with agreement that the model would also include grades 7-8 standards to assist with seeing the skill and knowledge progression in the grades prior to high school and to more effectively plan for incoming students who may not yet have developed the necessary knowledge and skill base. The chairs expressed a need for visual to more clearly represent the writing standards as the focus of their work, with support from the other four standard domains which directly link to writing. Model drafts created, reviewed and revised at a later time. The chairs agreed to meet on 5-2-2012 to review tentative common assessments. The work will continue on 5-4-2012 if needed. 4-3-12. Critical district						

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guidelines and expectations were discussed at a meeting that involved building and district administrators, the two English chairs and the curriculum consultant. The chairs agreed to complete grade level identification of standards and selection of appropriate sample assessment samples by May 4. Summer work required to continue the process will be identified in early May. 3-8-12. AT English chair, adm. liaison, English consultant and process manager met with English 11 curriculum to review approaches in beginning unit development and ensure alignment with standards. Final assessment was selected for Great Gatsby unit. All teachers on the team will share the formative assessments used in this unit for common assessment consideration. 3-6-12. AT English chair met with English consultant and process manager to review strategies for the 3-8-11 meeting English 11 team. 12-14-11. The combined English curriculum team reviewed the priority standard selections made in November. Some adjustments were made. The team considered several related questions regarding whether standards represent what is or what should be, how best to compare performance with or of IEP students, how to use the CCS as a leverage to advance what they now do in each course, the role of narrative writing, and how to distinguish between grade levels in terms of each standard if the belief is that the standards should or do bridge across all grade levels in a scaffolded manner. One of the teams planned to meet the following and to work with J. Baldikowski. 11-22-11. The English Departments met at each building to learn about the progress made in CCS alignment/implementation and to begin conversation about appropriate next steps. 11-8-11. English departments would like to continue work with J. Baldikowski after CCS training completed. 9-26-11. Progress reviewed and training needs identified. CCS standards training set for 11-7 and 6-22-11. We have completed alignment for all English Common Core Standards. Our next step will be to scaffold the learning targets and then begin to develop the units and topics of study that will address the learning targets to be entered in BYOC. 5-2-2011. It was decided that all English teachers should be involved in this process to ensure a scaffolded approach to the curriculum alignment as well as consideration of future integration of Speech. 4-6-11. Teams met to receive BYOC training and to meet with J. Baldikowski, English consultant. Teams were broken up by grade level and began the process of unwrapping the writing standards and creating I can statements. Teams will meet on May 13th with J. Baldikowski. If Writing I can statements are complete teams will move on to the Speaking, Reading, and Language I can statements. 2-10-2011. English Chairs, administrative liaisons, and consultants met to review sample unit. Questions about assuring that learning and assessment activities aligned with skills and knowledge asked in formative and summative assessments, key areas that must be input into BYOC, and how to effectively blend the District I can statements into a reasonable format for future reference were discussed. A template was developed to assist the alignment and reference questions. Chairs agreed that the template is useful and will be used.

Comments

Task Completed

09/19/2012

The District SPED self-contained courses will be aligned to the Common Core Standards (Math, English).

Assigned to	Sam Bentsen	Start Date	End Date	08/25/2012	Timeline
Budget & Funding Sources(\$)					
District	Title I	Title II-D	Title III	State Funds	Grant Funds
					Other Funds
					Total

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Comments	created "big ideas" units and topics. Adam Cibulka will assist in this process. Reading teams met and reviewed course alignment. Next steps will include unit organization. WorkKeys ACT college readiness standards will be loaded into Mastery Manager and shared with the Reading teams to be utilized in Tier 3.				
Task Completed	06/22/2011				

District Math assessments will be inputted and tracked through Mastery Manager.					
Assigned to	Dan Krause	Start Date	End Date	08/25/2011	Timeline
Budget & Funding Sources(\$)					
District	Title I	Title II-D	Title III	State Funds	Grant Funds
					Other Funds
					Total
10					0
Comments	9-26-11 Progress reviewed and training needs identified. CCS standards training set for 11-7 and 11-8. Math department training on BYOC set for November 22, 2011. 6-22-2011 - Revised assessments will be inputted into Mastery Manager and tracked in the same fashion as 10-11 school year. Ann Kimpton, Adam Cibulka, and Steve Biddinger will assist in this process. Math departments have utilized Mastery Manager all year for assessment purposes. All common assessments have been loaded. Assessments will continue to be reviewed and changed as curriculum alignment work continues.				
Task Completed	06/30/2012				

Establish the District 88 template for the curriculum map described above together with the D88 department chairs.					
Assigned to	Jean Barbanente	Start Date	End Date	01/11/2011	Timeline
Budget & Funding Sources(\$)					
District	Title I	Title II-D	Title III	State Funds	Grant Funds
					Other Funds
					Total
11					0
Comments	Discussion will take place at the Joint Leadership Team level to review current forms and establish the unified format. The team will review online software for curriculum mapping. 2/21/11 - See 2/21/11 notes for action steps to accomplish this task. 4/6/2011 - Districtwide training was held at District Office for course level teams that would be creating curriculum.				
Task Completed	04/06/2011				
Create a manual for department chairs to guide all work in the curriculum design and assessment process. Work to be completed by Mary Biniewicz and Steve Biddinger by August 2013.					

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12	Assigned to	Jean Barbanente			Start Date	06/09/2013	End Date	08/07/2013	Timeline				
	Budget & Funding Sources(\$)												
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total					
								0					
	Comments	Manual was completed in August 2013. Revisions ongoing											
Task Completed												08/07/2013	
District 88 will continue to work towards the implementation of the CCS, WIDA, ACTFL, Next Generation, and IL state standards for fine arts and PE including all of the steps outlined in the "Rigorous Curriculum Design" process to be compiled in a District Curriculum Guide online via the "Build Your Own Curriculum" (BYOC) program.													
13	Assigned to	Jean Barbanente			Start Date	08/08/2011	End Date	06/08/2015	Timeline				
	Budget & Funding Sources(\$)												
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total					
								0					
	Comments												
Task Completed													

Implement

Percent Tasks Completed	92.3077%
Objective Status	

IC06	The district provides the technology, training, and support to facilitate the school's data management needs. (1/49)	SP	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district has a system in place for staff to have access to student performance data on a regular basis. The common formative assessments are developed by teachers and aligned to the college readiness standards. Training and support for teachers on the use of data happens weekly. Learning walks and classroom observations are used to monitor the implementation of curriculum and the implementation of best practice strategies.

IC07	Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs. (1150) Title I Expectations: Describe how the district will coordinate programs under Title I and Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including district level staff. (See Sections 1118 & 1119(h))	SP, ELL, DTI	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district has Monday morning late starts to facilitate professional learning community discussions related to school improvement. Teachers teaching on teams have daily common plan periods. The district offers training through the following formats on an on-going bases: period by period meetings/wksp, lunch and learns, internal university courses, release time for full-day wksp, compensation for summer training and training outside the school day. The district has also just begun instructional coaching pilots in the areas of PBIS and Literacy Coaching.

IC08	Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (1151) HQT Expectation: Staff development is used to support getting all teachers highly qualified.	SP, HQT	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
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DuPage HSD 88
District Continuous Improvement Plan with RTTT3 SOW

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Evidence that this indicator has been fully and effectively implemented:	Teacher aides have received training in the support of interventions including Reading Interventions, PBIS, SPED training, progress monitoring using AIMSweb and Mastery Manager. Student supervisors have received de-escalation training, PBIS, and training on effective supervision for safety/security. The clerical staff has received customer service training and training on compliance procedures related to enrollment/residency/guardianship/race-ethnicity identification. Training has also taken place with non-certified staff related to diversity issues and providing a non-hostile environment for all members of the school community. All staff receives training together on PBIS schoolwide interventions and behavior expectations as well as Mandated Reporting and Sexual Harassment. The district is implementing the Global Compliance Network online trainings to ensure that all staff receives training on required school-code identified needs.
--	--

ID01	A team structure is officially incorporated into the school improvement plan and school governance policy. (1152)	SS	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	The district has multiple teams involved with the school improvement process at different levels. There is a district leadership team, building leadership team, departmental teams, course level teams, interdisciplinary HOUSE/COHORT teams, Co-Teaching (SPED/REG ed), PBIS core teams, RTI core teams, Tier 2 PPS teams, RTI Tier 3 problem solving team, Student Screening Teams (Tier 3 SST). Time is provided for course level teams weekly and integrated teaching teams daily. Time is provided for RTI/PBIS teams bi-weekly, PPS teams 3x per week, SST teams 1x per week, and leadership teams weekly.

ID02	All teams will write statements of purpose and guidelines for their operation. (1153)		Status In Plan Objective not assigned
------	---	--	---

Assessment

Level of Development	Initial: No development/Implementation
----------------------	--

District Continuous Improvement Plan with RTTT3 SOW

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	Not a Priority or Interest
Reason why this indicator is not a priority or interest:	District 88 teams establish clarity of purpose with agendas for each meeting. It is the team's determination that written by-laws are not necessary as there does not exist confusion currently.

Plan

Assigned To	Not yet Assigned
-------------	------------------

ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1154) Title I Expectations: Describe how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools will identify the eligible children most in need of services. (See Sections 1115)	SP, SD, DTI	Status Full Implementation 11/20/2012
------	---	-------------	---

Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	Leadership teams meet weekly in a large group and also weekly in a "one on one" setting with department chairs to review data related to student learning, teacher performance, and to identify needed resources/supports for teachers. Data is reviewed by tiers to ensure that at the schoolwide, intervention, and individual student levels the system is being progress monitored by the district and school leaders on a regular basis to improve student performance for all learners.

RT3-1	The school district's teacher and principal evaluation systems incorporate both professional practice and student growth and evaluation information is used to improve educator effectiveness. RT3 Expectations: The school district implements PERA's teacher evaluation requirements on a timeline that is at least as aggressive as the following: (1) for Chicago Public Schools, when required by PERA; (2) by September 1, 2014 for Participating LEAs within the lowest performing 20% of districts, as defined by ISBE; or (3) by September 1, 2015 for all other school districts. Participating LEAs must implement PERA with a "no stakes" student growth component by September 1, 2013. The district must also establish a formal peer evaluation system that is used for a significant portion of summative evaluations and can be used as part of evaluations during teacher remediation. The district must use positive performance evaluations as one of the criteria for selecting peer evaluators.	RT3	Status Not Assessed
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District Continuous Improvement Plan with RTTT3 SOW

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RT3-2	The district provides induction and mentoring supports to all beginning teachers and principals. RT3 Expectations: The district establishes a one-year induction and mentoring program for beginning principals and a two-year induction and mentoring program for beginning teachers, subject to the availability of RTTT3 or State funding. In addition, the district uses positive performance evaluations as one of the criteria for selecting mentors.	RT3	Status Not Assessed
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LIST OF BILLS -- September 2013

It is recommended that the expenditures, by fund, be approved for September 2013.

Education Fund	\$4,108,654.72
O&M Fund	143,606.88
Transportation	100,775.53
IMR Fund	173,032.79
Capital Projects Fund	43,043.76
Activity Fund	573,639.79
	<hr/>
	<u>\$5,142,753.47</u>

FUNDRAISER CONTRACTS

The following is a list of fundraiser activities to raise money for AT Theatre Club trip to New York City in April, 2014 with anticipated revenue in excess of \$1,000.

- Selling candy between 10/21 – 11/15/2013
- Selling tickets to a performance - 24 hour theatre challenge in October.
- Hosting a car wash in September/October 2013.

It is recommended that the proposed fundraisers be approved as presented.

SHARED SERVICES REPORT

The information outlined below is a new requirement that school districts must comply with.

- **Attempts to Improve Fiscal Efficiency through Shared Services or Outsourcing**

According to ILCS 5/17-1.1 and effective January 1, 2012, all school districts and joint agreement entities are required to report attempts to improve fiscal efficiency through Shared Services or Outsourcing as provided in the Annual Financial Report (AFR). The report must be approved by the school board and published on the school district's/joint agreement entity's website, if any.

The regional superintendent will compile and publish a report summarizing those attempts of fiscal efficiency.

It is recommended to approve, per Public Act 97-0357, the Shared Services Report for fiscal year ending June 30, 2013 which summarizes District attempts to improve fiscal efficiency through shared services or outsourcing.

DISPOSAL LIST

In accordance with established practice, it is recommended that the administration be authorized to dispose of the items on the attached disposal list in the best interest of the school district.

**PERSONNEL REPORT
OCTOBER 7, 2013**

CLASSIFIED STAFF RESIGNATION:

It is recommended that the board accept the following classified staff resignation:

Carol Caponigro

Addison Trail Part Time Writing Center/LSC Teacher Aide

Effective: September 27, 2013

TREASURER'S REPORT**September 2013**

It is recommended that the Treasurer's Report for September 2013, reflecting the following ending balances, be approved as follows:

Education Fund	\$37,427,417.00
O&M Fund	7,725,619.31
Transportation Fund	3,931,961.02
Activity Fund	2,451,741.25
Fire Prevention/Safety (L/S)	717.73
Capital Projects Fund	113,629.58
Debt Fund	6,186,962.13
IMR Fund	809,744.76
Working Cash Fund	6,119,413.82
	<hr/>
	<u>\$64,767,206.60</u>

DUPAGE HIGH SCHOOL DIST 88
TREASURER'S REPORT FOR SEPTEMBER 2013

FUND	8/31/2013	Monthly RECEIPTS	Monthly DISBURSEMENTS	9/30/2013	INVESTMENTS @ COST 9/30/13	CASH PLUS INVESTMENTS
Education	(\$3,057,052.74)	18,413,594.46	\$15,952,066.87	(\$595,525.15)	\$39,135,179.19	\$38,539,654.04
{Technology}	(\$1,025,100.85)	21.90	87,158.09	(\$1,112,237.04)	0.00	(1,112,237.04)
Activity	\$961,178.41	142,436.45	125,333.82	\$978,281.04	0.00	978,281.04
{Reserved for Medical Self-Insurance}	\$1,435,072.29	515,537.96	477,150.04	\$1,473,460.21	0.00	1,473,460.21
O & M	\$5,522,840.47	\$2,625,162.51	422,383.67	\$7,725,619.31	0.00	7,725,619.31
Transportation	\$3,120,471.52	915,384.85	103,895.35	\$3,931,961.02	0.00	3,931,961.02
Fire Prevention & Safety	\$698.33	19.40	0.00	\$717.73	0.00	717.73
Capital Projects	\$156,673.34	0.00	43,043.76	\$113,629.58	0.00	113,629.58
Debt Service	\$2,287,061.85	3,899,900.28		\$6,186,962.13	0.00	6,186,962.13
IMR	\$73,321.49	909,456.06	173,032.79	\$809,744.76	0.00	809,744.76
Working Cash	\$6,119,301.69	112.13	0.00	\$6,119,413.82	0.00	6,119,413.82
	\$15,594,465.80	\$27,421,626.00	\$17,384,064.39	\$25,632,027.41	\$39,135,179.19	\$64,767,206.60

NOTE: Technology is listed separately, but is part of the Education Fund.

Reserve for medical insurance is listed separately, but is part of the Activity Fund.

Investments Matured/Purchased :	Principal	Type	Purchase Date	Due Date	Institution	Rate
Interest Received 9/1/13-9/30/13	\$248,234.24	cpn	06/15/12	06/16/14	PMA751	0.45%
	\$248,232.57	cpn	06/20/12	06/20/14	PMA752	0.80%
	\$249,119.69	cpn	12/07/12	12/06/13	PMA767	0.40%
	\$1,800,000.00	CD	06/03/13	12/12/13	5/3 18	0.25%
	\$807,755.45	CD	06/03/13	12/13/13	5/3 19	0.25%
	\$1,800,000.00	CD	06/03/13	12/19/13	5/3 20	0.25%
	\$1,800,000.00	CD	06/03/13	01/14/14	5/3 21	0.25%
	\$1,800,000.00	CD	06/03/13	01/30/14	PMA769	0.21%
	\$3,600,000.00	CD	06/18/13	02/03/14	PMA770	0.20%
	\$3,600,000.00	CD	06/18/13	03/03/14	PMA771	0.20%
	\$3,600,000.00	CD	06/18/13	04/01/14	PMA772	0.20%
	\$3,600,000.00	CD	06/18/13	05/01/14	PMA773	0.20%
	\$2,109,725.80	CD	06/18/13	06/02/14	PMA774	0.20%
	\$2,424,018.84	CD	07/01/13	12/02/13	PMA775	0.20%
	\$750,400.00	CD	09/03/13	03/03/14	PMA 776	0.20%
	\$249,600.00	CD	09/03/13	03/07/14	PMA 777	0.25%
	\$1,000,000.00	CD	09/03/13	04/01/14	PMA 778	0.21%
	\$1,000,000.00	CD	09/03/13	05/01/14	PMA 779	0.22%
	\$2,800,399.65	CD	09/03/13	06/02/14	PMA 780	0.23%
	\$498,600.00	CD	09/03/13	06/03/14	PMA 781	0.25%
	\$249,092.95	CD	09/03/13	06/06/14	PMA 782	0.25%
	\$600,000.00	CD	09/03/13	06/11/14	PMA 783	0.25%
	\$1,900,000.00	CD	09/17/13	04/01/14	PMA 784	0.21%
	\$1,200,000.00	CD	09/17/13	05/01/14	PMA 785	0.21%
	\$1,200,000.00	CD	09/17/13	06/02/14	PMA 786	0.21%
	\$39,135,179.19					69

Bank Balance as of September 30, 2013

Inland Bank [WB Cafe]	\$36,299.84
MB Financial Bank	\$82,160.02
MB Financial Bank Money Market	\$18,978,672.46
Fifth Third/Elmhurst	\$3,039,390.09
Fifth Third-Money Market	\$866,221.16
Fifth Third-Allied	\$0.00
Oxford Bank [AT Cafe]	\$42,495.07
Harris Bank-Villa Park	\$34,391.14
Harris Bank Imprest Petty Cash	\$5,000.00
Petty Cash	\$3,100.00
	\$2,544,297.63
Harris Bank (Money Mkt-Liquid Assets)	\$25,632,027.41

BUDGET STATUS REPORT

It is recommended that the Budget Status Report for September 2013 be accepted as presented.

BUDGET STATUS SUMMARY SEPTEMBER 2013

	<u>ORIGINAL BUDGET</u>	<u>MTD NET</u>	<u>YTD NET</u>	<u>TOTAL ENCUMB</u>	<u>BALANCE</u>	<u>% REC'D or % EXP</u>	<u>Sep-12</u>	<u>CHANGE</u>
EDUCATION FUND-REVENUES								
LOCAL SOURCES	43,218,192	17,186,998	20,300,516	0	22,917,676	46.97%	43.58%	3.39%
STATE SOURCES	6,163,536	687,095	1,487,627	0	4,675,909	24.14%	23.79%	0.35%
FEDERAL SOURCES	2,238,179	302,431	794,320	0	1,443,859	35.49%	20.56%	14.93%
OTHER SOURCES	0	0	0	0	0	0.00%	0.00%	0.00%
TOTAL REVENUES	51,619,907	18,176,524	22,582,463		29,037,444	43.75%	40.18%	3.57%
EDUCATION FUND-EXPENDITURES								
INSTRUCTION	35,789,594	2,918,049	6,402,625	78,498	29,308,471	18.11%	25.88%	-7.77%
SUPPORT	15,655,506	1,214,375	3,135,742	86,253	12,433,511	20.58%	21.58%	-1.00%
OTHER/CATEG.	2,209,721	221,518	423,928	32,292	1,753,501	20.65%	14.60%	6.05%
TOTAL EXPEND.	53,654,821	4,353,942	9,962,295	197,042	43,495,484	18.93%	24.09%	-5.16%
TECHNOLOGY	837,717	87,158	196,617	59,033	582,066	30.52%	30.32%	0.20%

Notes:

1. Education Fund Revenue Budget of \$51,619,907 includes \$10,000 of investment earnings allocated to Technology.
2. Education Fund Expenditure Budget of \$53,654,821 includes \$837,717 for Technology expenditures.

BUDGET STATUS SUMMARY

SEPTEMBER 2013

	<u>ORIGINAL BUDGET</u>	<u>MTD NET</u>	<u>YTD NET</u>	<u>TOTAL ENCUMB</u>	<u>BALANCE</u>	<u>% REC'D or % EXP</u>	<u>Sep-12</u>	<u>CHANGE</u>
O & M FUND-REVENUES								
LOCAL SOURCES	6,261,995	2,622,196	2,948,828	0	3,313,167	47.09%	43.61%	3.48%
FEDERAL SOURCES	0	0	0	0	0	0.00%	0.00%	0.00%
OTHER SOURCES	0	0	0	0	0	0.00%	0.00%	0.00%
TOTAL REVENUES	6,261,995	2,622,196	2,948,828	0	3,313,167	47.09%	43.61%	3.48%
O & M FUND-EXPENDITURES								
SUPPORT SERV.	6,064,210	419,417	1,520,828	8,735	4,534,647	25.22%	28.90%	-3.68%
PERM. TRANSFER	0	0	0	0	0	0.00%	0.00%	0.00%
TOTAL EXPEND.	6,064,210	419,417	1,520,828	8,735	4,534,647	25.22%	28.81%	-3.59%

O & M FUND FOOTNOTES

	Original	MTD	YTD	Total Encumb	Balance	% Exp.	Prior Year
Heating	192,000	2,695	6,968	0	185,032	3.63%	4.38%
Electricity	960,000	74,544	205,780	0	754,220	21.44%	22.60%
Water	149,500	3,711	23,081	0	126,419	15.44%	24.72%
Telephone	165,000	6,196	37,371	284	127,345	22.82%	16.34%
Total	1,466,500	87,147	273,200	284	1,193,016	18.65%	19.75%

Note:

1. Heating expenditures are through 8/31/13.
2. Electricity expenditures are through 9/11/13.

BUDGET STATUS SUMMARY SEPTEMBER 2013

<u>ORIGINAL BUDGET</u>	<u>MTD NET</u>	<u>YTD NET</u>	<u>TOTAL ENCUMB</u>	<u>BALANCE</u>	<u>% REC'D or % EXP</u>	<u>Sep-12</u>	<u>CHANGE</u>
TRANSPORTATION FUND-REVENUES							
LOCAL SOURCES	2,206,178	1,029,470	0	1,176,708	46.66%	44.15%	2.51%
STATE SOURCES	1,314,062	304,700	0	1,009,362	23.19%	41.05%	-17.86%
TOTAL REVENUES	3,520,240	1,334,170	0	2,186,070	37.90%	43.11%	-5.21%
TRANSPORTATION FUND-EXPENDITURES							
SUPPORT SERV.	3,518,708	273,949	101,418	3,143,342	10.67%	16.20%	-5.53%
OTHER	0	0	0	0	0.00%	0.00%	0.00%
TOTAL EXPEND.	3,518,708	273,949	101,418	3,143,342	10.67%	16.15%	-5.48%
CAPITAL PROJECTS FUND-REVENUES							
LOCAL SOURCES	0	0	0	0	0.00%	98.68%	-98.68%
OTHER SOURCES	0	0	0	0	0.00%	0.00%	0.00%
TOTAL REVENUES	0	0	0	0	0.00%	98.68%	-98.68%
CAPITAL PROJECTS FUND-EXPENDITURES							
SUPPORT SERV.	673,052	559,432	0	113,620	83.12%	38.53%	44.59%
OTHER	0	0	0	0	0	0	0.00%
TOTAL EXPEND.	673,052	559,432	0	113,620	83.12%	38.53%	44.59%

APPROVAL OF LIST OF BILLS EXCEEDING \$5,000.00

Attached for approval to release is a list of payments to vendors whose total for the month to date is in excess of \$5,000.00. This would include individual payments in excess of \$5,000.00 as well as any payments for a given vendor which bring the cumulative total for the month above the \$5,000.00 threshold.

Vendors over \$5,000.00
10-01-2013 to 10-16-2013
Generated on 10-16-2013 at 1:50 PM
Total Results: 1

**ITD PRINT SOLUTIONS (54495)****\$1,678.59**

10-16-2013 Regular - SUPPLIES BUSINESS OFFICE

502152 10

Education Fund

\$1,678.59

**PERSONNEL REPORT
OCTOBER 21, 2013**

CERTIFIED STAFF APPOINTMENTS:

It is recommended that the board approve the following certified staff appointments:

Erin Groth

Addison Trail Science Department Chair

Salary: Scale VI, Step 14 - \$99,580.32 + TBD Department Chair Stipend

Effective: 2014-2015 school year

Michael Marotta

Willowbrook Part Time Special Education Teacher

Salary: Scale 1, Step 1 - \$9,126.36 – 2/11ths of \$50,194.98

Effective: October 21, 2013

Jeremy Pack

Willowbrook Part Time Special Education Teacher

Salary: Scale 1, Step 1 - \$4,563.18 – 1/11th of \$50,194.98

Effective: October 16, 2013

CLASSIFIED STAFF RESIGNATION:

It is recommended that the board accept the following classified staff resignation:

Brandon Keller

Willowbrook Literacy Teacher Aide

Effective: October 9, 2013

CLASSIFIED STAFF APPOINTMENT:

It is recommended that the board approve the following classified staff appointment:

Nicole Longo

Willowbrook Special Education Teacher Aide

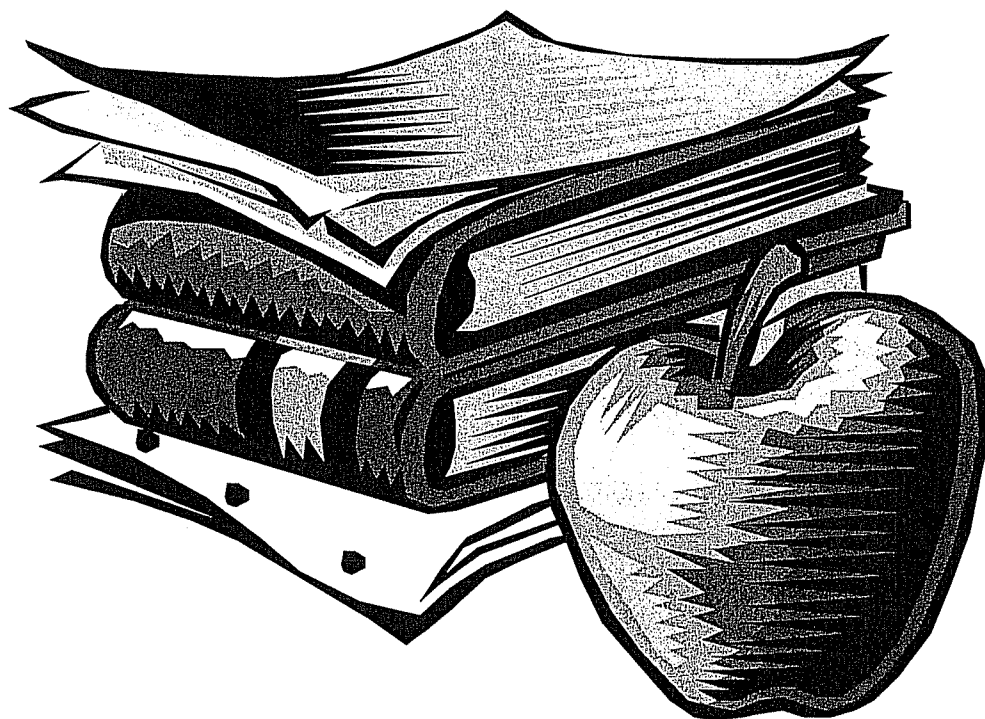
Salary: \$15.27 hourly

Effective: October 15, 2013

**DUPAGE HIGH SCHOOL DISTRICT 88
Contractual Agreement
Between
District 88 Teacher Aides,
West Suburban Teachers Union Local 571
And
Board of Education**

Addison Trail High School
213 N. Lombard Road
Addison, IL 60101
(630) 628-3300

Willowbrook High School
1250 S. Ardmore Avenue
Villa Park, IL 60181
(630) 530-3400



District Office
2 Friendship Plaza
Addison, IL 60101
(630) 530-3981

Amended August, 2011 October, 2013

CONTRACTUAL AGREEMENT

BETWEEN

**DISTRICT 88 TEACHER AIDES,
WEST SUBURBAN TEACHERS UNION
LOCAL 571**

AND

**BOARD OF EDUCATION, DUPAGE HIGH SCHOOL DISTRICT 88
2 Friendship Plaza
Addison, Illinois**

~~2011~~ - 2013 - 2017

~~August, 2011~~

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APPENDIX A - TEACHER AIDE GRIEVANCE FORM

APPENDIX B - REQUEST FOR PREARRANGED EMERGENCY LEAVE

APPENDIX C - BOARD OF EDUCATION HUMAN RESOURCES POLICY

APPENDIX D – BOARD OF EDUCATION ETHICS AND GIFT BAN POLICY

ARTICLE I RECOGNITION

The BOARD OF EDUCATION OF DUPAGE HIGH SCHOOL DISTRICT NO. 88, DuPage County, Illinois (hereinafter referred to for convenience as the "BOARD") hereby recognizes the West Suburban Teachers Union, Local 571, IFT/AFT, AFL-CIO (hereinafter referred to for convenience as the "UNION") as the exclusive representative of all full-time Teacher Aides, specifically excluding all part-time Teacher Aides (i.e., those working less than six (6) hours, exclusive of a 3/4 hour, unpaid, duty-free lunch) and all technical assistants, custodians, maintenance workers, secretaries, clerks, student supervisors, nurse assistants, cafeteria workers, supervisors, managers, confidential and short-term employees and teachers.

ARTICLE II MANAGEMENT RIGHTS

The Board retains and reserves the ultimate responsibility for proper management of the School District conferred upon and vested in it by the statutes and Constitutions of the State of Illinois and the United States, including but not limited to, the responsibility and the right:

- A. To maintain executive management and administrative control for the School District, its properties and facilities, and the professional activities of its employees as related to the conduct of school affairs.
- B. To hire all employees and, subject to the provisions of the law, to determine their qualifications, and the conditions for their continued employment, and to promote and transfer all such employees.
- C. To delegate authority through recognized administrative channels for the development and organization of the means and methods of governance of the District according to current written Board policy or as the same may from time to time be amended.
- D. To determine work schedules, the hours of work, including the requirement of overtime assignments and the duties, responsibilities and assignments of employees with respect thereof.

The exercise of the foregoing powers, rights, authorities, duties and responsibilities by the Board shall be limited only by the specific express terms of this Agreement. Any grievance filed which alleges a violation of this Agreement may not, as a term of its requested remedy, seek a reversal of the exercise of any of the Board's aforesaid powers but may only request a declaratory decision that the Board violated the procedures enumerated herein alleged to have been violated.

ARTICLE III UNION RIGHTS

3.1 Use of Facilities and Equipment

The Union shall, upon the building principal's approval of scheduled use, have the right to use building reproduction equipment for purposes of duplicating materials used in conducting official business. There shall be no charge for the use of equipment. The Union shall pay the cost of duplication. Information distributed by the Union using mailroom facilities must bear the name of the Union. The Union shall send to the Superintendent and principals a copy of all printed material on the same day it is distributed to the staff.

The Union shall be permitted to use part of an existing bulletin board designated by the administration for Union business.

Copies of any correspondence from the Union or its elected officers to the Board and its individual members shall be provided to the Superintendent on the same day.

3.2 Board Agenda

The Union president will be furnished a copy of the agenda of each Board meeting prior to said meeting.

3.3 Union Announcements

Union meetings and other scheduled activities shall be published in the building calendar, if submitted to the building administrator in writing within seven (7) calendar days after the end of the school term. Union announcements shall be carried in faculty bulletins.

3.4 Non-Interference

The conducting of Union business shall not encroach upon the educational program of the schools.

3.5 Union Listing

A listing of Union officers shall be included in the District 88 Faculty Directory.

3.6 Check-Off

1. The School District Business Office will deduct Union dues from the regular salary paychecks of those Teacher Aides submitting properly completed Professional Organization Membership Dues Check-Off Authorization Forms.

The authorization form must be presented to the District Business Office at least fifteen (15) working days before the first payroll deduction can be made. No authorization forms for a given year will be accepted after May 1.

The Union shall notify the School District Business Office of the annual amount to be deducted by July 15 of each year. If notice is not received by July 15 in any subsequent year, the annual amount to be deducted shall remain the same.

All Union dues collected for the month by the Board shall be forwarded to the Union office along with a list of the Teacher Aides from whose paychecks the dues have been deducted. Deductions are for regular Union dues only.

Union dues deductions will continue until the Teacher Aide presents to the Business Office a properly filled out revocation request at least fifteen (15) working days prior to the next regular paycheck. No revocation requests for a given year will be accepted after May 1.

2. The Board shall also deduct contributions for the West Suburban Committee on Political Education for any Teacher Aide who submits by November 1 a properly executed form prepared by the Union authorizing such deduction. The deduction shall be made from the second paycheck in November. The transmittal and revocation procedures described above shall be followed.

3.7 Discussion of Views

Matters encompassed in this Agreement and/or concerning Union/Board business will not be discussed by the parties or the Administration in the presence of District 88 students, nor will the parties solicit or encourage students to convey such information to parents or the public. However, this provision shall not be construed to prohibit discussion with a student relative to any pending employee or student disciplinary investigation or proceeding or administrative, civil or criminal proceeding, in which the student is directly or indirectly involved.

3.8 Union Orientation

On the first "shortened schedule" attendance day of each school year, the Union President or a designee, and one additional designee, will be given release time after the 1:40 dismissal to address new full-time teacher aides in each building as Union orientation, not to exceed one hour in each building. New employees in the bargaining unit will be released to attend these orientations. The Union President or designee and the new employees shall be released without loss of pay or other benefit.

3.9 Fair Share

All full-time TEACHER AIDES who are not members of the Union shall, sixty (60) days after their initial employment, and continuing during the term of this Agreement, and so long as they remain non-members of the Union, pay to the Union each month their fair share of the cost of the services rendered by the Union that are chargeable to non-members under state and federal law. ~~Full-time teacher aides employed, and receiving~~

~~their first pay prior to June 30, 2003, shall be exempted from the Fair Share provisions, provided they are continuously employed in the bargaining unit.~~

The Union shall certify to the Board the amount of the fair share fee, not to exceed the dues uniformly required of members of the Union, and shall supply the Board and the non-members a copy of the basis of the calculation of the fee. The fair share fee payment shall be deducted by the Board from the earnings of the non-member Teacher Aides and paid to the Union.

Non-member Teacher Aides who object to the amount of the fair share fee have the right to file an unfair labor practice charge against the Union pursuant to paragraph 1714(b) (1) of the Illinois Educational Labor Relations Act. Upon any such filing and notice of such to the Union, the Union shall place in an interest-bearing escrow account, separated from other funds held by the Union, the amount of each objector's fair share payments made, and to be made, pending resolution of the charge, which is fairly placed at issue by the objection or objections, and it shall maintain the escrow account during the pendency of the charge and any judicial review pursuant to the Act.

If a non-member Teacher Aide declares the right of non-association based either upon bonafide religious tenets, or teachings of a church or religious body of which such Teacher Aide is a member, or upon philosophical differences, such non-member shall be required to pay an amount equal to the Teacher Aide's proportionate fair share, as determined under this fair share agreement, to a non-religious charitable organization mutually agreed upon by the non-member and the Union from a list compiled by the Union and the Board. If the affected Teacher Aide and the Union are unable to reach an agreement on the matter, the Teacher Aide may select a charitable organization for receipt of the payment from an approved list established by the Illinois Educational Labor Relations Board.

The Union shall indemnify and hold harmless the Board, its members, officers, agents and employees from and against any and all claims, demands, actions, complaints, suits, or other forms of liability that shall arise out of or by reason of action taken by the Board for the purposes of complying with the above provisions of this Article, or in reliance on any list, notice, certification, affidavit, or assignment furnished under any of such provisions.

ARTICLE IV TEACHER AIDE RIGHTS/WORKING CONDITIONS

4.1 Student Discipline

The Board and Union recognize it is necessary for Teacher Aides to give careful attention to accurate and complete documentation of disciplinary cases. Teacher aides shall be responsible for reporting all essential information in all student discipline cases referred by the Teacher Aides to the deans or the administration.

4.2 Care of Property

Teacher Aides are expected to exercise reasonable care in the use, storage and accounting for instructional materials and equipment.

4.3 Professional Conferences

Arrangements for reimbursements for professional conferences, conventions and workshops shall be agreed upon in advance and may include travel, direct conference expenses, lodging and meals.

4.4 Union Released Time

The Union will be permitted to send the equivalent of ~~one (1)~~ **two (2)** Union members ~~per building~~ to a state or national conference for three (3) days each year. The cost of the substitute, in such instances, shall be borne by the Union.

4.5 Administration Conference

Any Teacher Aide required to appear before the Board or the administration concerning any matter which could reasonably result in disciplinary action shall receive prior notification of the purpose of the meeting and shall be entitled to have a Union representative present, if so desired. The right to a Union representative shall not apply to evaluation conferences or informal impromptu discussions regarding employee performance.

4.6 Substitutions

The Administration shall assign only Teacher Aides holding Illinois teacher certification or substitute teacher certification to assume the responsibilities of absent teachers or substitute teachers. A Teacher Aide shall accept up to six (6) such assignments annually without additional compensation. For all such assignments beyond six (6), the Teacher Aide shall receive compensation in an amount equal to the difference between the affected Aide's regular hourly salary and the rate established for temporary substitutes, as indicated in the certified stipend salary schedule. Such compensation shall be prorated based upon the length of the substitution period(s).

4.7 Traveling Teacher Aides

Preference for travel will be given to volunteers who meet the criteria for the available position. Teacher Aides who travel between buildings as part of their daily assignment shall be entitled to the following rights and limitations of their workday while they are scheduled as traveling Teacher Aides:

1. They will receive mileage compensation at the Internal Revenue Service rate as established as of January 1 of each school year for all required travel between buildings.
2. They shall be covered by District 88 insurance while traveling between schools as a part of their assignment.

4.8 Human Resources Files

Except for incidental notes, all human resources records for any Teacher Aide shall be maintained in his/her file in the Office of Human Resources. For purposes of this provision, the term "incidental notes" shall mean those documents which are not used to make job-related decisions.

Access to human resources files shall be strictly limited to the Teacher Aide and to authorized administrators who have a legitimate purpose of access. By prior appointment, a Teacher aide shall be able to review his/her human resources file.

A copy of any material placed in a Teacher Aide's human resources file shall be promptly given to the Teacher Aide and all material in the file shall bear an entry date. This is effective as of the ratification of this Agreement. A Teacher Aide may submit a written response to any material placed in the Teacher Aide's human resources file.

4.9 Professional Staff Development

The Board shall provide professional staff development for Teacher Aides on Institute Days. Professional staff development may include, but not be limited to, computer training, Institute Day professional staff development workshops or team meeting participation.

ARTICLE V ASSIGNMENTS, VACANCIES, TRANSFERS

5.1 Work Schedule

A full-time work week shall consist of not more than forty (40) hours, all as scheduled by the Administration. The regular work day for full-time Teacher Aides shall consist of six and three-quarter (6 3/4) hours or more per day, which shall include an unpaid, duty-free lunch period equal to the regular school lunch period but not less than thirty (30) minutes.

All Teacher Aides shall be given a duty-free unpaid lunch period as provided above. Teacher Aides working a six (6) or more hour day shall be given a ten (10) minute rest break in the morning and ten (10) minute rest break in the afternoon. With the approval of the Administration, Teacher Aides may combine these two (2) breaks into one (1) twenty (20) minute break in the morning only.

5.2 Work Year

Teacher Aides will be required to work their normal hours on all days that students are in attendance, the opening day institute and the teacher work day following the opening day institute. At the beginning of each school year two (2) comp days will be allocated to each full-time Teacher Aide. Compensation is based on 177 student attendance days – if student attendance days increase or decrease the annual compensation will be adjusted accordingly based on the per diem. Any such change in the number of student attendance days must be noted in writing to the Union by May 15 of the prior school year.

5.3 Notice of Assignment

In the event of a change in a Teacher Aide's assignment, he/she will be notified as soon as practicable.

5.4 Notice of Library Aide Assignments

In the event of a change to library hours, a Library Aide's shift may be subject to change. Library Aide shifts shall be chosen in the order of seniority with the Library Aide with the greatest seniority in the respective building choosing first.

5.5 Work Responsibilities

A Teacher Aide daily schedule may include the supervision of students in credit recovery, study hall, resource periods, behavioral intervention centers, library/media centers and other academic intervention systems. In addition to supporting classroom instruction, duties may include taking daily attendance, along with the supervision of students. The areas of support include, but are not limited to Behavioral Intervention Center (BIC) or In School Intervention (ISI), study halls, credit recovery and Learning Support Center (LSC) or Academic Resource Center (ARC) or other academic intervention systems.

~~During the 2011-2012 school year, the~~ **The** Administration will work with the Union to make necessary adjustments as needed.

5.6 Flexible Lunch and Breaks

On early student release days for Open House, Course Information Night / Showcase and final exam days, a teacher aide and his/her supervisor may agree to allow the teacher aide to take lunch & break time at the end of the day to allow for an early departure. All such agreements will be on a case by case basis and shall not establish a practice or precedent.

ARTICLE VI REDUCTION IN FORCE

6.1 Classifications Within Bargaining Unit

For purposes of this Agreement, each bargaining unit employee shall earn seniority rights within one of the following bargaining unit classifications:

1. Teacher Aide - Special Education
2. Teacher Aide - Science
3. Teacher Aide – Literacy (Reading, ESL, LSC/ARC)
4. Teacher Aide - Music
5. Teacher Aide - Library
6. Teacher Aide - English
7. Teacher Aide - Math
8. Teacher Aide – General

6.2 Seniority List

Annually, not later than February 1, the Administration shall prepare, maintain and post a seniority list. A copy of said list shall be provided to the Union. Teacher Aides' total length of service in the employ of the Board as a Teacher Aide shall be calculated for purposes of seniority provided, however, that a Teacher Aide must have worked a minimum of ninety (90) days in a given work year in order to receive seniority credit for such year. For purposes of computing seniority, part-time service will be prorated based on full-time equivalency (i.e., based upon a seven (7) hour work day).

Any district employee hired to be a Teacher Aide shall retain his/her seniority for purposes of benefits, but not for purposes of Reduction in Force, where seniority shall be determined by length of service as a Teacher Aide.

Any employee whose responsibilities are split between more than one classification will have seniority in the classification where the majority of their hours are contributed.

6.3 Reduction Procedures

If the bargaining unit member(s) is/are removed or dismissed as a result of a decision by the Board to decrease the number of bargaining unit employees or to discontinue a particular type of bargaining unit service, written notice shall be given to the employee(s) by registered mail at least sixty (60) days before the end of the school term, together with a statement of honorable dismissal and the reasons therefore.

The employee(s) with the shorter length of district seniority of those in his/her respective classification (as defined in subparagraph 6.2 above) shall be dismissed first. Ties in seniority shall be broken by lot.

When a reduction-in-force occurs due to elimination of a program or for economic reasons, the Union President shall be notified of the positions in the bargaining unit that shall be affected.

6.4 Recall Rights

If the Board has any vacancies for the following school term or within one (1) calendar year from the beginning of the following school term, the position thereby becoming available within the specific classification (as defined in subparagraph 6.1 above) shall be tendered to the employee(s) so removed or dismissed from that classification, so far as they are qualified to hold such position.

Notice of recall shall be sent by certified mail, return receipt requested, to the employee's last known address as listed with the Office of Human Resources. Failure of the employee to accept in writing the available recall position within fourteen (14) calendar days from receipt of the recall notice shall extinguish all recall, seniority and employment rights of said employee.

ARTICLE VII**GRIEVANCE PROCEDURE**

"Grievance" as used in this Agreement means a complaint by an employee that there has been a violation, misinterpretation or misapplication of any specific provision(s) of this Agreement.

The Board acknowledges the right of the Union to assist a grievant at any level of the grievance procedure, and the Union acknowledges the right of any member of the Administration to receive assistance as desired in any step of the grievance procedure. Failure of any grievant or the Union to act on a grievance within the prescribed time limits will act as a bar to any further appeal, and the Administrator's failure to give a decision within the prescribed time limits shall permit the grievant to proceed to the next step. The time limits, however, may be extended by mutual consent.

A grievance involving the act of any Administrator above the building level shall initially be filed at Step 2 of the grievance procedure after the grievant first has consulted with the building level Administrator involved.

The steps shall be as follows:

- Step 1: If the grievance cannot be resolved informally, the grievant shall present the grievance in writing on a form, which is attached as Appendix A, to the Assistant Principal no later than ten (10) business days after the occurrence of the claim or complaint. The Assistant Principal will arrange for a meeting to take place within five (5) business days after receipt of the grievance. A Union representative, the aggrieved party and the immediately involved supervisor, and any person whose assistance he/she requests, may be present for the meeting. The Assistant Principal will then, within five (5) business days after the meeting, provide the grievant with a written memorandum setting forth the disposition of the grievance. Such memorandum shall contain reasons upon which the disposition of the matter was based.
- Step 2: If the grievant is not satisfied with the disposition of the grievance at Step 1, or if Step 1 time limits expire without the issuance of the Assistant Principal's memorandum, the grievant may within five (5) business days refer the grievance to the Principal and his/her designee. The Principal shall within five (5) business days conduct a meeting with the same parties being present as may be present in Step 1. Upon the conclusion of the hearing of the grievance, the Principal shall have five (5) business days in which to provide his/her written decision to the grievant.
- Step 3: If the grievant is not satisfied with the disposition of the grievance at Step 2, or if Step 2 time limits expire without the issuance of the Principal's written decision, the grievant may within five (5) business days refer the grievance to the Director of Human Resources or his/her designee. The Director of Human Resources shall within five (5) business days conduct a meeting with the same parties being present as may be present in Steps 1 and 2. Upon the conclusion of the hearing of the grievance, the Director of Human

Resources shall have five (5) business days in which to provide his/her written decision to the grievant.

Step 4: If the grievance is not resolved satisfactorily at Step 3, there shall be available a fourth step of impartial, binding arbitration. The Union shall submit, in writing, a request to the American Arbitration Association within ten (10) business days from receipt of the Step 2 answer to proceed to Step 3. The arbitrator shall be selected from the American Arbitration Association in accordance with their Voluntary Labor Tribunal Rules.

Each party shall be entitled to representation and witnesses. The arbitrator shall have no power to alter the terms of this Agreement, or to make any award void or prohibited by law, statutory or decisional.

The cost of the arbitrator shall be borne equally by the parties. Should either party request a transcript of the proceedings, that party will bear the cost of the transcript. The arbitrator's decision shall be final and binding upon the parties. His/her decision must be based solely and only upon his or her interpretation of the meaning or application of the express, relevant language of the Agreement.

Should the investigation of any grievance require, in the judgment of the Administration, that an employee be released from his/her regular assignment, he/she shall be released without loss of pay or benefits for a period of time, determined by the Administration, necessary to complete said investigation.

The Board agrees not to take any reprisal against any person for his/her participation in the grievance process. The Union agrees to take no reprisals against any person because of his or her participation or refusal to participate in the grievance process.

ARTICLE VIII

LEAVES

8.1 Sick Leave

Sick leave shall be interpreted to mean leave due to illness, quarantine at home, or serious illness or death in the immediate family or household. The immediate family for purposes of this section shall include: parents, spouse, brothers, sisters, children, stepchildren, grandparents, grandchildren, parents-in-law, brothers-in-law, sister-in-law and legal guardians.

Teacher Aides shall be entitled to a maximum of eleven (11) days of sick leave per year. Unused sick leave days may be accumulated to a maximum of two hundred forty (240) days.

Any employee absent more than five (5) consecutive school days shall notify the Office of Human Resources. Certification forms will be provided to the employee for completion by a health care provider authorizing fitness to return to duty, if necessary.

During the first year of employment Teacher Aides shall accumulate sick leave as follows:

Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	11	10	9	8	7	6	5	4	3	2	1(days)

8.2 Personal Business Leave

Teacher Aides shall be entitled to three (3) days of leave annually for matters of personal business which cannot be accomplished on non-school days. Personal business leave for newly hired Teacher Aides shall be prorated based upon the date of hire.

Written application for such leave shall be made to the Administration on a copy of the form attached as Appendix B at least forty-eight (48) hours prior to such leave, provided that, in cases where such notice is not practicable, application shall be made immediately upon the Teacher Aide's return to work.

Personal business absence will **generally** not be granted on the day before or following school vacation or holidays periods, Institute Days or during the first ten (10) or the last ten (10) days of the school term. **An exception to this rule may be granted by a decision of the Superintendent (or designee). Exceptions will be granted on rare occasions at the discretion of the Superintendent based upon the following guidelines:**

A. The request must be submitted in writing to the Building Principal at least ten (10) calendar days before the date the Teacher Aide wants to use a personal business leave day. The written request must set forth detailed reason(s) for the exception.

B. The Building Principal will bring the request to the Superintendent (or designee) who shall review the request and determine whether an exception should be approved.

C. In the event that an emergency occurs within the ten (10) day time frame, and a Teacher Aide needs to request a "personal business leave day exception", the Teacher Aide will provide a detailed written request to the Building Principal. The Building Principal will work with the Superintendent or designee to render a more immediate decision.

D. In making the decision whether to grant a "personal business leave day exception", the Superintendent or designee will consider the following:

No request will be approved for vacation, travel or recreational purposes or similar reasons. Determinations by the Superintendent or designee to grant or deny an exception shall not establish a practice or precedent and shall not be subject to the grievance procedure set forth in the Collective Bargaining Agreement.

1. The request must be for a significant one-in-a-lifetime event for which the Teacher Aide has no control over the scheduling including, but not limited to, the following examples:

2. Attendance at a school graduation ceremony/recognition of achievement ceremony of a Teacher Aide's child, stepchild or member of the Teacher Aide's immediate family; or

3. Attendance at a college graduation/recognition of achieve ceremony of a Teacher Aide, Teacher Aide's spouse, child, stepchild or member of the Teacher Aide's immediate family; or

4. Attendance at a military graduation ceremony or an overseas military deployment ceremony of a Teacher Aide's spouse, child, stepchild or member of the Teacher Aide's immediate family; or

5. Appearance in a court of law as a litigant when sincere but unsuccessful efforts have been made to reschedule an appearance; or

6. Attendance at a funeral (for situations not covered under the leave policy).

Personal business leave days shall be immediately available for use as sick leave and unused personal business leave days shall, at the end of each school year, accumulate as unused, available sick leave.

8.3 Family and Medical Leave

District 88 provides Family and Medical Leave in accordance with the Family and Medical Leave Act of 1993 ("FMLA"). Employees who have been employed in a full-time capacity for at least one (1) year, *and* for at least 1,250 hours during the preceding 12-month period are eligible for family and medical leave. Such leave shall be unpaid unless accumulated sick or emergency/personal business leave is available to the employee.

Spouses employed by the district are jointly entitled to a *combined* total of 12 work weeks of family leave for the birth and care of a newborn child, for placement of a child for adoption, and to care for a parent who has a serious health condition.

Reasons for Leave

All employees who meet the applicable time of service requirements may be granted family or medical leave for a period of twelve (12) weeks (during any 12-month period) for the following reasons:

- a. The birth of a child, or placement of a child with you for adoption or foster care*
- b. Your own serious health condition*
- c. Because you are needed to care for your spouse, child or parent due to his/her serious health condition*
- d. Because of a qualifying exigency arising out of the fact that your spouse, son/daughter or parent is on active duty or call to active duty status in support of a contingency operation as a member of the National Guard or Reserves*
- e. Because you are the spouse, son/daughter, parent or next of kin of a covered servicemember with a serious injury or illness*

The entitlement to leave for the birth or placement of a child for adoption or foster care will expire twelve (12) months from the date of the birth or placement. For leave reasons of birth or placement of the employee's child, intermittent and reduced schedule are not permitted.

Procedure for Requesting Leave

In all cases, an employee requesting leave must complete the "Request for Leave of Absence" application and return it to the office of Human Resources. The completed application must state the reason for the leave, the duration of the leave, and the starting and ending dates of the leave.

An employee intending to take family or medical leave because of an expected birth or placement, or because of a planned medical treatment, must submit an application for leave at least thirty (30) days before the leave is to begin. If leave is to begin within thirty (30) days, an employee must give notice to the office of Human Resources as soon as the necessity for the leave arises.

In the case of a request for intermittent or reduced schedule leave, or leave for planned medical treatment, the employee shall make every reasonable effort to schedule the leave so as not to unduly disrupt the District's operations.

Medical Certification

An application for leave based on the serious health condition of the employee or the employee's spouse, child or parent must also be accompanied by a "Medical Certification Statement" completed by a health care provider. The certification must state the date on which the health condition commenced, the probable duration of the condition, and the appropriate medical facts regarding the condition.

If the employee is needed to care for a spouse, child or parent, the certification must so state, along with an estimate of the amount of time the employee will be needed. If the employee has a serious health condition, the certification must state that the employee cannot perform the functions of his or her job.

Benefits Coverage During Leave

During a period of family or medical leave, an employee will be retained on the District's health plan under the same conditions that applied before leave commenced. To continue health coverage, the employee must continue to make any contributions that he or she made to the plan before taking leave. In addition, employees will be given a copy of the formula used to calculate how his/her salary may be prorated or otherwise affected as a result of the leave.

The continuation of benefits pursuant to this policy ends on the effective date of the notification to the office of Human Resources of the employee's intent not to return to work. Benefits will also end when the employee fails to return to work on the scheduled date, unless an emergency exists preventing such a return, or if the employee exhausts his or her family and medical leave rights.

Employees who fail to return to work without good cause shown, shall be required to repay the cost of all insurance benefits provided during the leave.

Restoration to Employment Following Leave

An employee returning from Family and Medical Leave will be restored to his or her old position *or* to a position with equivalent benefits, pay and other terms and conditions of employment.

In the event the *Family Medical Leave Act* of 1993 as amended is repealed, then this section shall, as of the date of repeal, no longer be in force and effect.

8.4 General Leaves of Absence Without Pay

Special leave of absence without pay may be approved and granted at the discretion of the Board or its designee. Such leave may be for the balance of the current school term and one (1) additional full school term. Any such leaves granted shall be of no precedential force or effect. If such leave is granted, and contingent upon the insurance carrier's continuing approval of the Teacher Aide's participation, the Teacher Aide shall be allowed to continue his/her participation in District insurance programs by paying the full cost of the premiums at the group rate.

General leave requests of ten (10) days or less shall be written on a copy of the form attached as Appendix B and submitted to the Superintendent or his/her designee who shall grant or deny the request.

General leave requests of more than ten (10) days shall be written on a copy of the form attached as Appendix B and submitted to the Board, which shall grant or deny the request.

8.5 Jury Duty

An employee called for jury duty will reimburse the school district for the daily fee received for jury duty while continuing to receive regular salary from the district.

The employee may retain jury duty pay for travel, food and other expenses incurred in performance of jury duty.

8.6 ~~DISABILITY LEAVE~~ Disability Leave

Illinois Mutual Retirement Fund provides two types of disability benefits:

1. **Temporary** disability benefits are paid if you are unable to perform the duties of any position which might reasonably be assigned by your current IMRF employer.
2. **Total and permanent** disability benefits are paid after temporary disability benefits have expired and if you are unable to engage in any gainful activity for any employer.

An employee is eligible for temporary disability benefits if:

1. The employee has at least twelve (12) consecutive months of IMRF service credit preceding their disability.
2. The employee is unable to perform his/her job for more than 30 days.
3. The employee receives treatment for his/her disabling condition as soon as he/she stops working, and his/her physician(s) certifies his/her disability and provides evidence of his/her disability to IMRF.

Temporary disability benefits may also be available for a disability resulting from elective surgery and pregnancy. An employee may receive benefits from worker's compensation,

Social Security Disability or Social Security Retirement and outside (non-IMRF) disability insurance plans in conjunction with the benefits they receive from IMRF.

If the employee's temporary disability benefits run out and they are still disabled, an investigation will be conducted by IMRF to determine the eligibility for total and permanent disability benefits.

Additional information and assistance in filing is available in the District Business Office or by calling IMRF at (800) 275-4673. ~~(Amended 2009-10)~~

ARTICLE IX COMPENSATION AND FRINGE BENEFITS

9.1 Compensation

~~2011-2012~~

1. 2013-2014

The base salary increase for all employees covered under the contract will increase 3.0% above the 2012-2013 base salary. Additionally, ~~each Teacher Aide shall receive a non-compounding stipend equal to 1.0% of his/her 2010-2011 base salary. This stipend shall be paid in two equal amounts at the conclusion of the first and second semesters and as a separate paycheck.~~

2014-2015

The base salary increase for all employees covered under the contract will increase 3.0% above the 2013-2014 base salary.

2015-2016

The base salary increase for all employees covered under the contract will increase 3.0% above the 2014-2015 base salary.

2016-2017

The base salary increase for all employees covered under the contract will increase 80% of CPI-U (PTELL) above the 2015-2016 base salary, with a ceiling of 3% and floor of 2.5%.

2. Teacher Aides shall have added to their regular salary an additional \$300 after four (4) years of service and \$600 after eight (8), twelve (12), sixteen (16), and twenty (20) years of service. A full year of service for purposes of this longevity stipend shall be calculated as of June 30. Teacher Aides hired prior to November 1 of any year shall be given credit for a full year towards the longevity stipend. Teacher Aides hired after November 1 will not receive longevity credit until the next school year.
3. No newly hired Teacher Aide will be paid a starting salary which exceeds the salary of a current Teacher Aide with similar experience ~~(Non-Teaching Certification; Teaching Certification):~~ (Non-Teaching License; Teaching License).

9.2 Overtime

1. Assigned, approved hours worked in a similar role to the normal duties of the

Teacher Aide, that exceed thirty (30) hours for a 6 hour employee or thirty-five (35) hours for a 7 hour employee, but less than forty (40) hours in a work week, shall be compensated at the Teacher Aide's straight-time rate of pay.

Assigned, approved hours worked in a similar role to the normal duties of the Teacher Aide, that exceed a forty (40) hour work week shall be compensated at a rate of one and one-half (1-1/2) times the overtime hours worked. Holidays, sick leave, and personal business/emergency leave shall not count in calculating the work hours for purposes of paying overtime.

The Teacher Aide may elect to take either overtime pay or compensatory time off.

2. In the event overtime is required, the Administration shall solicit volunteers to fill the overtime positions. In the event no volunteers are available, or the volunteers available are unqualified, overtime may be assigned. Overtime assignments will be made on a rotational basis at each work site to Teacher Aides who normally do the work assigned. Reasonable advance notice will be given to Teacher Aides assigned overtime.
3. No more than forty (40) hours of compensatory time may be earned in a contract year. Use of compensatory time must be approved by the Teacher Aide's building administration. Compensatory time earned must be used during the contract year in which it is earned or no later than the end of the following school year. In the event that compensatory time has not been used as set forth above, the teacher aide will be paid for the time at his or her current base of pay.
4. All overtime hours worked must be submitted on a time sheet to the building administration in accordance with Business Office procedures for processing payroll. Requests for use of compensatory time off shall be submitted in writing to the building administration in accordance with Business Office procedures for processing payroll.

9.3 Medical Insurance

The BOARD shall make available group medical insurance at the Teacher Aide's request. For the duration of this contract the Board shall pay for the PPO and HMO plans 85% of the single employee premium and an additional 70% of the difference between the single premium and the applicable dependent premium. The Board share will be computed as follows:

Using as an example, a \$300 single premium and \$800 family premium.

Single Premium = \$300 x .85 = \$255 board share and \$45 employee share.

Family Premium = \$800. \$800-\$300 = \$500 x .70 = \$350. \$255 + \$350 = \$605 Board share for the family coverage and \$195 employee share.

Should the PPO premiums for the 2011-2012 ~~2014-15~~ school year increase more than 22% over the premium rates for the 2010-11 ~~2013-14~~ school year, the deductible and out-of-pocket both will increase by \$100. Any premium increase of more than 22% in subsequent years will result in additional \$100 increase in the deductible.

~~Should the PPO premiums for the 2012-2013 school year increase more than 22% over the premium rates for the 2011-2012 school year, the deductible and out-of-pocket both will increase by \$100. Any premium increase of more than 22% in subsequent years will result in additional \$100 increase in the deductible.~~

Should the PPO/HMO premiums for the 2011-2012 ~~2014-15~~ school year increase more than 22% over the premium rates for the 2010-2011 ~~2013-14~~ school year, a \$10 ~~the~~ office visit co-pay will be added and the emergency room care ~~co-pay~~ will ~~both~~ increase from \$10 to \$25 by an additional \$10. Any premium increase of more than 22% in subsequent years will result in additional increases in the co-pay and emergency room care according to the rates established by the provider not to exceed a \$15 co-pay and \$50 emergency room care.

~~Should the HMO premiums for the 2012-2013 school year increase more than 22% over the premium rates for the 2011-2012 school year, a \$10 office visit co-pay will be added and the emergency room care will increase from \$10 to \$25. Any premium increase of more than 22% in subsequent years will result in additional increases in the co-pay and emergency room care according to the rates established by the provider not to exceed a \$15 co-pay and \$50 emergency room care.~~

Insurance HMO Changes Effective July 1, 2014:

1. **Onset of office co-pays for \$10 and emergency room co-pays of \$75, and**
2. **Prescription co-pays of \$5/\$10/\$25 – 2x mail order.**

(Note: Open Enrollment will take place in April of 2014.)

~~Any changes in the deductible, out-of-pocket, emergency room, and/or co-pay will go into effect January 1 of the next calendar year.~~

The new rates shall be published to Teacher Aides prior to the start of each of the above school terms, or as soon thereafter as available from the provider.

The PPO and HMO plans shall be provided through Blue Cross/Blue Shield of Illinois and the Blue Cross/Blue Shield HMO Illinois in accordance with the plans, ~~outlined in Appendix C.1.~~ After consultation with the Insurance Committee as provided in Section 9.6, the Board may change the provider and the plan benefits but only to providers and plans substantially equal to Blue Cross/Blue Shield and the plan summaries, ~~in Appendix C.1.~~ Any such changes shall take effect only with at least 60 days notice to Teacher Aides.

9.4 Compensation Guides

All Teacher Aides shall be paid twice a month on the 15th and the last day of the month. If a payday is a holiday, or falls on a weekend, then said payday will be the last working day preceding such holiday or weekend.

9.5 Illinois Municipal Retirement Fund

The required Teacher Aide's contribution to IMRF will be tax-sheltered by the Board. The Union and the Teacher Aide will defend and hold harmless the Board and its agents with respect to this payment to IMRF. If the Internal Revenue Service or a court of competent jurisdiction shall hold that the Board lacks authority to make such payments, or that such payments are not excludable from income, the Board shall promptly commence withholding federal and state taxes from such payments.

9.6 Insurance Committee

A standing committee which includes (1) Teacher Aide selected by the Union shall meet annually with the Board or its designated representatives to review the insurance program, with the purpose of reviewing and suggesting improvements, additions or revisions in the existing program.

The Insurance Committee will be advisory only, but it must be consulted and given an opportunity to review and make recommendations on any potential changes in the provider and plan benefits specified in Section 9.3 and ~~Appendix C~~ at least 180 days in advance of implementation of any such change.

9.7 Worker's Compensation

A Teacher Aide who is eligible to receive Illinois Worker's Compensation temporary disability benefits for a period of absence from employment may elect whether to take sick leave benefits or Worker's Compensation benefits during the period of disability. If the Teacher Aide elects to take a paid sick leave during the period of disability, said employee shall turn over to the District the amount of Worker's Compensation benefits received. If the Teacher Aide elects to take Worker's Compensation benefits during the period of disability, he/she shall not have any reduction of sick leave credit accrued. A Teacher Aide who has exhausted his or her sick leave accumulation shall not receive a salary and shall not be required to turn over to the School District any Worker's Compensation benefits which he/she receives.

9.8 DuPage Credit Union

Teacher Aides may request payroll deductions for savings or loans to the DuPage Credit Union. Appropriate forms for payroll deductions shall be made available in the District Business Office. Participation may begin at the time of employment or at any time during the year.

9.9 Tax-Sheltered Annuity Programs

The District will maintain a tax-sheltered annuity program that conforms to all the requirements of applicable law; Teacher Aides and/or participating annuity companies shall be solely responsible for payment of all plan administration costs. All annuity companies must follow federal rules and regulations regarding tax-sheltered annuities. The Union president shall be notified of any Third-party tax-sheltered annuity management company selected by the Board to administer the tax-sheltered annuity program.

9.10 Life Insurance

Teacher Aides working a minimum of thirty (30) hours per week shall be provided with a term life insurance policy in the amount of \$50,000 per employee, such policy to be provided at Board expense. Teacher Aides actively employed beyond the age of sixty-five (65) will continue to have coverage until they retire. Once the age of seventy (70) is reached the insurance coverage will be reduced to seventy-five percent (75%) of the insured amount. Once the age of seventy-five (75) is reached the insurance coverage will be reduced to fifty percent (50%) of the insured amount.

9.11 Flex-Spending Plan

1. The Board shall maintain a salary reduction plan which meets the requirements of Section 125 of the Internal Revenue Code and Treasury Regulations promulgated there under. If, at any time, Section 125 or related Regulations are amended, the parties shall promptly revise the plan to comply with the amendment.
2. A Teacher Aide may annually elect to participate in the salary reduction plan by choosing to receive benefits described below. The amount elected shall be deducted from the Teacher Aide's compensation. The plan year shall begin on July 1 and end on each June 30 thereafter. Prior to the beginning day of the plan year, each Teacher Aide shall, in writing, designate the dollar amount(s) elected for that year for each of the following benefits:
 - a. Premiums for group medical, dental, or other insurance, single or dependent coverage, to the extent such premiums are not paid by the Board; and/or,
 - b. Reimbursement for qualified dependent care assistance as defined and allowed under the Internal Revenue Code, up to the maximum amount allowed by law; and/or,
 - c. Reimbursement for any amount of deductibles under the group insurance described in B.1; and for any other qualified unreimbursed medical care expenses as defined and allowed under the Internal Revenue Code, ~~up to a maximum of \$5,000.00 annually~~

3. The amount designated may not be changed during the plan year unless there is a change in family status or other circumstances provided in Section 125 and/or Treasury Regulations promulgated there under. Any amounts designated for which valid reimbursement claims are not made on a timely basis will be forfeited and not otherwise paid to the Teacher Aide during that year or carried over to a succeeding plan year, and such amounts shall become the property of the plan. Any administrative costs relating to this plan shall be borne by the participants of the plan.
4. The dollar total of the designated benefits elected pursuant to the plan will be deducted in equal amounts from the Teacher Aide's salary payments during the plan year.
5. The Board does not guarantee or, in any way, warrant that the salary reductions are non-taxable, said determination to be made by each individual Teacher Aide. However, the Board shall not report any amount reduced from a Teacher Aide's salary pursuant to this plan as taxable income to any federal or state agency.

9.12 Tuition Reimbursement

The Board shall provide tuition reimbursement for pre-approved college course work to all full-time Teacher Aides to the extent indicated below:

1. For college credit, the rate of reimbursement shall not exceed \$200 per credit hour.
2. Course work submitted for tuition reimbursement must be from an accredited North Central Association of Schools and Colleges or its equivalent credit granting institution and must meet the following criteria:

The following guidelines will be used when evaluating courses:

- (a) Courses which are related to the professional assignment(s).
 - (b) Courses that lead to additional certification or an education degree as it relates to section (a) above.
 - (c) Courses in areas that are recommended by the District. Notification of such courses will be publicized in each faculty bulletin.
3. Tuition will be reimbursed after official transcripts and proof of payment have been submitted to the District Office. A grade of "C" or better, or a "pass" if a pass/fail course is offered, must be earned to qualify for tuition reimbursement.

Programs and courses extending beyond August, 2011 that have been approved as of the April 19, 2011 Professional Growth Meeting shall be honored for purposes of tuition reimbursement throughout the duration of this Agreement.

9.13 Retirement Incentive Benefit

~~The Board will pay to any employee who upon retirement is at least fifty five (55) years old and has completed at least ten (10) years of service in District 88, the amount of \$20.00 per day for each day of unused sick leave accumulated up to a maximum of one hundred forty (140) days.~~

~~A retirement plan will go into effect as of July 1, 2000. The plan will be for employees who are age 55 at retirement, have at least 10 years of employment with the district, and provide the district with at least 6 months' notice of their retirement. Employees will receive \$275 a year for each year of employment with the district.~~

~~This will be prorated for permanent part time employees. This payment will be made only for those days which the employee does not use for additional service credit under the Illinois Municipal Retirement Fund.~~

The Board will offer the following retirement compensation benefit for qualifying Teacher Aides.

Eligibility Requirements

In order to qualify for this retirement benefit, a Teacher Aide must:

- a. **have at least ten (10) years of continuous service with the District; AND**
- b. **be at least fifty-five (55) years of age on their effective retirement date if a Tier One IMRF employee OR at least sixty-two (62) years of age on the effective retirement date if a Tier Two IMRF employee; AND**
- c. **retire under circumstances which will not result in a penalty to the Board or require the Board's payment of any additional or one time contribution to IMRF; AND**
- d. **retire no later than June 30, 2019; AND**
- e. **submit an irrevocable notice of intent to retire to the Board no later than May 1 of the school year prior to the school year in which the Teacher Aide receives his/her first six percent (6%) base salary increase, with the expectation to retire at the end of a school year.***

Notification Requirements

All notices of intent to retire shall be received by the conclusion of this contract and has completed at least ten (10) years of service in District 88, the include the employee's specific retirement date, no later than two (2) years after the expiration of this agreement.

The Board shall approve all timely, written notices of intent to retire by no later than June 1 of each school year. The notice requirement will be waived if an eligible Teacher Aide becomes unable to fulfill the required May 1 notice. The Teacher Aide

will be required to supply the district with a doctor's authorization verifying that the Teacher Aide is unable to continue working.

Retirement Benefit

a. A qualifying Teacher Aide whose notice of intent to retire is approved shall receive an hourly wage increase equal to six percent (6%) over the prior year's hourly wage for up to two (2) years prior to the approved retirement date, beginning the year after his/her notice of intent to retire is approved by the Board. Hourly wage for calculation purposes is inclusive of longevity pay.

b. Additionally, the Teacher Aide shall receive a lump sum payment during the second (2nd) calendar month following the Teacher Aides' retirement date. The lump sum payment is calculated by deducting the total dollar amount of the six percent (6%) hourly wage increases for up to the final two (2) years of employment from the total dollar amount listed below, based on years of service (including your final year).

10 – 14 years = \$3,000

15 – 19 years = \$5,000

20 – 24 years = \$7,000

25+ years = \$10,000

c. Any unused compensatory time at time of retirement will be paid to the Teacher Aide during the second (2nd) calendar month following the Teacher Aide's retirement date.

d. Remaining unused, uncompensated sick leave accumulated up to a maximum of one hundred forty (140) days will be reported to IMRF toward additional service credit.

e. A Teacher Aides shall be entitled to continue participation in the District medical, dental or life insurance plan, at full cost to the Teacher Aide, until the Teacher Aide reaches age sixty-five (65) or Medicare eligible.

The retirement plan will go into effect as benefit set forth in this subsection is inclusive of July 1, 2000. The plan will be for employees who are age 55 at all payouts to the Teacher Aide due to retirement. Any wage increases will be contingent upon the Teacher Aide continuing to work in the same or comparable position and work schedule during the final year of employment with the district, and provide the district with at least 6 months notice of their before retirement. Employees will receive \$275 a year for each year.

*** Teacher Aides desiring to retire prior to June 30, 2015 must submit a notice of intent to retire no later than February 1, 2014. The Board shall approve all such timely notices of intent to retire by no later than March 1, 2014.**

~~This will be prorated for permanent part time employees. This payment will be made only for those days which the employee does not use for additional service credit under the Illinois Municipal Retirement Fund.~~

<u>Retirement by</u>	<u>Notification by</u>	<u>6% Retirement Payouts Begin during School Year</u>	<u>Balance of Lump Sum Payout Received</u>
<u>June 30, 2016</u>	<u>May 1, 2014</u>	<u>2014-2015SY</u>	<u>August, 2016</u>
<u>June 30, 2017</u>	<u>May 1, 2015</u>	<u>2015-2016SY</u>	<u>August, 2017</u>
<u>June 30, 2018</u>	<u>May 1, 2016</u>	<u>2016-2017SY</u>	<u>August, 2018</u>
<u>June 30, 2019</u>	<u>May 1, 2017</u>	<u>2017-2018SY</u>	<u>August, 2019</u>

ARTICLE X EFFECT OF AGREEMENT**10.1 Severability**

If any provision of the Agreement is subsequently declared by the proper legislative or judicial authority to be unconstitutional, illegal, void or otherwise unenforceable, all other provisions of this Agreement shall remain in full force for the duration of this Agreement.

10.2 Implementation

The Union's representatives and the Board's representatives shall meet within a reasonable time following the request of either group for the purpose of carrying out the provisions of this Agreement.

10.3 Contract Distribution

The Board agrees to distribute copies of the completed contract within a reasonable time following ratification of the Agreement. Expenses of printing and distributing the Agreement shall be borne by the Board.

10.4 Contract Supremacy

The Agreement and all of its provisions are policy of the Board and supersede all contrary previously effective policy.

10.5 No Strike

During the term of this Agreement, the Union agrees not to strike or engage in any concerted activity which would result in a withholding of services, slow down, or disruption of the business of the Board.

10.6 Duration

This Agreement shall be in effect from July 1, ~~2011~~ **2013** through June 30, ~~2013~~ **2017**.

IN WITNESS WHEREOF, the parties have caused these present to be signed by their Presidents and attested by their Secretaries this 21st day of October, A.D. 2013 with no changes from the tentative agreement reached September 25, 2013.

The Board of Education
DuPage High School District No. 88
DuPage County, Illinois

D88 Teacher Aides Council
Local 571, American Federation
of Teachers

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DUPAGE HIGH SCHOOL DISTRICT 88



GRIEVANCE FORM

Appendix A

DUPAGE HIGH SCHOOL
TEACHER AIDE
GRIEVANCE FORM

NAME _____ DATE FILED _____

ARTICLE AND SECTION OF THE CONTRACT VIOLATED:

DATE OF ALLEGED VIOLATION: _____

FACTUAL BACKGROUND:

STATEMENT OF ISSUE:

REMEDY REQUESTED:

GRIEVANT'S SIGNATURE _____

GRIEVANCE REPRESENTATIVE _____

DUPAGE HIGH SCHOOL DISTRICT 88



REQUEST FOR PRE-ARRANGED LEAVE FORM

Appendix B

DUPAGE HIGH SCHOOL DISTRICT 88 REQUEST FOR PRE-ARRANGED LEAVE

Name Today's Date _____

of day(s) requesting: _____ Date(s): _____
Period(s): 0 1 2 3 4 5 6 7 8 9

Reason (check appropriate box below):

_____ Vacation _____ Emergency and/or Personal Business
_____ Sick _____ Comp Time _____ Leave Without Pay
(Pre-Arranged)

Employee's Signature: _____

Approved by: _____

Immediate Supervisor

Administrator

Submit in triplicate to your supervisor who will forward all copies to your administrator. When the form has been completed, copies will be distributed as indicated below.

DUPAGE HIGH SCHOOL DISTRICT 88



BOARD OF EDUCATION HUMAN RESOURCES POLICY

Appendix C

(THESE POLICIES ARE AVAILABLE ON THE DISTRICT ~~INFO PAGE~~WEBSITE)

DUPAGE HIGH SCHOOL DISTRICT 88



ETHICS AND GIFT BAN

Appendix D

2:105 Ethics and Gift Ban

Definitions

Unless otherwise stated, all terms used in this policy have the definition given in the State Officials and Employees Ethics Act, 5 ILCS 430/1-5.

With respect to an employee whose hours are not fixed, “compensated time” includes any period of time when the employee is on premises under the control of the District and any other time when the employee is executing his or her official duties, regardless of location.

“Prohibited political activity” means:

1. Preparing for, organizing, or participating in any political meeting, political rally, political demonstration, or other political event.
2. Soliciting contributions, including but not limited to the purchase of, selling, distributing, or receiving payment for tickets for any political fundraiser, political meeting, or other political event.
3. Soliciting, planning the solicitation of, or preparing any document or report regarding anything of value intended as a campaign contribution.
4. Planning, conducting, or participating in a public opinion poll in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.
5. Surveying or gathering information from potential or actual voters in an election to determine probable vote outcome in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.
6. Assisting at the polls on Election Day on behalf of any political organization or candidate for elective office or for or against any referendum question.
7. Soliciting votes on behalf of a candidate for elective office or a political organization or for or against any referendum question or helping in an effort to get voters to the polls.
8. Initiating for circulation, preparing, circulating, reviewing, or filing any petition on behalf of a candidate for elective office or for or against any referendum question.
9. Making contributions on behalf of any candidate for elective office in that capacity or in connection with a campaign for elective office.
10. Preparing or reviewing responses to candidate questionnaires.
11. Distributing, preparing for distribution, or mailing campaign literature, campaign signs, or other campaign material on behalf of any candidate for elective office or for or against any referendum question.
12. Campaigning for any elective office or for or against any referendum question.
13. Managing or working on a campaign for elective office or for or against any referendum question.
14. Serving as a delegate, alternate, or proxy to a political party convention.
15. Participating in any recount or challenge to the outcome of any election.

Prohibited Political Activity

No employee shall intentionally perform any prohibited political activity during any compensated time. No Board Member or employee shall intentionally use any property or resources of the District in connection with any prohibited political activity. At no time shall any Board Member or employee intentionally require any other Board Member or employee to perform any prohibited political activity: (a) as part of that Board Member's or employee's duties, (b) as a condition of employment, or (c) during any compensated time off, i.e., as holidays, vacation or personal time off. No Board Member or employee shall be required at any time to participate in any prohibited political activity in consideration for that Board Member or employee being awarded additional compensation or any benefit, whether in the form of a salary adjustment, bonus, compensatory time off, continued employment or otherwise, nor shall any Board Member or employee be awarded additional compensation or any benefit in consideration for his or her participation in any prohibited political activity.

A Board Member or employee may engage in activities that: (1) are otherwise appropriate as part of his or her official duties, or (2) are undertaken by the individual on a voluntary basis that are not prohibited by this policy.

Limitations on Receiving Gifts

"Prohibited source" means any person or entity who:

1. Is seeking official action by: (a) a Board Member, or (b) an employee, or by the Board Member or another employee directing that employee;
2. Does business or seeks to do business with: (a) the Board Member, or (b) with an employee, or with the Board Member or another employee directing that employee;
3. Conducts activities regulated by: (a) the Board Member, or (b) by an employee or by the Board Member or another employee directing that employee; or
4. Has an interest that may be substantially affected by the performance or non-performance of the official duties of the Board Member or employee.

"Gift" means any gratuity, discount, entertainment, hospitality, loan, forbearance, or other tangible or intangible item having monetary value including, but not limited to, cash, food and drink, and honoraria for speaking engagements related to or attributable to government employment or the official position of a Board Member or employee.

Except as permitted by this policy, no Board Member or District employee, and no spouse of or immediate family member living with any Board Member or employee (collectively referred to herein as "recipients"), shall intentionally solicit or accept any gift from any prohibited source, as defined herein, or that is otherwise prohibited by law or policy. No prohibited source shall intentionally offer or make a gift that violates this policy.

The following are exceptions to the ban on accepting gifts from a prohibited source:

1. Opportunities, benefits, and services that are available on the same conditions as for the general public.

2. Anything for which the Board Member or employee, or his or her spouse or immediate family member, pays the fair market value.
3. Any: (a) contribution that is lawfully made under the Election Code, or (b) activities associated with a fund-raising event in support of a political organization or candidate.
4. Educational materials and missions.
5. Travel expenses for a meeting to discuss business.
6. A gift from a relative, meaning those people related to the individual as father, mother, son, daughter, brother, sister, uncle, aunt, great aunt, great uncle, first cousin, nephew, niece, husband, wife, grandfather, grandmother, grandson, granddaughter, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, and including the father, mother, grandfather, or grandmother of the individual's spouse and the individual's fiancé or fiancée.
7. Anything provided by an individual on the basis of a personal friendship unless the recipient has reason to believe that, under the circumstances, the gift was provided because of the official position or employment of the recipient or his or her spouse or immediate family member and not because of the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the recipient shall consider the circumstances under which the gift was offered, such as: (a) the history of the relationship between the individual giving the gift and the recipient of the gift, including any previous exchange of gifts between those individuals; (b) whether to the actual knowledge of the recipient the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift; and (c) whether to the actual knowledge of the recipient the individual who gave the gift also at the same time gave the same or similar gifts to other Board Members or employees, or their spouses or immediate family members.
8. Food or refreshments not exceeding \$75 per person in value on a single calendar day; provided that the food or refreshments are: (a) consumed on the premises from which they were purchased or prepared; or (b) catered. "Catered" means food or refreshments that are purchased ready to consume which are delivered by any means.
9. Food, refreshments, lodging, transportation, and other benefits resulting from outside business or employment activities (or outside activities that are not connected to the official duties of a Board Member or employee), if the benefits have not been offered or enhanced because of the official position or employment of the Board Member or employee, and are customarily provided to others in similar circumstances.
10. Intra-governmental and inter-governmental gifts. "Intra-governmental gift" means any gift given to a Board Member or employee from another Board Member or employee, and "inter-governmental gift" means any gift given to a Board Member or employee by an officer or employee of another governmental entity.
11. Bequests, inheritances, and other transfers at death.
12. Any item or items from any one prohibited source during any calendar year having a cumulative total value of less than \$100.

Each of the listed exceptions is mutually exclusive and independent of every other. A Board Member or employee, his or her spouse or an immediate family member living with the Board Member or employee, does not violate this policy if the recipient promptly takes reasonable action to return a gift from a prohibited source to its source or gives the gift or an amount equal to its value to an appropriate charity that is exempt from income taxation under Section 501 (c)(3) of the Internal Revenue Code.

Ethics Advisor

The Superintendent shall appoint an Ethics Advisor for the School District. The Ethics Advisor shall provide guidance to the Board Members and School District employees concerning the interpretation of and compliance with this policy and State ethics laws.

Filing Complaints

Written complaints alleging a violation of this policy shall be filed with the Superintendent or School Board President.

Ethics Commission

In order to effectively manage the receipt of complaints concerning violations of this policy, as soon as possible after a complaint is filed, the Superintendent shall appoint a 3-member Ethics Commission. If the Superintendent is the subject of the complaint, the School Board President shall perform this duty. Commission members may be any District resident, except that no person shall be appointed who is related, either by blood or by marriage, up to the degree of first cousin, to the person who is the subject of the complaint.

At the Commission's first meeting, the Commissioners shall choose a chairperson from their number. Meetings shall be held at the call of the chairperson or any 2 Commissioners. A quorum shall consist of 2 Commissioners, and official action by the Commission shall require the affirmative vote of 2 members. The Commission shall have the following powers and/or duties:

1. To adopt procedures and timelines to manage a complaint and determine the complaint's disposition.
2. To investigate a complaint and receive information pertaining to it.
3. To hold a meeting, upon not less than 48 hours' public notice, with the complaining party and the person accused of violating the policy for the purpose of determining the complaint's disposition. Both parties shall be given the opportunity to provide information concerning the complaint. The meeting may be closed to the public to the extent authorized by the Open Meetings Act.
4. To request the assistance of an attorney. To issue recommendations for disciplinary actions and/or refer violations to the appropriate State's Attorney for prosecution. The Commission shall, however, act only upon the receipt of a written complaint alleging a violation of this policy and not upon its own prerogative.
5. The powers and duties of the Commission are limited to matters clearly within the purview of this policy.

If the Commission finds it more likely than not that the allegations in a complaint charging a Board Member or employee with violating this policy are true, it shall notify the appropriate State's Attorney and/or recommend disciplinary action for an employee. If the complaint is deemed not sufficient, the Commission shall send by certified mail, return receipt requested, a notice to the parties of the decision to dismiss the complaint.

LEGAL REF.: 5 ILCS 430/1-1, et seq.

Buildings and Grounds Committee Meeting**Tuesday, September 3, 2013****Board Conference Room, District Administrative Office****MINUTES**

Present: Jay Irvin, Tommy Edmier, Mark Johnson, Scott Helton, Ed Hoster, Bob Flemming, Tom Cantlin, Courtney Dement, Tom Manka, Scott Flannagan & Byron Wyny (Wight & Co.)

Meeting called to order at 5:35 p.m. in the District 88 Conference Room.

- o AHS / WBHS floor settling update

Committee members reviewed the follow up report from Wight & Co. with recommendations. Further discussed site observation meeting held today with Mr. Martin from Eagle Concrete. Mr. Martin's initial observations and promise to perform corrective work including inserting special dowels to the areas affected; letter is expected from Mr. Martin to our attorney by Friday, September 6th. Ongoing discussion as to who will cover the cost of tile repair work, when to schedule etc. and the need to do further investigative testing for the Willowbrook HS location with possible missing beam. Perhaps there is a higher quality test that can be done before destructive testing, District will look into this. All agreed, areas do not represent a safety issue at this time so we will continue to update committee and develop a remediation plan for future meeting discussion/approval.

- o WBHS Culvert Repair Bid Recommendation

Mr. Hoster updated committee regarding the CLIC Insurance cooperative position to cover cost of project up to and not exceeding \$114,441 presented to them. Furthermore, CLIC will cover the cost of temporary repairs and architect/engineering fees. Committee discussed further the three options presented and agreed that having only one bid was not representing a competitive process to assure getting the best price. Direction is to reject bid from Hoppy's Landscaping at the next board meeting on September 9, 2013 and rebid. Schedule may be more flexible and although work will need to be phased for the two areas to maintain access, this may help reduce actual cost. Mr. Flannagan indicated there would be no fee increase from Wight & Co. to rebid project. We should be able to bring a recommendation to the October 7th Board Meeting and have enough time to complete the work before weather conditions become a challenge. Mr. Flemming will notify both the CLIC Insurance and

FEMA of this intention. Mr. Flemming explained that FEMA is already putting conditions on any such involvement for the work and may not be assisting in covering the deductible.

- Tennis Court resurfacing at ATHS
Mr. Flannagan updated committee that Mr. Bill Bowes from Chicagoland Paving continues to verbally affirm that this resurfacing is part of his contract but not putting it in writing after multiple promises to do so. Scheduling for this work is more likely for late spring when weather conditions are more favorable. Dr. Helton will have attorney send a letter of demand to Mr. Bowes to clarify contract terms and expectations so we can proceed to schedule work next spring.
- Highlander Field Project
Mr. Manka explained that he is obtaining alternate quotations to assist with remediating this and the detention area fields. He received a quote from Sportsfields (who we have used many times over the years) to perform the remediation work at a price of \$17,500 with the option to add grass seed at an additional cost of \$1,000. In addition, they suggested consideration of using bio-waste as alternate materials to be used that will save on cost and possibly be more advantageous to the unique moisture conditions of that field area. Direction is for administration to develop plan for both Highlander and the retention area property and make recommendation. Both long and short term needs and solutions must be considered. Challenge remains as to where a water source would come from and what the additional operating cost would be for such.
- Summer 2013 Project Update
Roofing work completed at both schools with punch list work identified and being worked on. Phase II final coating of material scheduled for October as it requires 90 day cure time of Phase I.
- Invoices for payment Post BTF
Committee agreed that invoices should be brought to the regular Board of Education meetings for review and approval, no longer to the B&G Committee.
- Next meeting will be Tuesday, October 1, 2013.

Meeting was adjourned at 6:44 PM.

President, Board of Education

Secretary, Board of Education

Attest: _____
Date

Buildings & Grounds Committee Meeting

Tuesday, September 03, 2013, 5:30 p.m.

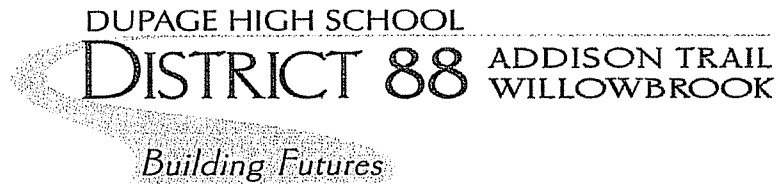
District Office

AGENDA

1. Floor Settlement, Next Steps – D88
2. WBHS Culvert Repair Next Steps – D88/Wight & Co.
3. ATHS Tennis Court Project - D88/Wight & Co.
4. Highlander Field Project – D88
5. Summer 2013 Project Update – D88
6. Invoices for Payment Post BTF– D88
7. Other
8. Adjournment

District 88 Strategic Plan

- Goal 1:** Addison Trail, Willowbrook High Schools and District 88 will develop plans to improve student performance, close the achievement gap and monitor the acquisition of 21st Century knowledge and skills.
- Goal 2:** Learning programs will focus on high local and global standards, incorporating: critical thinking, applied learning, interdisciplinary curriculum, project-based, career connected, articulated programs and digital learning.
- Goal 3:** Provide time and resources for on-going professional growth and development programs that focus on learning standards, diverse learners, assessment and data practices, instructional strategies and social-emotional learning.
- Goal 4:** Create school-community partnerships that embrace youth, learning and activity before/during/after school hours.



Board of Education Regular Business Meeting

Monday, September 9, 2013

Board Room, District Administrative Offices

7:30 P.M.

MINUTES

Call to Order

Mr. Irvin, vice president of the board, called the meeting to order at 7:30 p.m.

Pledge of Allegiance

Roll Call

Members Present: Mrs. Lullo, Mrs. Kucik, Mr. Johnson, Mr. Gillen, Mr. Irvin

Members Absent: Mrs. Cain, Mr. Edmier

Others Present: Dr. Helton, Messrs. Hoster, Cantlin, Flemming, Lenaghan,
Mss. Barbanente, DeMent, Duffin, Schweigert, Presta

Petitions and Hearings

None

DISCUSSION ITEMS REQUIRING NO ACTION

Financial Reports:

1. List of Bills – August 2013

Mr. Hoster recommended that the List of Bills for August 2013 in the amount of \$4,881,762.93 be approved.

2. Treasurer's Report – August 2013

Mr. Hoster recommended that the Treasurer's Report for August 2012 be presented at the next meeting.

Fundraiser

The following fundraiser contract exceeding \$1,000 was recommended for approval for Willowbrook: Boys Golf to sell Blackhawks tickets to help pay for range fees for program.

Personnel:

Mrs. Duffin recommended that the following Personnel be approved as presented:

CLASSIFIED STAFF APPOINTMENTS:

- Carol Caponigro, Addison Trail Part-time Writing Center/LSC Teacher Aide, Salary: \$13.95/hour, effective August 27, 2013.
- Christine Feliciano, Willowbrook Teacher Aide – In-School Suspension, Salary: \$15.27/hour, effective August 27, 2013.
- Kellie Haas, Addison Trail Teacher Aide – Special Education, Salary: \$15.27/hour, effective August 23, 2013.
- Mary Agnes McLoughlin, Addison Trail Part-time Reading/Special Education Teacher Aide, Salary: \$13.95/hour, effective August 27, 2013.
- Whitney Roth, Addison Trail Part-time Teacher Aide, Salary: \$13.95/hour, effective August 21, 2013.
- Kimberly Tobin, Willowbrook Literacy Teacher Aide, Salary: \$15.27/hour, effective August 27, 2013.
- Kevin Ward, Willowbrook Special Education Teacher Aide, Salary: \$15.27/hourly, effective August 30, 2013.
- Steven Tadlock, Addison Trail Part-time Special Education Teacher Aide, Salary: \$13.95/hourly, effective September 3, 2013.
- Leila Sanati, Addison Trail Part-time Special Education 1:1 Teacher Aide, Salary: \$13.95/hourly, effective September 5, 2013.

CLASSIFIED STAFF RE-HIRES:

- Tahani Ihsan, Addison Trail Part-time Bus Aide, Salary: \$13.95/hour, effective August 26, 2013.
- Carrie Skala, Willowbrook Math Teacher Aide, Salary: \$15.27/hour, effective August 21, 2013.

CLASSIFIED STAFF RESIGNATION:

- Dean Constantopoulos, Addison Trail Reading Teacher Aide, effective June 6, 2013.

INTERN STAFF APPOINTMENT:

- Ashley Langley, Addison Trail School Psychologist Intern, Salary: \$15,000 stipend, effective August 21, 2013.

SEPARATE ACTION ITEMS**A. Approval of List of Bills Exceeding \$5,000.00**

Mrs. Kucik moved and Mr. Gillen seconded to approve the List of Bills Exceeding \$5,000.00.

Roll Call vote:

Ayes: Mrs. Kucik, Mr. Gillen, Mrs. Lullo, Mr. Johnson, Mr. Irvin

Nays: None

Motion carried.

B. Rejection of Culvert Repair Bid for WBHS

Mr. Johnson moved and Mrs. Kucik seconded to reject the bid submitted by Hoppy's Landscaping in the amount of \$114,441.00 and approval to rebid the project for more competitive pricing.

Roll Call vote:

Ayes: Mr. Johnson, Mrs. Kucik, Mr. Gillen, Mrs. Lullo, Mr. Irvin

Nays: None

Motion carried.

C. Donation

Mrs. Kucik moved and Mr. Johnson seconded to accept the \$1,000.00 donation from Mr. Oscar Olivia, of Addison United, for the purpose of buying soccer goals.

Roll Call vote:

Ayes: Mrs. Kucik, Mr. Johnson, Mr. Gillen, Mrs. Lullo, Mr. Irvin

Nays: None

Motion carried.

INFORMATION/DISCUSSION ITEMS**Educational Focus Items for September 23, 2013**

Mrs. Barbanente reviewed the upcoming educational focus items for the September 23, 2013 board meeting that will include the continuation of the School Improvement Process, data with regard to PARCC assessments and D88's Best.

Budget Preparation Update

Mr. Hoster, Chief Financial Officer, informed the Board that the Budget Hearing is scheduled for September 23, 2013. Therefore, the next Budget Status Report will be provided in October 2013.

School Recognition

Assistant Principals Courtney DeMent and Thomas Cantlin highlighted upcoming events, accomplishments and recognitions for each school.

Addison Trail

- We had 386 students represented at Open House last Thursday, and participants attended 1,750 sessions.
- On September 6, we hosted the 4th Annual Activity Fair and had a great turnout.
- The ISU Sophomore trip is September 10 through 12.
- On September 11 at 6 p.m. and September 13 at 5 p.m., we are hosting a Freshmen Parents/Administration Meeting.
- Homecoming week is September 16 through 21, and the theme is "Welcome to the Jungle." Many activities are planned for the week.
- Fall sports are under way, with our first home football game this Friday against Downers Grove South. It is Senior Night and we will honor Football, Cheer, Blazettes, Orchesis and Band members.

Willowbrook

- While 800 students were represented at Open House last week, 3,700 sessions were attended. The treats were a hit. Especially the homemade ice cream created by the Catering Class. Staff did a great job!
- Last Friday's Varsity Football game was incredible, with a 62-49 win over Lyons Township! QB Brian Johnson broke the IHSA record for passing yards in a single game and total yards from scrimmage. He was named Player of the Week by "Chicago Sun-Times," "Comcast SportsNet" and "Suburban Life." Congratulations!
- Girls Volleyball, Boys Varsity Golf and Sophomore Boys Soccer are off to a great start.
- At the Vernon Hills Invite, the JV Swim Team took 1st place, and Varsity placed 2nd. Congratulations!
- The morning of September 25, all freshmen, sophomores and juniors will participate in the annual Practice Assessment, while seniors will work with the Guidance staff on college applications.
- Homecoming festivities begin on Monday, September 30.

Board Member Reports

Mrs. Kucik announced the D88 Foundation will be selling Super Raffle tickets at the home football and volleyball games. Tickets are \$10 each with cash prizes. The drawing will be on October 25, 2013.

Mrs. Kucik reported this year's PIE Foundation fundraiser "Hello, Dolly!" is December 8, 2013 at Drury Lane. Tickets are available through the PIE Foundation web site.

Mrs. Kucik also reported the Addison Mayor's Ball is November 9, 2013.

Public Comments

None

Announcements

- Educational Focus Board Meeting: Monday, September 23, 2013, 7:30 p.m., District, Board Room located at: District Administrative Offices, 2 Friendship Plaza, Addison, IL 60101.
- Regular Business Board Meeting: Monday, October 7, 2013, 7:30 p.m., District, Board Room located at: District Administrative Offices, 2 Friendship Plaza, Addison, IL 60101.

Closed Session Meeting

Mrs. Kucik moved and Mr. Gillen seconded to go into closed session to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body, collective negotiating matters, and workshop with regard to legal updates. The Board went into closed session at 7:59 p.m.

Roll Call Vote:

Ayes: Mrs. Kucik, Mr. Gillen, Mrs. Lullo, Mr. Johnson, Mr. Irvin

Nays: None

Motion carried.

Reconvene to Open Meeting

The board returned to open session at 8:20 p.m.

Roll Call:

Members Present: Mrs. Lullo, Mrs. Kucik, Mr. Johnson, Mr. Gillen, Mr. Irvin
Members Absent: Mrs. Cain, Mr. Edmier

INFORMATION ITEM

Board Development – School Law/Legal Topics

Jean Barbanente, Assistant Superintendent, gave an overview of a presentation the district staff viewed on Institute Day with regard to school law, which included topics such as Mandated Reporting; Section 504 and Inclusion; Student Records and E-mail retention; Staff Use of Technology and Ethics; and Copyright.

Adjournment

Mrs. Kucik moved and Mrs. Lullo seconded that the meeting adjourn.

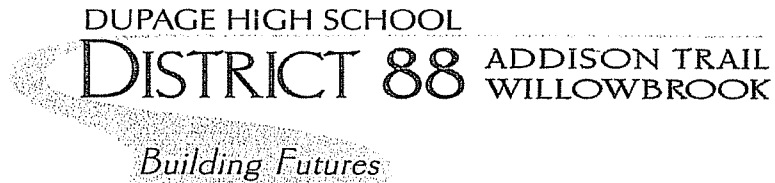
Voice vote.

Motion carried unanimously. The board meeting adjourned at 9:00 p.m.

President, Board of Education

Secretary, Board of Education

Attest: _____
Date



Board of Education
Educational Focus Meeting
 Monday, September 23, 2013
 Board Room, District Administrative Offices

7:30 P.M.

MINUTES

Call to Order

Mr. Irvin, vice president of the board, called the meeting to order at 7:30 p.m.

Pledge of Allegiance

Roll Call

Members Present: Mrs. Lullo, Mrs. Kucik, Mr. Johnson, Mr. Gillen, Mr. Irvin, Mr. Edmier,

Members Absent: Mrs. Cain

Others Present: Dr. Helton, Messrs. Hoster, Krause, Cibulka, Flemming, Lenaghan,
 Mss. Barbanente, Duffin, Schweigert, Presta

Petitions and Hearings

None

RECOGNITION OF DISTRICT 88 SUCCESSES

88's Best Students

88's Best Students Bret Arthur Novak, Jr., Addison Trail, and Christopher Cheng, Willowbrook, were recognized for the month of September. The students were congratulated on their many accomplishments. The students thanked the board, their teachers and their families for their support. As a token of their achievements, Bret and Christopher were given an 88's Best glass sculpture, and a certificate.

Introduction of New Staff

The principals from both schools introduced and welcomed their new staff members.

Mrs. Cain called for a break at 7:50 p.m.

Mrs. Cain called the meeting back to order at 7:59 p.m.

Roll Call

Members present: Mr. Irvin, Mr. Edmier, Mrs. Lullo, Mrs. Kucik, Mr. Johnson, Mr. Gillen

Members absent: Mrs. Cain

Public Hearing on Tentative Budget for 2013-14

Mrs. Kucik moved and Mr. Johnson seconded to open the Public Hearing on the Tentative Budget for 2013-14. The hearing was opened at 8:01 p.m.

Roll Call vote:

Ayes: Mrs. Kucik, Mr. Johnson, Mr. Edmier, Mrs. Lullo, Mr. Gillen, Mr. Irvin

Nays: None

Motion carried.

Comments and Questions Concerning the FY14 Budget

Mr. Hoster reported that the tentative budget has been on display for public inspection in the district business office as of Monday, July 8, 2013 for a minimum of thirty days prior to this hearing. It was noted that public notices were published in both the Addison Press on the 5th day of July 2013, and the Villa Park Argus on the 5th day of July 2013, in compliance with Illinois law. Mr. Hoster reviewed the tentative budget, giving an overview of the key budget drivers for revenue and expenditures. Further, reported the budget reflects a 1.6 million deficit. Members of the board and audience were given opportunity to raise questions.

Mrs. Kucik moved and Mr. Gillen seconded to close the Public Hearing on the Tentative Budget for 2013-14 at 8:32 p.m.

Roll Call vote:

Ayes: Mrs. Kucik, Mr. Gillen, Mr. Johnson, Mr. Edmier, Mrs. Lullo, Mr. Irvin

Nays: None

Motion carried.

EDUCATIONAL FOCUS ITEMS**Summer School Report**

Jean Barbanente, Assistant Superintendent, provided an update on the summer school programs offered to District 88 students. Programs offered were a Freshman Intervention Program, Credit Recovery and ESL Reading Intervention Program. Other courses offered were Accelerated Geometry, Consumer Management, Speech, ACT Prep, Advanced Placement Prep and Special Education Extended School Year Program.

ACT Report

Jean Barbanente reported that for the first time, the 2013 ACT scores reflect all students taking this test, including Special Education students, with extended time accommodations.

ELL Compliance Visit Update

Jean Barbanente updated the Board on the ongoing communication with ISBE regarding the district's ELL Compliance Visit.

Motion to Establish Consent Agenda

Mrs. Kucik moved and Mr. Johnson seconded to establish the consent agenda for items 8A-8C, as presented.

Roll Call vote:

Ayes: Mrs. Kucik, Mr. Johnson, Mr. Edmier, Mrs. Lullo, Mr. Gillen, Mr. Irvin

Nays: None

Motion carried.

List of Bills –August 2013

Approve List of Bills for August 2013 in the amount of \$4,881,762.93.

Fundraiser

Approve the following Fundraiser:

- Willowbrook: Boys Golf to sell Blackhawks tickets to help pay for range fees for program.

Personnel

Approve the Personnel Report as presented at the September 9, 2013 board meeting.

Motion to Approve Consent Agenda

Mrs. Kucik moved and Mr. Gillen seconded to approve the consent agenda for items 8A-8C, as presented.

Roll Call vote:

Ayes: Mrs. Kucik, Mr. Gillen, Mrs. Lullo, Mr. Johnson, Mr. Edmier, Mr. Irvin

Nays: None

Motion carried.

DISCUSSION ITEMS "REQUIRING ACTION"**A. Treasurer's Report for August 2013**

Mrs. Kucik moved and Mr. Johnson seconded to approve the Treasurer's Report for August 2013.

Roll Call vote:

Ayes: Mrs. Kucik, Mr. Johnson, Mr. Gillen, Mr. Edmier, Mrs. Lullo, Mr. Irvin

Nays: None

Motion carried.

B. Approval of List of Bills Exceeding \$5,000.00

Mrs. Kucik moved and Mr. Gillen seconded to approve the List of Bills Exceeding \$5,000.00.

Roll Call vote:

Ayes: Mrs. Kucik, Mr. Gillen, Mr. Johnson, Mr. Edmier, Mrs. Lullo, Mr. Irvin

Nays: None

Motion carried.

C. **Budget Status Report**

Mr. Hoster informed the board of the deferment of the Budget Status Report to October, pending the adoption of the 2013-14 Budget.

D. **Adopt the 2013-14 Budget**

Mr. Johnson moved and Mrs. Kucik seconded to adopt the 2013-14 Budget as presented.

Roll Call vote:

Ayes: Mr. Johnson, Mrs. Kucik, Mr. Edmier, Mrs. Lullo, Mr. Gillen, Mr. Irvin

Nays: None

Motion carried.

E. **Donation**

Mrs. Kucik moved and Mr. Gillen seconded to approve the \$1,250.00 donation from Steve & Deloras Sarovich Foundation to Willowbrook High School's Boys Golf Team.

Roll Call vote:

Ayes: Mrs. Kucik, Mr. Gillen, Mr. Edmier, Mrs. Lullo, Mr. Johnson, Mr. Irvin

Nays: None

Motion carried.

F. **Personnel**

Mrs. Kucik moved and Mr. Edmier seconded to approve the following Personnel Report.

CERTIFIED STAFF RESIGNATION:

- Paula Rada, Willowbrook Bus Aide, effective September 13, 2013.

Roll Call vote:

Ayes: Mrs. Kucik, Mr. Edmier, Mrs. Lullo, Mr. Johnson, Mr. Gillen, Mr. Irvin

Nays: None

Motion carried.

G. **Application for Recognition of Schools**

Mrs. Kucik moved and Mr. Gillen seconded to approve the 2013-14 Application for Recognition of Schools for Addison Trail High School and Willowbrook High School as presented.

Roll Call vote:

Ayes: Mrs. Kucik, Mr. Gillen, Mr. Johnson, Mr. Edmier, Mrs. Lullo, Mr. Irvin

Nays: None

Motion carried.

H. Minutes

Mrs. Kucik moved and Mrs. Lullo seconded to approve the following Board of Education minutes: August 8, 2013, Buildings & Grounds Committee meeting; August 8, 2013, Technology Committee meeting; August 12, 2013, Regular Business Board meeting; August 12, 2013, Closed Session Board meeting; August 26, 2013, Educational Focus Board meeting; and, August 26, 2013, Closed Session Board meeting.

Roll Call Vote:

Ayes: Mrs. Kucik, Mrs. Lullo, Mr. Johnson, Mr. Gillen, Mr. Edmier, Mr. Irvin

Nays: None

Motion carried.

INFORMATION/DISCUSSION ITEMS**Freedom of Information Request**

The following Freedom of Information request was received and fulfilled:

A request from Jake Griffin, Daily Herald Senior Writer, for copies of any and all prepaid conference registration invoices and/or receipts for the annual Illinois Association of School Boards (IASB) Joint Conference in 2013; copies of any and all prepaid hotel registration invoices and/or receipts for the annual IASB Joint Conference in 2013; and list of names and titles of district employees scheduled to attend IASB Joint Conference in 2013, whose conference and/or hotel registration costs have been prepaid.

Credit Card Payment Summary

Edward Hoster, Chief Financial Officer, reviewed the district's credit card use report for August 2013, as outlined in Board Policy 4:55, Use of Credit and Procurement Cards.

Salary Compensation Reports

Vanessa Duffin, Director of Human Resources, reported the Salary Compensation Reports are required in Illinois. These reports are to be posted on the district's website and submitted to the Regional Superintendent.

School Recognition

Principals Adam Cibulka and Dan Krause highlighted upcoming events, accomplishments and recognitions for each school.

Addison Trail

- Last week was Homecoming, and what a great Pep Rally!
- This Tuesday, Sept. 24 is an All-School Assessment. Freshmen, sophomores and juniors will be testing, while the seniors will participate in a College Jamboree.
- Career Day is Wednesday, Sept. 25, during the lunch periods.
- Thursday, Sept. 26, is our College Fair during all lunch periods. More than 95 colleges will be attending.
- Due to the rainout last week, the Powder-puff game is rescheduled for Wednesday, Sept. 25. Freshman/sophomore game begins at 6 p.m., with the junior/senior game at 7 p.m. Admission is \$3.00.
- Fall sports are under way. Special shout-out to the Boys Soccer Team!

Willowbrook

- Our All-School Practice Assessment for freshmen, sophomores and juniors is on Wednesday, Sept. 25.
- The Guidance & Counseling Department has been meeting with the seniors to prepare them for post-secondary life.
- Homecoming week begins Sept. 30. Festivities are as follows: Powder-puff game on Wednesday, Oct. 2, football game on Friday, Oct. 4, and dance on Saturday, Oct. 5.
- The Distinguished Alumni & Staff Recognition Dinner is Oct. 3.
- This year's Senior Class Service Project will be to donate 10,000 hours of community service.
- Fall sports are under way, with IHSA Regionals on the horizon.

Board Member Reports

Mrs. Kucik announced the D88 Foundation Super Raffle tickets are available at the home football and volleyball games. Tickets are \$10 each with cash prizes. The drawing is October 25, 2013.

Mrs. Kucik reported the Addison Mayor's Ball is November 9, 2013.

Mrs. Kucik also reported this year's PIE Foundation fundraiser "Hello, Dolly!" is December 8, 2013 at Drury Lane. Tickets are available online at <http://piefoundation.d45.org>.

Mr. Johnson announced the LEND meeting is Friday, September 27, 2013 at 7:00 a.m., Marquardt School.

Public Comments

None

Announcements

- Regular Business Board Meeting: Monday, October 7, 2013, 7:30 p.m., District, Board Room located at: District Administrative Offices, 2 Friendship Plaza, Addison, IL 60101.
- Educational Focus Board Meeting: Monday, October 21, 2013, 7:30 p.m., District, Board Room located at: District Administrative Offices, 2 Friendship Plaza, Addison, IL 60101.

Closed Session Meeting

Mrs. Kucik moved and Mr. Gillen seconded to go into closed session to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body, and collective negotiating matters. The Board went into closed session at 9:21 p.m.

Roll Call Vote:

Ayes: Mrs. Kucik, Mr. Gillen, Mr. Johnson, Mr. Edmier, Mrs. Lullo, Mr. Irvin

Nays: None

Motion carried unanimously.

Reconvene to Open Meeting

The board returned to open session at 9:59 p.m.

Roll Call:

Members Present: Mr. Gillen, Mr. Irvin, Mr. Edmier, Mrs. Lullo, Mrs. Kucik, Mr. Johnson,
Members Absent: Mrs. Cain

Adjournment

Mrs. Kucik moved and Mrs. Lullo seconded that the meeting adjourn.

Voice vote.

Motion carried unanimously. The board meeting adjourned at 10:01 p.m.

Vice President, Board of Education

Secretary, Board of Education

Attest: _____
Date

TO: Dr. Scott Helton
Board of Education

DATE: October 11, 2013

FROM: Mr. Edward Hoster *eh*

RE: **PROPOSED PROPERTY TAX LEVY 2013**

A property tax levy is the dollar amount of taxes requested by the Board of Education to be collected from all property owners within the District. The District has three limitations to the amount of taxes we may collect:

- √ The legal maximum tax rate
- √ The Property Tax Limitation Law ("tax cap")
- √ The amount of the levy request filed in December

The District is responsible for levies in the Education, Tort Immunity, Special Education, Operations and Maintenance, Transportation, IMRF, Social Security, Life Safety, and Working Cash Funds. The County Clerk automatically extends the amount of taxes required to meet the payment schedule for each debt issue for the Debt Service Fund. Taxes levied in December of 2013 are scheduled to be collected in June 2014 and September of 2014.

Each year the administration prepares the estimated tax levy that is presented to the Board of Education for discussion in November and subsequent approval in December following a public hearing if necessary. Effective for the 2005 levy year and all subsequent levy years, the only ceiling on a particular tax rate is set by statute above which the rate is not permitted to be further increased by referendum or otherwise. Therefore, taxing districts have substantially increased flexibility to levy taxes for the purposes for which they most need the funding. However, the overall "tax cap" remains in place (see explanation below). A taxing district's limiting rate will continue to control the overall level of property tax rate change. In accordance with the Truth in Taxation statute, a public notice and hearing will not be necessary for the 2013 Tax Levy as the request for increase does not exceed 5% over the 2012 final property tax extension. However, in accordance with our past practice of commitment to transparency, we will still adopt this resolution and schedule the public hearing in December.

The Property Tax Extension Limiting Law (PTELL or Tax Cap) was originally applied to the 1991 levy year for taxes payable in 1992. The Tax Cap limits the increase in property tax extensions to the lesser of 5% or the percent increase in the All Urban Consumer Price Index (CPI) as published by the U.S. Dept. of Labor, during the 12-month calendar year proceeding the levy year, plus new construction. **The CPI {as of December 2012} for the 2013 property tax levy is 1.70%.** The ten year history of the CPI is attached for reference in Exhibit 3. The property tax extension for the previous year 2012 is increased by the CPI for a new base. In addition to the CPI, the formula allows for the recognition of new property construction that comes onto the tax rolls for each tax year. This includes any expiring TIF property and/or previously tax exempt property that is sold that may become taxable. The total Equalized Assessed Value (EAV) estimate is what we use as the base for planning the 2013 property tax levy. The past two years **new construction** has contributed an additional **0.18%** and **0.16%** respectively to our annual tax extension. As in the past, because this property information is unknown at the time of filing a property tax levy request, it is common to build in some buffer to capture any potential available funds from new construction growth. In addition, we do not expect any TIF expirations (which come on as new property) prior to the tax year 2017. It is an absolute under the Tax Cap that if the annual Tax Levy request isn't high enough compared to the clerk's extension in the fall, we will not get access to the full extension. This would be a permanent loss of access to property tax revenue for the district.

The prior year 2012 new property value of \$5.4M or 0.18% was the second lowest we have ever realized since 1991 when the "tax cap" law was first implemented. Furthermore, the overall decline in our total property value (EAV) by 10.3% or \$303M was unprecedented. Consequently, as the EAV declines the tax rate necessary to generate the approved tax extension will increase. Unfortunately, even though the 2012 property tax extension was limited by the "tax cap" to an increase of \$1.5M, many property owners become frustrated by the fact that their property values are declining but for some their tax bill is increasing. This is due to a number of possible factors including the total tax levy request that is filed including debt service repayment or property assessment appeals that can reduce overall district taxable property (EAV) which in turn increases the tax rate for each property. We work closely with the area township assessors to explain the somewhat complex process of property taxation. The downturn in the economy has brought about changes to this overall process that is unique and challenging for all. A more detailed explanation is provided in the attached Tax Levy Process Frequently Asked Questions (FAQ) that I prepared. We are but one of the contributors to this property tax system and work closely to explain the process to our constituents.

In summary, with the CPI of 1.70% and applying an estimate of \$5.4M (or 0.18%) for new construction, it is likely we will only receive an increase of approximately 1.91% to 2%. The 2013 proposed Property Tax Levy of \$51,368,014 represents an increase of 4.90%, (see Exhibit 2, row 11, columns C and E) to protect us from any unexpected increase and the continued changes in the tax levy process. This levy is based upon an estimate of property value (EAV) declining by an estimated 6% in accordance with informal trending according to area assessors. As always, our ability to effectively project for how these changes will affect our tax levy request is quite challenging. All that being said it is still quite reasonable that the overall tax extension increase will not exceed 5%. Therefore, we are submitting a levy request that provides appropriate protections to fund the district next year. Additional historical background information has been updated and is provided in the bound 2013 Tax Levy for DuPage High School District 88 book.

The tax levy process takes place over three board meetings as follows to comply with the law and avoid unnecessary tax objections.

- At the October 21, 2013 Board Meeting we review the proposed property tax levy for 2013.
- At the November 11, 2013 Board Meeting the Board adopts the resolution regarding the estimated amounts necessary to be levied for the year 2013, and establish the Public Hearing date of December 16, 2013.
- Truth in Taxation notice to the public will be published in the Addison Press and in the Villa Park Argus on Thursday, December 5, 2013
- Tax levy process is outlined in detail in Exhibit 1. At the November meeting we will adopt the Resolution of Intent to Levy. In December we will hold the public hearing and recommend adoption of the 2013 property tax levy to be filed with the County Clerk.

Property Tax Cap Formula (PTELL)

$$\text{Limiting Tax Rate} = \frac{\text{Prior Year Tax Extension} \times (1 + \text{CPI-U})}{\text{Total EAV} - \text{New Property}}$$

PROPERTY TAX LEVY PROCESS:

The following process outlines the legal requirements to complete adoption of the annual Property Tax Levy according to section 35 ILCS 200/18 of the Illinois School Code:

1. Before the last Tuesday in December we must certify the amount of our property tax levy request to the County Clerk.
2. **If the levy request exceeds 5% increase** over the prior year estimated or actual tax extension we are subject to the Truth in Taxation law,
 - a. In accordance with the Truth in Taxation guidelines we will need to publish a notice of a hearing if our levy request exceeds a 5.0% increase over the prior year tax extension. This notice must be published no greater than 14 days or less than 7 days before the Public Hearing.
 - b. We need to approve a Resolution of Intent to Levy at least twenty (20) calendar days before the Public Hearing. We will be able to do this at the November Board of Education Meeting.
3. **If the levy request does not exceed 5% increase** over the prior year estimated or actual tax extension, we do not need to adopt a resolution in November, or hold a public hearing in December. However, in accordance with our past practice of commitment to transparency, we will still adopt this resolution and schedule the public hearing in December.
4. At the December meeting the Board must adopt a Resolution Authorizing the Levy. If a hearing is required this must take place before the adoption of said resolution in accordance with Truth in Taxation.
5. Once the levy is adopted the President and Secretary of the Board of Education will need to sign:
 - a. Resolution Authorizing the Levy
 - b. Certificate of Tax Levy (ISBE Form 50.02)
 - c. Certification Statement
 - d. Notice of Compliance with Truth in Taxation – either applicability or non-applicability

DUPAGE HIGH SCHOOL DISTRICT #88
2013 PROPOSED TAX LEVY vs. PREVIOUS YEAR'S TAX EXTENSION

EXHIBIT 2

10/10/2013

\$2,479,611,943

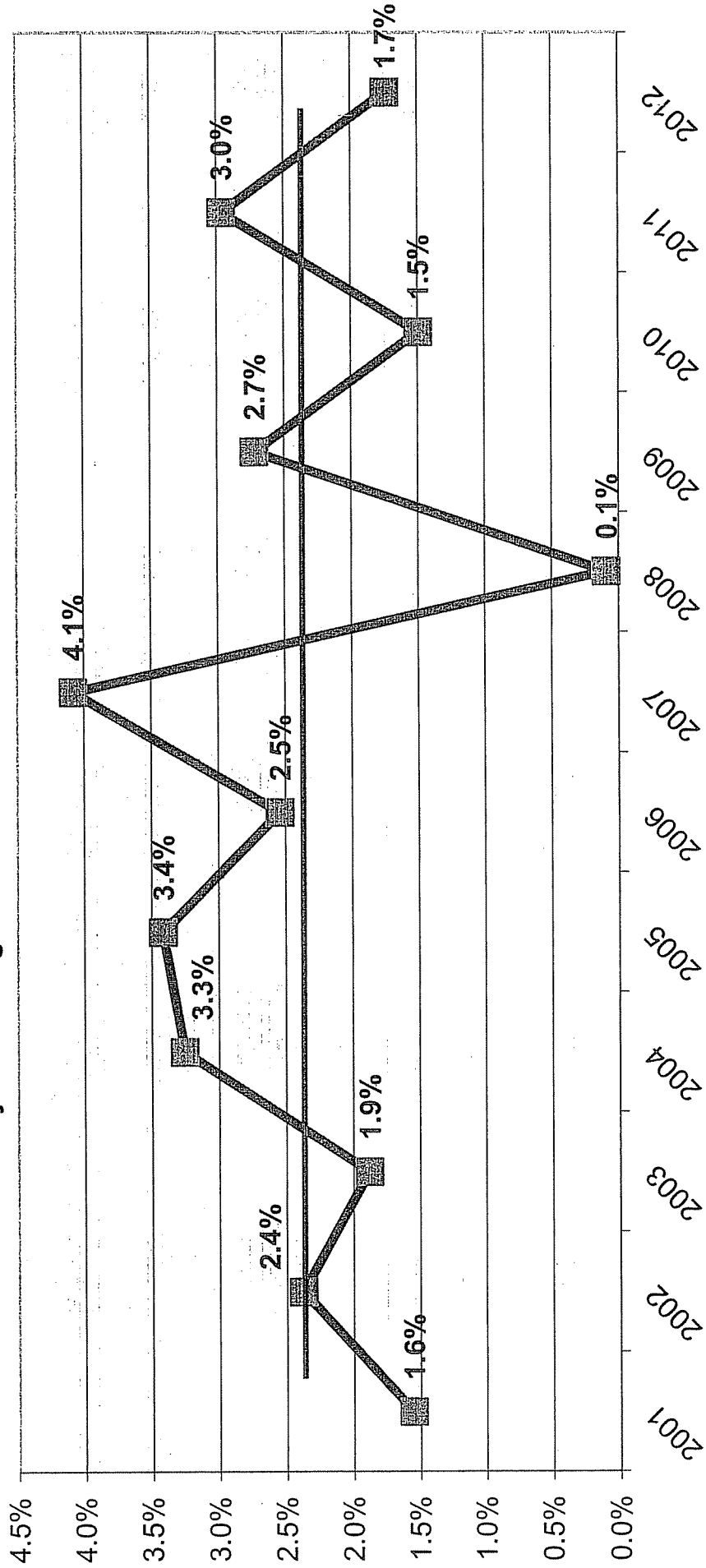
ESTIMATED 2013 "T.I.F." A.V. =

	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]
FUND	FINAL 2012 TAX RATE	2012 TAX EXTENSION	2013 PROPOSED TAX LEVY	\$ CHANGE	% CHANGE	% OF TAX LEVY	2013 ESTIMATED TAX RATE	Maximum Authorized Rate (a)
1 EDUCATIONAL	1.4543%	\$38,269,101.41	\$39,994,287	\$1,725,186	4.51%	65.50%	1.6129%	3.5000%
2 OPERATIONS & MAINT.	0.2247%	\$5,912,856.42	\$6,002,586	\$89,730	1.52%	9.83%	0.2421%	0.5500%
3 TRANSPORTATION	0.0792%	\$2,084,104.26	\$2,286,225	\$202,121	9.70%	3.74%	0.0922%	0.0000%
4 IMRF PENSION	0.0400%	\$1,052,577.91	\$1,354,154	\$301,576	28.65%	2.22%	0.0546%	0.0000%
5 SOCIAL SECURITY	0.0387%	\$1,018,369.13	\$1,068,269	\$49,900	4.90%	1.75%	0.0431%	0.0000%
6 WORKING CASH	0.0000%	\$0.00	\$0	\$0	0.00%	0.00%	0.0000%	0.0500%
7 HEALTH / LIFE SAFETY	0.0000%	\$0.00	\$0	\$0	0.00%	0.00%	0.0000%	0.1000%
8 SPECIAL EDUCATION	0.0240%	\$631,546.75	\$662,493	\$30,946	4.90%	1.09%	0.0267%	0.4000%
9 SUBTOTALS	1.8609%	\$48,968,555.88	\$51,368,014	\$2,399,458	4.90%	84.13%	2.0716%	
10 DEBT SERVICE	0.3375%	\$8,881,126.13	\$9,690,650	\$809,524	9.12%	15.87%	0.3908%	
11 TOTALS	2.1984%	\$57,849,682.01	\$61,058,664	\$3,208,982	5.55%	100.00%	2.4624%	

(a) Public Act 94-976 established maximum tax rates for some funds by type of district; Transp., IMRF & Tort are not limited

Percent of Change in December CPI-U for the Last 10 Years

Average CPI-U for this ten year period is 2.4%;
Five year average = 1.80%



Tax Levy Process and Frequently Asked Questions

1. What is a Levy?

The amount of money a governmental entity (like public school district) certifies to be raised from property tax – the request.

2. What is an extension?

The process in which the County Clerk calculates the tax rate needed to raise the revenue (Levy) allowable by law and certified by each school district in the county. The total extension is the product of the district's total combined property value {referred to as equalized assessed valuation (EAV) } multiplied by its calculated tax rate and is equal to the total property tax billings on the district's behalf. The EAV is calculated by the township assessor but in simple terms they will calculate the most recent three year sales ratio across regional areas and apply the rate of change to other properties in that area. They also manage the various types of exemptions for each property and assist homeowners who may disagree with the assessment value of their property. In general, the goal is to provide a uniform and fair assessment that equates to the established county value for that type of property. This is then multiplied by what is called the county multiplier, assigned by the Illinois Dept. of Revenue to equalize all property values to achieve the overall 33% level for the county. Overall the total property within the county should reach 33% of the determined property value for property tax purposes. Historically the multiplier is typically closer to 1.0 but due to the unprecedented rate of foreclosure activity and downturn in the real estate market, it is not uncommon to see a negative multiplier for some areas recently. More information is available through contacting your local assessor for a more specific discussion about your property value or EAV.

Example: Home value of \$300,000 = (approximately) \$100,000 EAV

3. What is The Truth In Taxation Act?

Legislation approved and effective July 1981 provides procedures for Public Notice and Public Hearings on Tax Increases greater than 105% of the prior year's extension.

4. What is The Property Tax Extension Limitation Law?

The Property Tax Extension Limitation Law, commonly referred to as "TAX CAP" or "PTELL" limits the increase in property Tax Extensions to 5% or the Consumer Price Index (CPI), **whichever is less**, not counting new construction or Bond & Interest Obligations. Last year, the district tax extension was approved to collect \$57.9 million in tax revenue. The CPI used for determining this year's levy will be 1.70% percent. This means the district will be allowed to receive \$984,300 plus whatever taxes are generated from new properties coming on the tax rolls.

5. How does the district determine its levy?

The annual budget expenditures for the education program and support services are projected to define the "need" for financial resources. The district then prepares an annual request (aka tax levy) and the board adopts that levy request by December each year. The law allows the district to make a prediction to request (levy) more taxes than they expect to collect, because at the time of the levy in December, the new property EAV is unknown. The actual new property value is not available until the following August when the County Clerk finalizes the tax extension and tax rate allowed under the Tax Cap.

6. Is it possible for your tax bill to increase even when your property value is declining?

Yes, the percent change in your property tax bill is not a 1 to 1 relationship with the percent change in your property value. In addition, other important factors also impact your tax bill:

- **Did your homeowner's exemption amount change from the prior year?**
The recent decline of home values is generating a loss of the senior citizen assessed value freeze. This means that while they may have qualified for a protection from increases to their property tax bill during a good economy ...when the value of their homes declines below the "assessment freeze" level, so does their protection. Consequently, they will begin to see increases to their property tax bills. This can be quite troubling to those who are on fixed income during retirement.
- **Did another exemption possibly expire?**
The change in ownership may result in the loss of a senior citizen exemption or the loss of a homestead improvement exemption that expires after four years.
- **What was the change in your taxable property value (EAV) as compared to other taxable properties in the community?**
The rate of change in EAV for individual properties will cause a shift in the tax burden to other properties. If other property EAV's decreased by a larger percent than yours, your resulting EAV would represent a larger portion of the total EAV than it previously did. Therefore, you would be responsible for a larger portion of the taxes than you previously were. With thousands of taxable properties making up the total EAV, it is impossible to predict your tax bill simply based upon what happens to your individual property's EAV.

Consider this simplified example:

Year 1: The school district needs taxes of \$10,000 to provide services to your children. Suppose there are only 2 taxable properties in the community, your home and a commercial bank. The taxable value (EAV) of your home is \$100,000 and the EAV of the bank property is \$700,000.

Your home represents 12.5% of the total EAV (\$100,000/\$800,000), so your share of the tax bill is $12.5\% \times \$10,000$ or **\$1,250.**

Year 2 declining EAV: The school district is limited by the Consumer Price Index (CPI) to an increase in property taxes of 1.50% or \$150, for a total tax extension of \$10,150. At the same time, your EAV decreases by 15% to \$85,000 and the bank EAV decreases by 30% to \$490,000.

Your home now represents 14.8% of the total EAV (\$85,000/\$575,000), so your share of the tax bill is $14.8\% \times \$10,150$ or **\$1,502.**

Even though your EAV decreased, the bank's EAV decreased more, ***so your property now represents a larger proportion of the total tax base***, and therefore a larger proportion of the tax burden. The recent increase in property assessment appeals throughout the county has contributed to this actual trend.

Year 2 Increasing EAV: The school district is limited by the Consumer Price Index (CPI) to an increase in property taxes of 1.50% or \$150, for a total tax extension of \$10,150. However, had your EAV increased by 20% to \$120,000 and the bank's EAV by 30% to \$910,000, you would not have seen a 20% increase in your tax bill.

Your home now represents 11.7% of the total EAV (\$120,000/\$1,030,000), so your share of the tax bill is 11.7% x \$10,150 or **\$1,188.**

Even though your EAV increased, the bank's EAV increased more, ***so your property now represents a smaller proportion of the total tax base***, and therefore a smaller proportion of the tax burden.

7. Why would a District propose a levy which is higher than the limits of the Property Tax Extension Limitation Law?

Because under The Property Tax Extension Limitation Law (PTELL) if you under levy, you can never recapture the lost revenues for the District. Also, at the time of the levy, a very important fact is unknown to the School District: the amount of new construction property in the District.

8. Why doesn't the School District lower its Levy?

We would be penalized under the Tax Cap for future years as each year is limited by the year prior. The CPI in 2008 was an unprecedented 0.10% which severely limited property tax revenue and resulted in a funding shortfall for most school districts.

9. How have the District's financial matters been managed?

DuPage High School District 88 has maintained a 4.0 Financial Profile rating with ISBE (Illinois State Board of Education) which is the equivalent of the rating of "Recognition", the highest designation possible. In addition, the District maintains an AA rating with Standard & Poor's Rating Service which is the third highest possible rating often referred to as "stable". However, as mentioned above, the low CPI of 2008 has impacted our budget and we took the difficult but necessary steps to implement budget containment in 2011-12.

10. How does the District 88 tax rate compare to other districts?

The amount and type of property in a community does affect the homeowner tax bill. A community that has more successful commercial/industrial property will typically generate a total overall EAV that is much greater. This balanced mix of properties helps distribute the tax burden throughout the community. The higher the combined property value the lower the tax rate.

$$\text{Tax Rate} = \frac{\text{Tax Extension}}{\text{Total EAV}}$$

		<u>EAV Per Student(a)</u>	<u>Tax Rate-2012</u>
Hinsdale Twp. HS D86	=	\$ 1,448,606	\$1.4984
Downers Grove HS D 99	=	\$ 1,002,818	\$1.9209
Fenton HS D100	=	\$ 1,182,083	\$2.0638
DuPage HS D88	=	\$ 917,517	\$2.1984
Glenbard Twp HS D87	=	\$ 793,613	\$2.2868
West Chicago HS. D94	=	\$ 665,539	\$2.3008
Lake Park HS D108	=	\$ 986,200	\$2.3318

(a) Most recent = 2009 report card figures

CREDIT CARD PAYMENT SUMMARY

The attached usage report details the credit card transactions for the month of September, total activity for the month is \$ 4,819,26.

This information is provided as outlined in Board Policy - 4:55

DuPage High School District 88 Credit Card Usage Report

To allow for timely processing of credit card billing, please submit to business office within 3 days of the purchase.
Purchase documentation must be attached to this form when submitted.

Purchaser	Vendor	Purchase description	Date Purchased	Purchase Amount	Budget Account (ASN) to be charged
Jean Barbanente	IAASE	Conference Registration L Bollow C DiRienzo	9/6/2013	\$450.00	4713AA


Signature

FOIA REQUEST

On September 19, 2013 DuPage High School District 88 received a request from Attorney David O. Barrett, Cooney & Conway for the following information through the Freedom of Information Act (FOIA):

Copies of documents responsive to the following request.

- Any and all documentation referencing boiler room equipment at Addison Trail High School
- Any and all documentation referencing electrical equipment at Addison Trail High School
- The complete maintenance files pertaining to the Addison Trail High School
- Any and all equipment manuals or literature referencing boilers, pumps and valves at Addison Trail High School
- Any and all literature referencing asbestos abatement bids and projects at Addison Trail High School

This FOIA is for private use.

The information was obtained on site by Attorney David O. Barrett on Wednesday, October 09, 2013.

Data Workshop

The Board will hear a report from Mrs. Barbanente, Asst. Superintendent and school principals Mr. Krause and Mr. Cibulka regarding the Data Workshop.



ILLINOIS DISTRICT REPORT CARD

This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION

Limited-English-proficient students are those students eligible for transitional bilingual programs.
Total Enrollment is based on Home School.
Homeless students are students who do not have permanent and adequate homes.

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 9 or more of the last 180 school days.

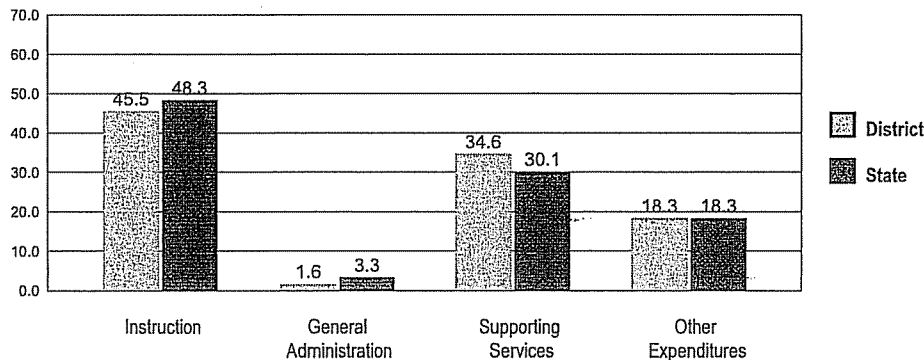
* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

[illegible]

TEACHER INFORMATION

		% of Classes Not Taught by Highly Qualified Teachers
District:	All Schools	0.0
	High Poverty Schools	
	Low Poverty Schools	
State:	All Schools	0.2
	High Poverty Schools	0.5
	Low Poverty Schools	0.0

The No Child Left Behind Act requires that information for certain data elements be disaggregated by high- and low-poverty schools. Poverty (low-income) is defined on page 1 of all report cards. High- and low-poverty schools include those in the top and bottom quarters of the poverty distribution of schools in the state. Disaggregated data are reported only if at least one school in your district falls within the high-poverty quarter and at least one school within the low-poverty quarter.

SCHOOL DISTRICT FINANCES**EXPENDITURE BY FUNCTION 2011-12 (Percentages)****REVENUE BY SOURCE 2011-12**

	District	District %	State %
Local Property Taxes	\$54,365,993	83.6	61.1
Other Local Funding	\$1,870,910	2.9	4.8
General State Aid	\$2,628,198	4.0	16.4
Other State Funding	\$3,311,513	5.1	9.7
Federal Funding	\$2,866,949	4.4	8.1
TOTAL	\$65,043,563		

EXPENDITURE BY FUND 2011-12

	District	District %	State %
Education	\$49,136,634	70.6	73.4
Operations & Maintenance	\$5,340,218	7.7	6.2
Transportation	\$2,977,075	4.3	3.7
Debt Service	\$6,289,981	9.0	7.6
Tort	\$0	0.0	1.2
Municipal Retirement/ Social Security	\$2,207,205	3.2	2.0
Fire Prevention & Safety	\$755,260	1.1	0.7
Capital Projects	\$2,936,491	4.2	5.2
TOTAL	\$69,642,864		

OTHER FINANCIAL INDICATORS

	2010 Equalized Assessed Valuation per Pupil	2010 Total School Tax Rate per \$100	2011-12 Instructional Expenditure per Pupil	2011-12 Operating Expenditure per Pupil
District	\$879,745	1.66	\$8,731	\$16,401
State	**	**	\$6,974	\$11,842

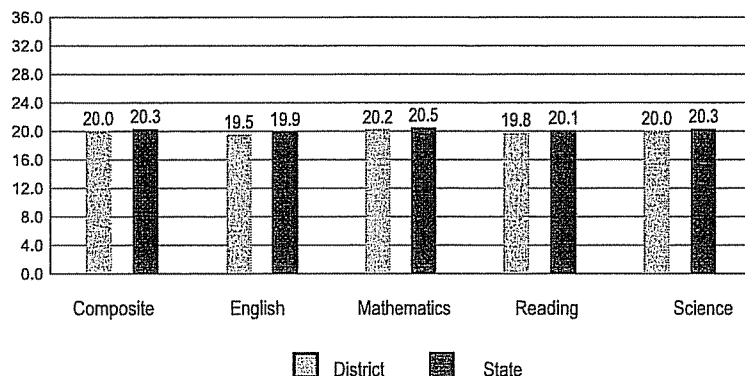
** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE**ACT ASSESSMENT: GRADUATING CLASS OF 2013***

The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. All students whose scores are college reportable, both standard and extended time tests, are now included. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

READY FOR COLLEGE COURSE WORK

District	42.8
State	45.7

HIGH SCHOOL 4-YEAR GRADUATION RATE

	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
District	89.7	88.4	91.1	93.6	89.8	83.5	97.1	100.0	75.0	87.5	56.9		77.4	84.7
State	83.2	80.3	86.1	89.3	70.9	76.3	92.0	78.0	78.2	83.1	63.7		70.1	73.0

HIGH SCHOOL 5-YEAR GRADUATION RATE

	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
District	91.2	89.8	92.8	95.1	76.8	87.2	95.5	100.0	88.9	94.4	81.6		78.1	85.4
State	87.0	84.9	89.1	90.7	78.4	83.2	94.9	89.2	83.0	86.5	76.5		76.8	80.6

2011 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP is sponsored by the U.S. Department of Education and administered to students in grade 4, 8, and 12. Only grade 4 and 8 results are required to be reported.

Achievement levels reflect what students should know and be able to do. Based on recommendations from policymakers, educators, and members of the general public, the Governing Board for NAEP sets specific achievement levels for each subject area and grade. To provide a context for interpreting student performance, NAEP results are reported as percentages of students performing below the *Basic* level, at or above the *Basic* and *Proficient* levels, and at the *Advanced* level.

Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.

Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.

Advanced represents superior performance.

The four achievement levels (below basic, basic, proficient, and advanced) are reported as level 1 through level 4, respectively. Please note that only **state results** are reported.

Grade 4

Grade 4 - All

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	34.7	32.0	24.7	8.6	20.2	41.5	31.4	6.9

Grade 4 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	21.8	33.6	32.2	12.3	10.2	38.4	41.6	9.9
Black	57.7	29.9	10.9	1.6	41.8	43.9	12.8	1.5
Hispanic	51.2	30.7	15.7	2.4	29.6	50.5	18.5	1.4
Asian	16.1	31.3	35.5	17.1	5.9	29.4	44.8	19.8
Native Hawaiian/Pacific Islander								
American Indian								

Grade 4 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	77.4	18.1	4.2	0.0	46.4	41.6	11.3	0.8

Grade 4 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	67.6	19.4	11.0	2.0	43.2	37.6	17.5	1.6

Grade 4 - Economically Disadvantaged

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	52.0	31.6	14.3	2.1	33.1	47.2	18.1	1.5

Grade 4 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	92.4	93.5
Students with Disabilities	91.1	86.1

Grade 8**Grade 8 - All**

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	23.2	43.0	30.3	3.6	26.9	40.2	24.7	8.1

Grade 8 - Racial/Ethnic Background

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
White	15.3	41.2	38.8	4.7	15.7	40.2	32.8	11.2
Black	38.0	46.6	14.4	1.0	51.7	38.4	9.4	0.5
Hispanic	30.6	45.9	21.9	1.6	35.8	45.1	16.4	2.7
Asian	11.3	34.3	43.1	11.3	7.5	24.0	36.8	31.7
Native Hawaiian/Pacific Islander								
American Indian								

Grade 8 - Limited-English-Proficient

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	67.9	29.9	2.2	0.0	69.5	27.0	3.2	0.0

Grade 8 - Students with Disabilities

Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	63.6	28.5	7.5	0.0	63.6	26.8	7.8	1.7

Grade 8 - Economically Disadvantaged

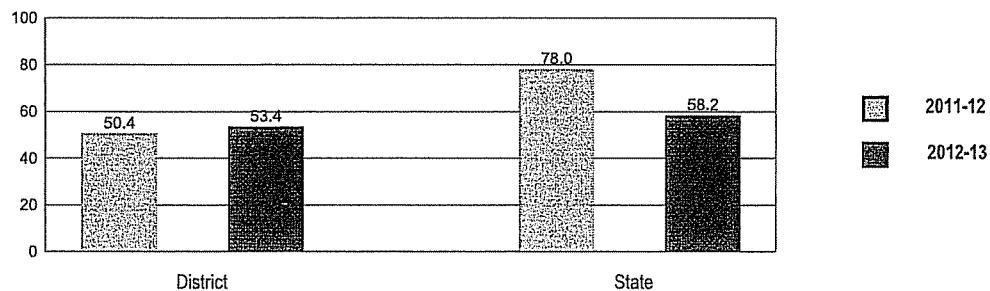
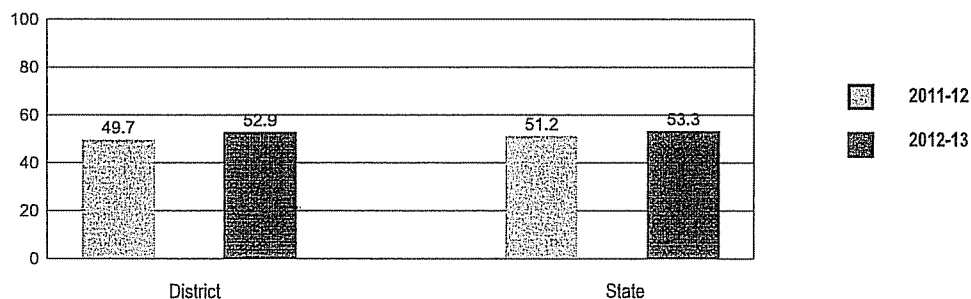
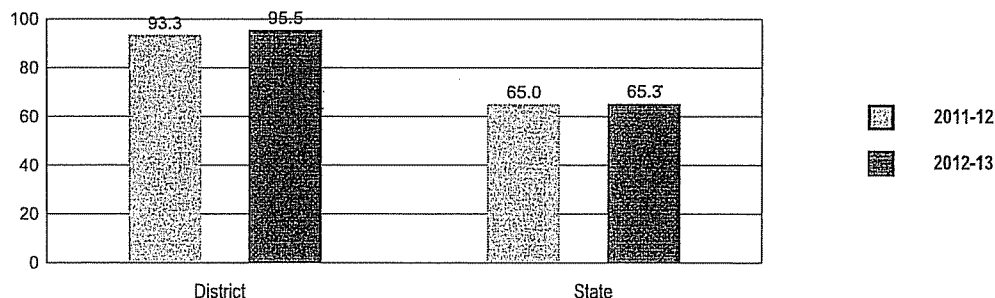
Levels	Reading				Mathematics			
	1	2	3	4	1	2	3	4
	34.4	47.0	17.8	0.9	39.3	43.7	15.0	2.1

Grade 8 - NAEP Participation Rates

	Reading	Mathematics
Limited English Proficient	91.2	89.9
Students with Disabilities	90.2	84.6

OVERALL STUDENT PERFORMANCE

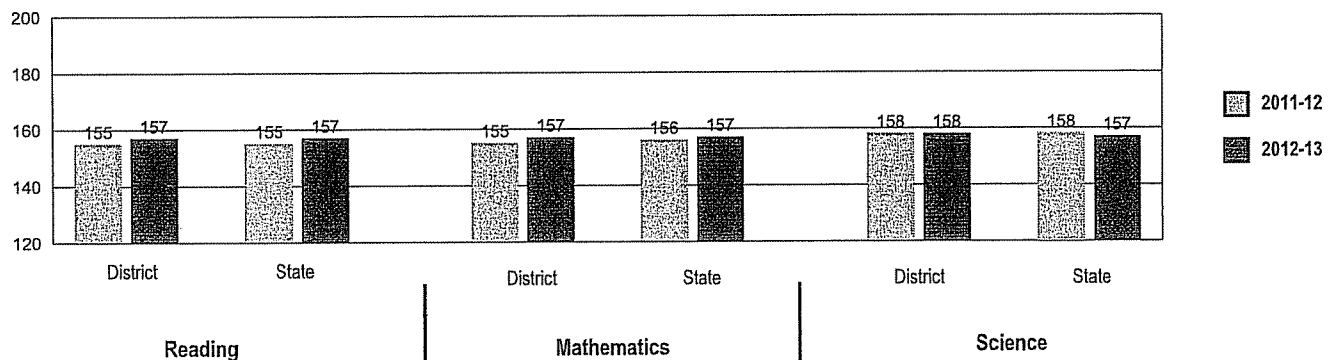
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your district and the state. They represent your district's performance in reading and mathematics. The ISAT reading and math cut scores were reset for school year 2013. Starting in 2013, Illinois raised the performance cut scores in reading and math to align with college and career ready expectations.

OVERALL PERFORMANCE - ALL STATE TESTS**OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE****OVERALL ILLINOIS ALTERNATE ASSESSMENT (IAA) PERFORMANCE**

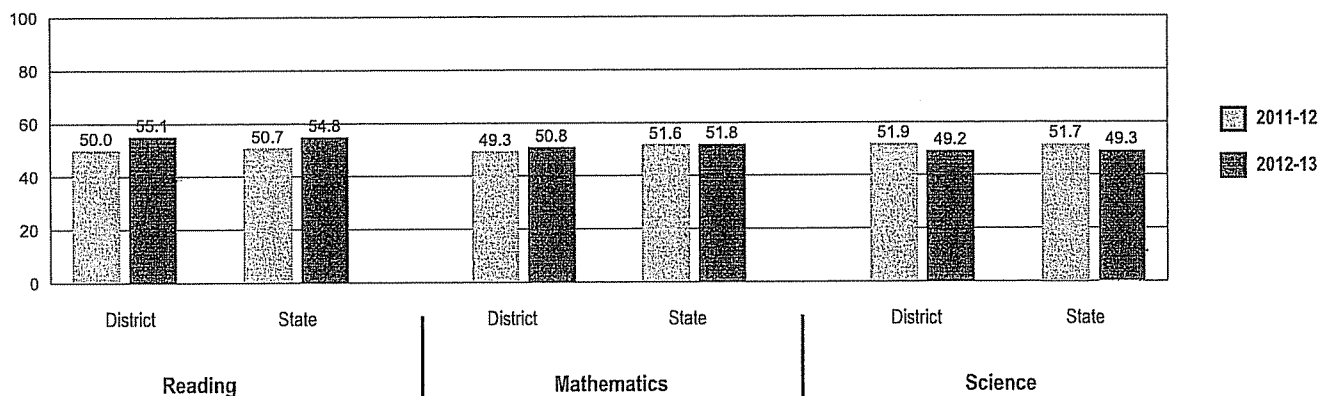
IAA scores in the Progressing and Attaining performance levels count the same, respectively, as scores on other state assessments that meet or exceed Standards.

PSAE PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding Standards in reading, mathematics, and science on PSAE.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores

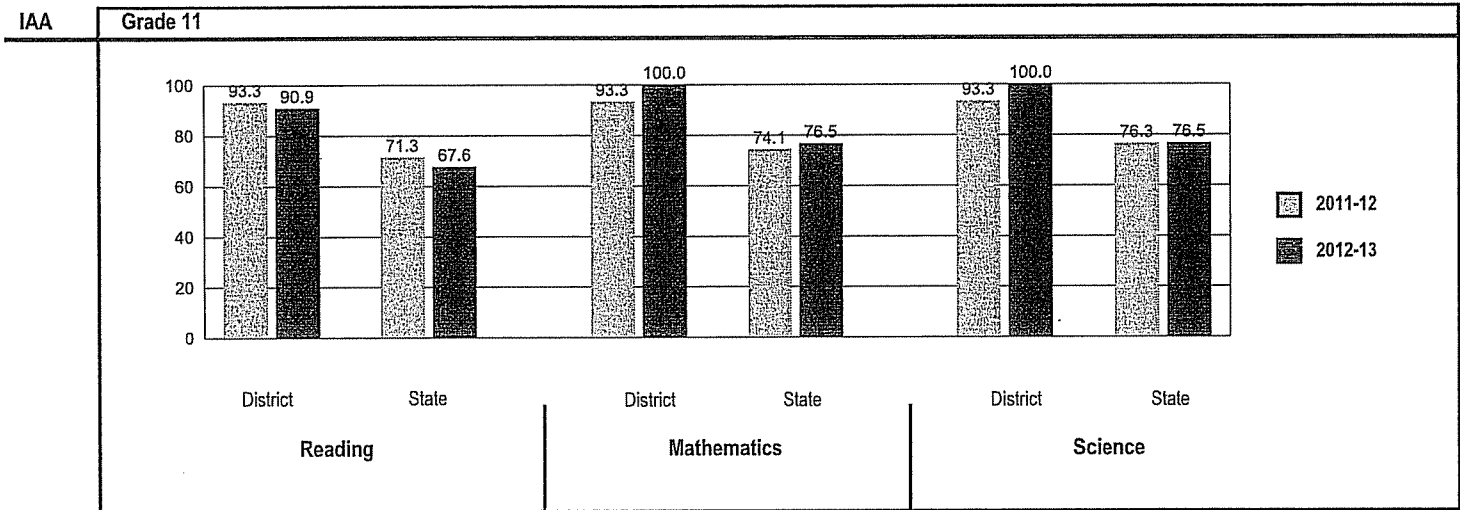
PSAE scores range from 120 to 200.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Percents Meeting or Exceeding Standards

Number of students in this District with PSAE scores in 2013: 979

IAA PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the percents of student scores meeting or exceeding Standards for the grades and subjects tested on IAA.

**PERFORMANCE ON STATE ASSESSMENTS**

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8, and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	1,005	506	499	485	66	365	69	1	0	19	19	0	118	490
	Reading	0.1	0.2	0.0	0.0	0.0	0.3	0.0			0.0	0.0		0.0	0.2
State	*Enrollment	1,067,095	545,884	521,053	542,053	188,403	253,427	46,751	1,561	3,694	30,704	73,555	276	143,695	542,427
	Reading	0.4	0.4	0.3	0.3	0.6	0.3	0.2	0.3	0.4	0.4	0.6	1.1	0.8	0.5

* Enrollment as reported during the testing windows for grades 3-8 and 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Econo- mically Disadvan- taged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	1,005	506	499	485	66	365	69	1	0	19	19	0	118	490
	Mathematics	0.1	0.2	0.0	0.0	0.0	0.3	0.0			0.0	0.0		0.0	0.2
State	*Enrollment	1,068,846	546,846	521,842	542,440	188,509	254,061	47,334	1,565	3,709	30,726	75,331	278	143,714	543,668
	Mathematics	0.4	0.4	0.3	0.3	0.6	0.3	0.2	0.3	0.3	0.4	0.3	0.7	0.9	0.5

* Enrollment as reported during the testing windows for grades 3-8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Econo- mically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races				
District	*Enrollment	1,005	506	499	485	66	365	69	1	0	19	19	0	118	490
	Science	0.1	0.2	0.0	0.0	0.0	0.3	0.0			0.0	0.0		0.0	0.2
State	*Enrollment	455,414	232,478	222,882	234,340	79,949	105,892	20,304	615	1,520	12,626	25,072	106	60,808	223,602
	Science	0.6	0.7	0.5	0.5	1.1	0.6	0.3	0.7	0.7	0.7	0.7	0.9	1.4	0.8

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 – Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 – Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 – Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 – Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 11

Grade 11 - All

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	7.6	37.4	42.7	12.4	9.0	40.2	41.2	9.6	7.7	43.1	37.0	12.3
State	8.2	37.1	42.9	11.9	9.9	38.3	42.4	9.4	9.2	41.4	38.0	11.4

Grade 11 - Gender

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	District	10.4	36.5	40.0	13.1	9.0	37.3	41.6	12.0	8.8	38.0	38.6	14.7
	State	10.6	37.1	40.5	11.9	10.0	36.4	42.7	10.9	9.5	38.0	38.7	13.9
Female	District	4.7	38.2	45.4	11.7	9.0	43.1	40.7	7.2	6.5	48.3	35.4	9.8
	State	5.7	37.1	45.3	11.9	9.9	40.2	42.1	7.8	9.0	44.8	37.3	8.9

Grade 11 - Racial/Ethnic Background

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
White	District	3.6	28.3	47.6	20.5	4.7	31.1	48.6	15.6	3.4	32.3	43.3	20.9
	State	4.8	27.5	50.9	16.9	4.9	30.0	52.1	12.9	4.3	31.3	47.9	16.5
Black	District	12.9	58.1	29.0	0.0	16.1	66.1	17.7	0.0	16.1	66.1	17.7	0.0
	State	15.7	55.4	27.0	1.9	24.2	54.7	20.3	0.8	22.5	59.8	16.6	1.1
Hispanic	District	12.4	48.7	35.2	3.7	14.4	51.3	31.8	2.5	13.2	56.3	27.6	2.8
	State	11.7	50.8	33.4	4.1	13.0	50.8	33.5	2.7	12.8	56.4	27.4	3.4
Asian	District	4.3	27.5	53.6	14.5	4.3	23.2	60.9	11.6	1.4	31.9	53.6	13.0
	State	4.8	23.3	48.7	23.2	3.5	20.4	48.5	27.5	4.4	25.9	46.3	23.4
Native Hawaiian/Pacific Islander	District												
	State	8.9	35.8	44.7	10.6	7.3	38.2	47.2	7.3	5.7	42.3	43.9	8.1
American Indian	District												
	State	8.6	42.1	39.2	10.1	14.0	41.6	39.5	4.9	10.9	43.7	37.5	8.0
Two or More Races	District	10.5	21.1	63.2	5.3	10.5	36.8	36.8	15.8	5.3	26.3	57.9	10.5
	State	7.2	32.8	44.3	15.7	8.4	37.3	42.2	12.1	7.3	39.1	39.2	14.4

Grade 11 - Limited-English-Proficient

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
District		36.8	57.9	5.3	0.0	52.6	47.4	0.0	0.0	52.6	47.4	0.0	0.0
	State	49.0	46.3	4.7	0.1	43.6	47.6	8.3	0.5	49.9	45.6	4.3	0.2

Grade 11 - Students with Disabilities

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	District	28.8	56.7	14.4	0.0	41.3	48.1	9.6	1.0	39.4	51.0	8.7	1.0
	State	32.3	49.9	15.5	2.3	41.0	44.8	12.7	1.4	38.8	44.8	13.5	2.9
Non-IEP	District	5.0	35.1	46.1	13.8	5.1	39.3	44.9	10.6	3.9	42.2	40.3	13.6
	State	5.2	35.5	46.3	13.1	6.1	37.5	46.1	10.3	5.6	41.0	41.0	12.4

Grade 11 - Economically Disadvantaged

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	District	11.8	47.0	37.3	3.8	15.6	48.7	33.1	2.5	13.5	54.0	28.7	3.8
	State	13.8	51.1	31.6	3.5	17.3	51.5	29.3	2.0	16.5	56.2	24.4	2.8
Not Eligible	District	3.6	28.3	47.7	20.4	2.8	32.3	48.7	16.2	2.2	32.9	44.8	20.2
	State	4.1	26.9	51.0	17.9	4.6	28.8	51.9	14.7	4.0	30.7	47.7	17.5

ILLINOIS ALTERNATE ASSESSMENT (IAA)

The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAT would not be appropriate. The table below presents the percentages of student scores in each of four performance levels.

- Level 1 – Entry - Students do not demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards.
- Level 2 – Foundational- Students demonstrate emerging knowledge and skills in the subject as linked to the Illinois Learning Standards. Students exhibit an ability to reproduce knowledge and skills.
- Level 3 – Satisfactory - Students demonstrate basic knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit an ability to associate their knowledge and skills.
- Level 4 – Mastery - Students demonstrate knowledge and skills in the subject through links to the Illinois Learning Standards. Students exhibit the ability to apply their knowledge and skills.

Grade 11**Grade 11 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
District	0.0	9.1	63.6	27.3	0.0	0.0	63.6	36.4	0.0	0.0	18.2	81.8
State	15.4	17.0	52.6	15.0	13.2	10.3	58.4	18.1	11.8	11.7	27.5	49.0

Grade 11 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male												
District												
State	14.2	17.3	53.0	15.5	12.2	10.4	57.5	19.9	11.1	11.4	27.0	50.5
Female												
District												
State	17.1	16.4	52.2	14.3	14.9	9.7	60.2	15.2	12.9	12.2	28.0	46.9

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White												
District												
State	14.5	16.7	52.5	16.3	11.8	10.1	60.1	18.0	10.1	12.6	24.5	52.8
Black												
District												
State	15.7	14.7	53.0	16.6	14.2	11.4	55.8	18.5	12.7	10.9	29.1	47.2
Hispanic												
District												
State	13.8	21.8	53.8	10.8	12.3	8.5	60.5	18.8	11.8	10.8	32.3	45.3
Asian												
District												
State	32.8	19.0	37.9	10.3	29.3	12.1	43.1	15.5	27.6	17.2	25.9	29.3
Native Hawaiian/Pacific Islander												
District												
State												
American Indian												
District												
State												
Two or More Races												
District												
State	17.2	10.3	58.6	13.8	17.2	6.9	58.6	17.2	10.3	3.4	24.1	62.1

2013 ADEQUATE YEARLY PROGRESS (AYP) STATUS REPORT

Is this district making Adequate Yearly Progress (AYP)?	No	Has this district been identified for District Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this district making AYP in Reading?	No	2013-14 Federal Improvement Status	Corrective Action Year 6
Is this district making AYP in Mathematics?	No	2013-14 State Improvement Status	Academic Watch Status Year 6

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		92.5			92.5			92.0		85.0	
All	99.9	Yes	99.9	Yes	56.3	56.8	Yes	52.3	56.1	No			91.2	Yes
White	100.0	Yes	100.0	Yes	68.6	66.8	Yes	64.9	65.7	Yes			95.1	
Black	100.0	Yes	100.0	Yes	33.3		No	22.2		No				
Hispanic	99.7	Yes	99.7	Yes	39.7	40.6	Yes	35.7	40.0	No			87.2	
Asian	100.0	Yes	100.0	Yes	69.7	80.0	No	74.2	81.5	No			97.1	
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	22.3	28.0	No	19.6	24.4	No			78.1	
Economically Disadvantaged	99.8	Yes	99.8	Yes	42.3	45.3	No	37.6	41.7	No			85.4	

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 92.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 92.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.***
3. At least 92% attendance rate for non-high schools.
4. At least 85.0% graduation rate for high schools. The State would first examine whether the school met the target for the four-year graduation rate. If it did not, the State would then determine whether the school met the five-year graduation rate target. If either of those rates were met, this would indicate that the school met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.

* Includes only students enrolled as of 05/01/2012.

** Safe Harbor Targets of 92.5% or above are not printed.

***Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.

FEDERAL SCHOOL IMPROVEMENT STATUS

Below is a list of the Title I funded schools in the district that are in Federal School Improvement Status as defined by the federal No Child Left Behind Act of 2001.

Number of schools in this district: 2

Number of Title I schools: 2

Number of Title I schools in Federal School Improvement Status: 2

Percent of schools in Federal School Improvement Status: 100.0%

School ID	School Name	Years in School Improvement
190220880160001	Addison Trail High School	3
190220880160002	Willowbrook High School	10

Addison Trail High School
DuPage HSD 88
Addison, ILLINOIS



ILLINOIS SCHOOL REPORT CARD

GRADES : 9 10 11 12

State and federal laws require public school districts to release report cards to the public each year.

This year, we have updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

STUDENTS

RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION												
	White	Black	Hispanic	Asian	Native Hawaiian / Pacific Islander	American Indian	Two or More Races	Percent Low-Income	Percent Limited-English-Proficient	Percent IEP	Percent Homeless	Total Enrollment
School District State	35.0	3.3	55.0	5.0	0.1	0.2	1.5	57.6	4.8	13.7	1.4	1,982
	46.1	6.9	38.2	6.4	0.0	0.5	1.8	51.3	4.3	13.3	1.7	4,056
	50.6	17.6	24.1	4.3	0.1	0.3	3.0	49.9	9.5	13.6	2.0	2,054,155

Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.

IEP Students are those students eligible to receive special education services.

Limited-English-proficient students are those students eligible for transitional bilingual programs.
Total Enrollment is based on Home School.
Homeless students are who do not have permanent and adequate homes.

Homeless students are who do not have permanent and adequate homes.

	High Sch. Dropout Rate	Chronic Truancy Rate	Mobility Rate	Attendance Rate
School	1.2	10.5	7.2	94.4
District	1.1	8.5	6.1	93.1
State	2.4	9.8	12.8	94.2

Mobility rate is based on the number of times students enroll in or leave a school during the school year.

Chronic truants are students who are absent from school without valid cause for 9 or more of the last 180 school days.

INSTRUCTIONAL SETTING

PARENTAL CONTACT*		Total School Days	
	Percent		Days
School	98.0	School	177
District	99.0	District	177
State	95.5	State	176

* Parental contact includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

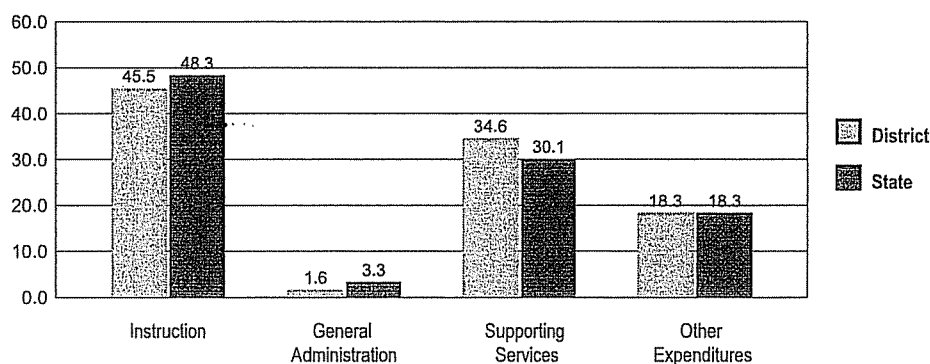
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TEACHER INFORMATION	
	% of Classes Not Taught by Highly Qualified Teachers
School	0.0
District	0.0
State	0.2

Some teacher/administrator data are not collected at the school level.

SCHOOL DISTRICT FINANCES

EXPENDITURE BY FUNCTION 2011-12 (Percentages)



REVENUE BY SOURCE 2011-12

	District	District %	State %
Local Property Taxes	\$54,365,993	83.6	61.1
Other Local Funding	\$1,870,910	2.9	4.8
General State Aid	\$2,628,198	4.0	16.4
Other State Funding	\$3,311,513	5.1	9.7
Federal Funding	\$2,866,949	4.4	8.1
TOTAL	\$65,043,563		

EXPENDITURE BY FUND 2011-12

	District	District %	State %
Education	\$49,136,634	70.6	73.4
Operations & Maintenance	\$5,340,218	7.7	6.2
Transportation	\$2,977,075	4.3	3.7
Debt Service	\$6,289,981	9.0	7.6
Tort	\$0	0.0	1.2
Municipal Retirement/ Social Security	\$2,207,205	3.2	2.0
Fire Prevention & Safety	\$755,260	1.1	0.7
Capital Projects	\$2,936,491	4.2	5.2
TOTAL	\$69,642,864		

OTHER FINANCIAL INDICATORS

	2010 Equalized Assessed Valuation per Pupil	2010 Total School Tax Rate per \$100	2011-12 Instructional Expenditure per Pupil	2011-12 Operating Expenditure per Pupil
District	\$879,745	1.66	\$8,731	\$16,401
State	**	**	\$6,974	\$11,842

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

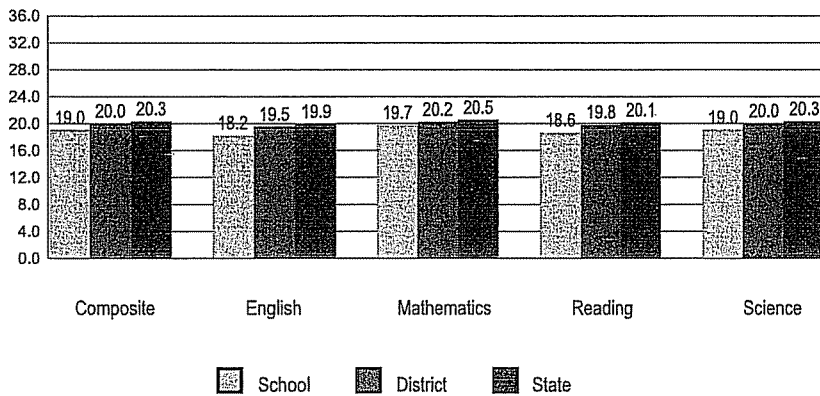
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

ACT ASSESSMENT: GRADUATING CLASS OF 2013 *

The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAE.

* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAE testing. All students whose scores are college reportable, both standard and extended time tests, are now included. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

READY FOR COLLEGE COURSE WORK

School	35.4
District	42.8
State	45.7

HIGH SCHOOL 4-YEAR GRADUATION RATE

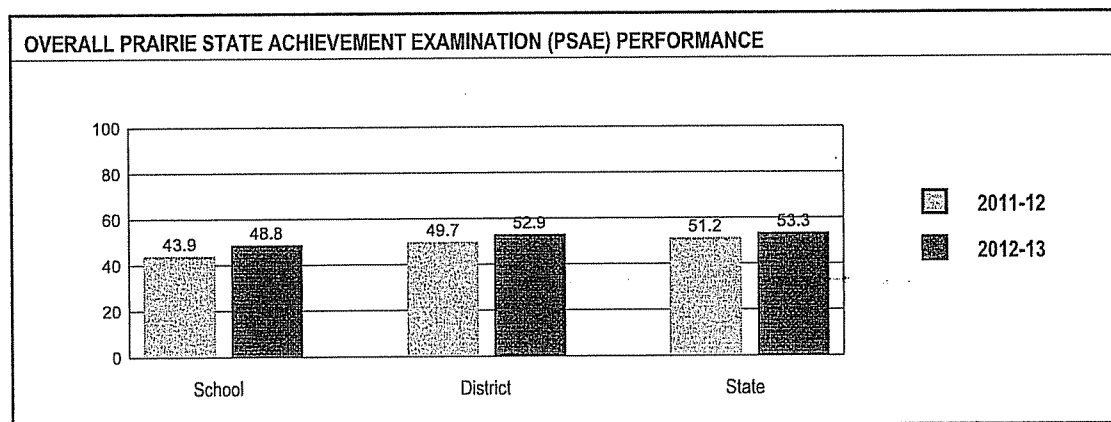
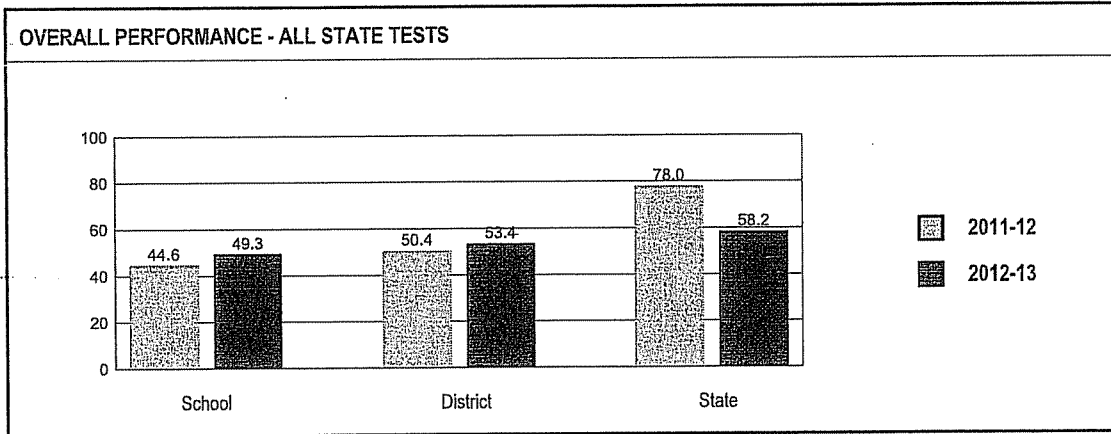
	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	88.0	86.7	89.4	92.2	100.0	83.7	100.0		50.0	88.9	52.2		76.6	82.8
District	89.7	88.4	91.1	93.6	89.8	83.5	97.1		75.0	87.5	56.9		77.4	84.7
State	83.2	80.3	86.1	89.3	70.9	76.3	92.0		78.2	83.1	63.7		70.1	73.0

HIGH SCHOOL 5-YEAR GRADUATION RATE

	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	90.8	90.2	91.4	94.2	90.9	87.0	95.7	100.0	100.0	100.0	76.9		78.9	86.9
District	91.2	89.8	92.8	95.1	76.8	87.2	95.5	100.0	88.9	94.4	81.6		78.1	85.4
State	87.0	84.9	89.1	90.7	78.4	83.2	94.9	89.2	83.0	86.5	76.5		76.8	80.6

OVERALL STUDENT PERFORMANCE

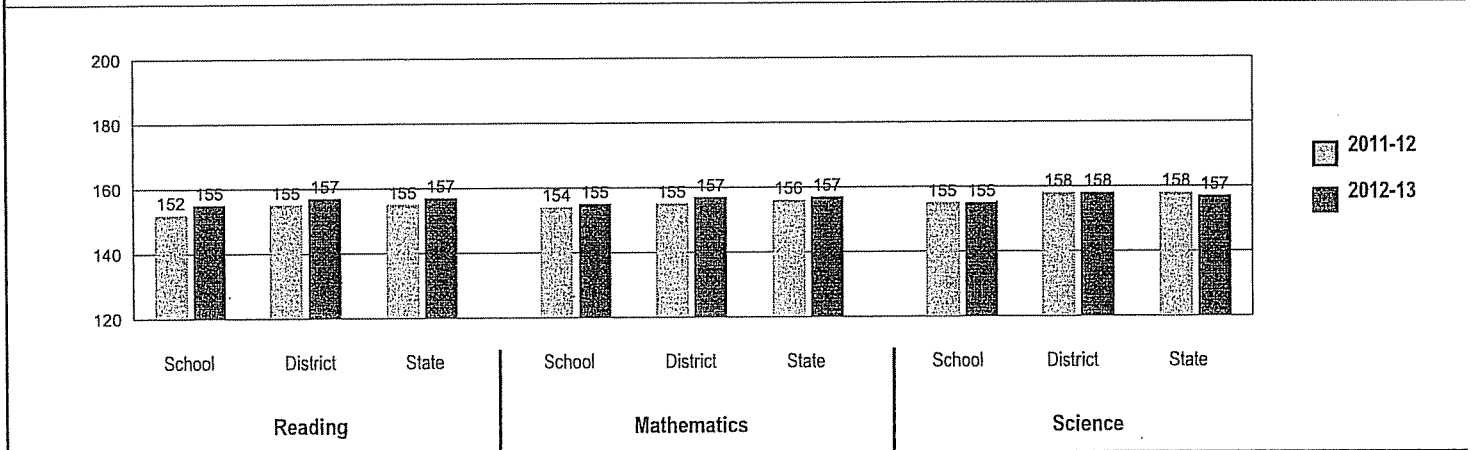
These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading and mathematics. The ISAT reading and math cut scores were reset for school year 2013. Starting in 2013, Illinois raised the performance cut scores in reading and math to align with college and career ready expectations.



PSAE PERFORMANCE

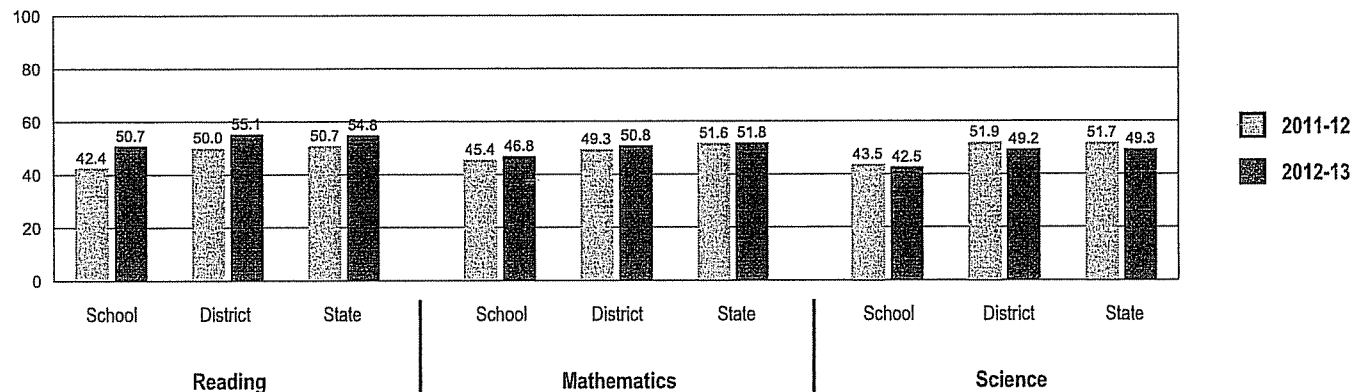
These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics, and science on PSAE.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores



PSAE scores range from 120 to 200.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Percents Meeting or Exceeding Standards



Number of students in this school with PSAT scores in 2013: 487

PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAT would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Econo- mically Disadv- antaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	500	252	248	191	12	257	30	1	0	9	14	0	65	272
	Reading	0.2	0.4	0.0	0.0	0.0	0.4	0.0				0.0		0.0	0.4
District	*Enrollment	1,005	506	499	485	66	365	69	1	0	19	19	0	118	490
	Reading	0.1	0.2	0.0	0.0	0.0	0.3	0.0			0.0	0.0		0.0	0.2
State	*Enrollment	1,067,095	545,884	521,053	542,053	188,403	253,427	46,751	1,561	3,694	30,704	73,555	276	143,695	542,427
	Reading	0.4	0.4	0.3	0.3	0.6	0.3	0.2	0.3	0.4	0.4	0.6	1.1	0.8	0.5

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	500	252	248	191	12	257	30	1	0	9	14	0	65	272
	Mathematics	0.2	0.4	0.0	0.0	0.0	0.4	0.0				0.0		0.0	0.4
District	*Enrollment	1,005	506	499	485	66	365	69	1	0	19	19	0	118	490
	Mathematics	0.1	0.2	0.0	0.0	0.0	0.3	0.0			0.0	0.0		0.0	0.2
State	*Enrollment	1,068,846	546,846	521,842	542,440	188,509	254,061	47,334	1,565	3,709	30,726	75,331	278	143,714	543,668
	Mathematics	0.4	0.4	0.3	0.3	0.6	0.3	0.2	0.3	0.3	0.4	0.3	0.7	0.9	0.5

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	500	252	248	191	12	257	30	1	0	9	14	0	65	272
	Science	0.2	0.4	0.0	0.0	0.0	0.4	0.0				0.0		0.0	0.4
District	*Enrollment	1,005	506	499	485	66	365	69	1	0	19	19	0	118	490
	Science	0.1	0.2	0.0	0.0	0.0	0.3	0.0			0.0	0.0		0.0	0.2
State	*Enrollment	455,414	232,478	222,882	234,340	79,949	105,892	20,304	615	1,520	12,626	25,072	106	60,808	223,602
	Science	0.6	0.7	0.5	0.5	1.1	0.6	0.3	0.7	0.7	0.7	0.7	0.9	1.4	0.8

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 – Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 – Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 – Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 – Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 11**Grade 11 - All**

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	10.5	38.8	41.7	9.0	9.9	43.3	39.4	7.4	9.9	47.6	34.1	8.4
District	7.6	37.4	42.7	12.4	9.0	40.2	41.2	9.6	7.7	43.1	37.0	12.3
State	8.2	37.1	42.9	11.9	9.9	38.3	42.4	9.4	9.2	41.4	38.0	11.4

Grade 11 - Gender

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
Male School	13.5	41.0	36.1	9.4	10.2	41.4	38.5	9.8	11.9	42.6	34.4	11.1
Male District	10.4	36.5	40.0	13.1	9.0	37.3	41.6	12.0	8.8	38.0	38.6	14.7
Male State	10.6	37.1	40.5	11.9	10.0	36.4	42.7	10.9	9.5	38.0	38.7	13.9
Female School	7.4	36.6	47.3	8.6	9.5	45.3	40.3	4.9	7.8	52.7	33.7	5.8
Female District	4.7	38.2	45.4	11.7	9.0	43.1	40.7	7.2	6.5	48.3	35.4	9.8
Female State	5.7	37.1	45.3	11.9	9.9	40.2	42.1	7.8	9.0	44.8	37.3	8.9

Grade 11 - Racial/Ethnic Background

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
White School	5.9	28.0	48.9	17.2	4.3	32.3	50.0	13.4	4.8	34.4	44.6	16.1
White District	3.6	28.3	47.6	20.5	4.7	31.1	48.6	15.6	3.4	32.3	43.3	20.9
White State	4.8	27.5	50.9	16.9	4.9	30.0	52.1	12.9	4.3	31.3	47.9	16.5
Black School	20.0	50.0	30.0	0.0	10.0	90.0	0.0	0.0	20.0	80.0	0.0	0.0
Black District	12.9	58.1	29.0	0.0	16.1	66.1	17.7	0.0	16.1	66.1	17.7	0.0
Black State	15.7	55.4	27.0	1.9	24.2	54.7	20.3	0.8	22.5	59.8	16.6	1.1
Hispanic School	13.9	48.2	35.1	2.8	14.7	53.0	30.3	2.0	14.3	58.2	25.5	2.0
Hispanic District	12.4	48.7	35.2	3.7	14.4	51.3	31.8	2.5	13.2	56.3	27.6	2.8
Hispanic State	11.7	50.8	33.4	4.1	13.0	50.8	33.5	2.7	12.8	56.4	27.4	3.4
Asian School	3.3	26.7	56.7	13.3	0.0	16.7	70.0	13.3	0.0	30.0	56.7	13.3
Asian District	4.3	27.5	53.6	14.5	4.3	23.2	60.9	11.6	1.4	31.9	53.6	13.0
Asian State	4.8	23.3	48.7	23.2	3.5	20.4	48.5	27.5	4.4	25.9	46.3	23.4
Native Hawaiian/Pacific Islander School												
Native Hawaiian/Pacific Islander District												
Native Hawaiian/Pacific Islander State	8.9	35.8	44.7	10.6	7.3	38.2	47.2	7.3	5.7	42.3	43.9	8.1
American Indian School												
American Indian District												
American Indian State	8.6	42.1	39.2	10.1	14.0	41.6	39.5	4.9	10.9	43.7	37.5	8.0
Two or More Races School												
Two or More Races District	10.5	21.1	63.2	5.3	10.5	36.8	36.8	15.8	5.3	26.3	57.9	10.5
Two or More Races State	7.2	32.8	44.3	15.7	8.4	37.3	42.2	12.1	7.3	39.1	39.2	14.4

Grade 11 - Limited English Proficient

Levels	Reading				Mathematics				Science			
	1	2	3	4	1	2	3	4	1	2	3	4
School	35.7	57.1	7.1	0.0	42.9	57.1	0.0	0.0	42.9	57.1	0.0	0.0
District	36.8	57.9	5.3	0.0	52.6	47.4	0.0	0.0	52.6	47.4	0.0	0.0
State	49.0	46.3	4.7	0.1	43.6	47.6	8.3	0.5	49.9	45.6	4.3	0.2

Grade 11 - Students with Disabilities

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	41.1	55.4	3.6	0.0	50.0	48.2	0.0	1.8	51.8	46.4	0.0	1.8
	District	28.8	56.7	14.4	0.0	41.3	48.1	9.6	1.0	39.4	51.0	8.7	1.0
	State	32.3	49.9	15.5	2.3	41.0	44.8	12.7	1.4	38.8	44.8	13.5	2.9
Non-IEP	School	6.5	36.7	46.6	10.2	4.6	42.7	44.5	8.1	4.4	47.8	38.5	9.3
	District	5.0	35.1	46.1	13.8	5.1	39.3	44.9	10.6	3.9	42.2	40.3	13.6
	State	5.2	35.5	46.3	13.1	6.1	37.5	46.1	10.3	5.6	41.0	41.0	12.4

Grade 11 - Economically Disadvantaged

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	14.1	45.6	37.3	3.0	15.2	49.0	33.1	2.7	16.0	53.6	28.1	2.3
	District	11.8	47.0	37.3	3.8	15.6	48.7	33.1	2.5	13.5	54.0	28.7	3.8
	State	13.8	51.1	31.6	3.5	17.3	51.5	29.3	2.0	16.5	56.2	24.4	2.8
Not Eligible	School	6.3	30.8	46.9	16.1	3.6	36.6	46.9	12.9	2.7	40.6	41.1	15.6
	District	3.6	28.3	47.7	20.4	2.8	32.3	48.7	16.2	2.2	32.9	44.8	20.2
	State	4.1	26.9	51.0	17.9	4.6	28.8	51.9	14.7	4.0	30.7	47.7	17.5

2013 ADEQUATE YEARLY PROGRESS (AYP) STATUS REPORT

Is this school making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this school making AYP in Reading?	No	2013-14 Federal Improvement Status	Corrective Action
Is this school making AYP in Mathematics?	No	2013-14 State Improvement Status	Academic Watch Status Year 1

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		92.5			92.5			92.0		85.0	
All	99.8	Yes	99.8	Yes	51.4	49.8	Yes	48.0	51.9	No			90.8	Yes
White	100.0	Yes	100.0	Yes	66.7	61.8	Yes	63.9	66.6	Yes			94.2	
Black														
Hispanic	99.6	Yes	99.6	Yes	38.0	38.3	Yes	33.5	39.6	No			87.0	
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	11.7	22.3	No	11.7	20.6	No			78.9	
Economically Disadvantaged	99.6	Yes	99.6	Yes	41.0	38.9	Yes	37.5	38.9	Yes			86.9	

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 92.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 92.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 92% attendance rate for non-high schools.
4. At least 85% graduation rate for high schools. The State would first examine whether the school met the target for the four-year graduation rate. If it did not, the State would then determine whether the school met the five-year graduation rate target. If either of those rates were met, this would indicate that the school met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.

* Includes only students enrolled as of 05/01/2012.

** Safe Harbor Targets of 92.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.



GRADES : 9 10 11 12

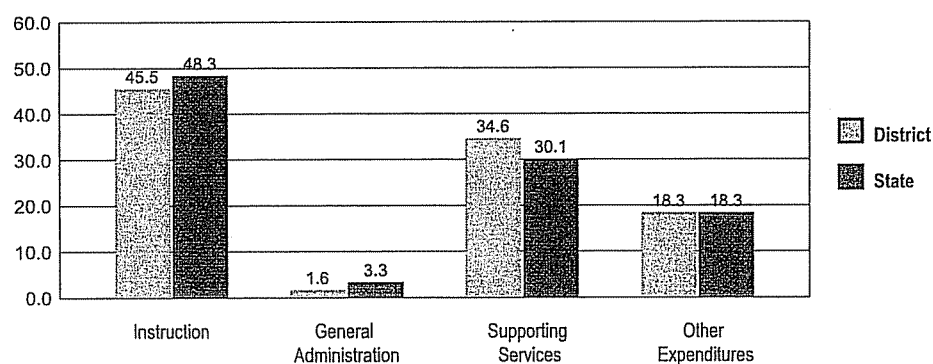
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TEACHER INFORMATION	
	% of Classes Not Taught by Highly Qualified Teachers
School	0.0
District	0.0
State	0.2

Some teacher/administrator data are not collected at the school level.

SCHOOL DISTRICT FINANCES

EXPENDITURE BY FUNCTION 2011-12 (Percentages)



REVENUE BY SOURCE 2011-12			
	District	District %	State %
Local Property Taxes	\$54,365,993	83.6	61.1
Other Local Funding	\$1,870,910	2.9	4.8
General State Aid	\$2,628,198	4.0	16.4
Other State Funding	\$3,311,513	5.1	9.7
Federal Funding	\$2,866,949	4.4	8.1
TOTAL	\$65,043,563		

EXPENDITURE BY FUND 2011-12			
	District	District %	State %
Education	\$49,136,634	70.6	73.4
Operations & Maintenance	\$5,340,218	7.7	6.2
Transportation	\$2,977,075	4.3	3.7
Debt Service	\$6,289,981	9.0	7.6
Tort	\$0	0.0	1.2
Municipal Retirement/ Social Security	\$2,207,205	3.2	2.0
Fire Prevention & Safety	\$755,260	1.1	0.7
Capital Projects	\$2,936,491	4.2	5.2
TOTAL	\$69,642,864		

OTHER FINANCIAL INDICATORS

	2010 Equalized Assessed Valuation per Pupil	2010 Total School Tax Rate per \$100	2011-12 Instructional Expenditure per Pupil	2011-12 Operating Expenditure per Pupil
District	\$879,745	1.66	\$8,731	\$16,401
State	**	**	\$6,974	\$11,842

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

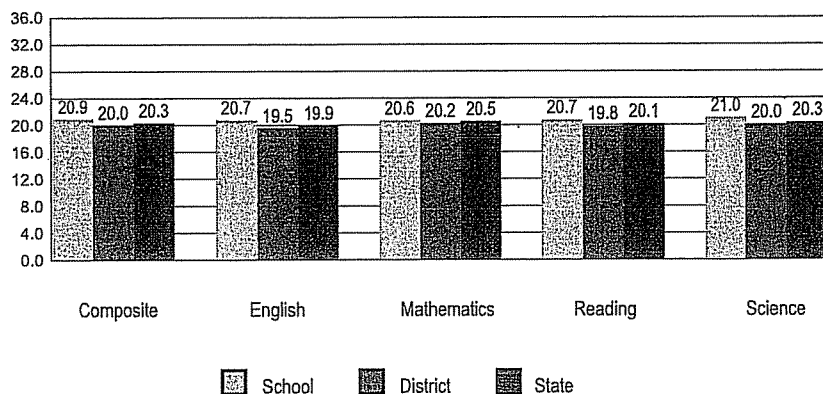
Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

ACT ASSESSMENT: GRADUATING CLASS OF 2013 *

The number and percent of students taking the ACT are no longer reported since virtually every eleventh grade student takes the ACT as part of the PSAT.

* Includes graduating students' most recent ACT Assessment scores from an ACT national test date or PSAT testing. All students whose scores are college reportable, both standard and extended time tests, are now included. State averages for ACT data are based on regular public schools and do not include private and special purpose schools.

READY FOR COLLEGE COURSE WORK

School	49.2
District	42.8
State	45.7

HIGH SCHOOL 4-YEAR GRADUATION RATE

	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	91.2	89.8	92.6	94.4	87.8	83.1	95.5	100.0	83.3	85.7	60.7		78.3	86.7
District	89.7	88.4	91.1	93.6	89.8	83.5	97.1	100.0	75.0	87.5	56.9		77.4	84.7
State	83.2	80.3	86.1	89.3	70.9	76.3	92.0	78.0	78.2	83.1	63.7		70.1	73.0

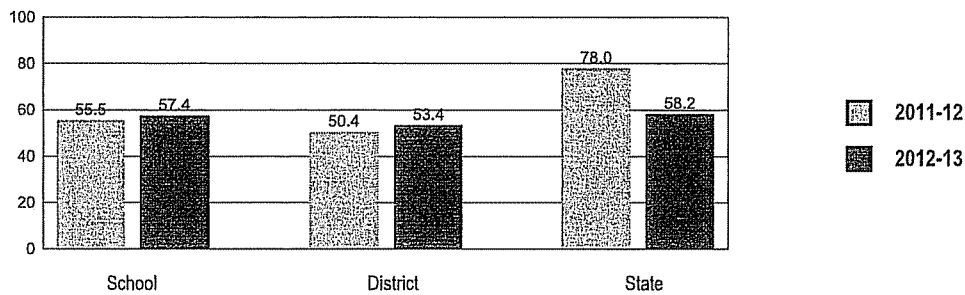
HIGH SCHOOL 5-YEAR GRADUATION RATE

	Gender			Race / Ethnicity							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	91.7	89.4	94.2	95.8	74.1	87.8	95.3	100.0	75.0	92.9	87.0		77.4	83.5
District	91.2	89.8	92.8	95.1	76.8	87.2	95.5	100.0	88.9	94.4	81.6		78.1	85.4
State	87.0	84.9	89.1	90.7	78.4	83.2	94.9	89.2	83.0	86.5	76.5		76.8	80.6

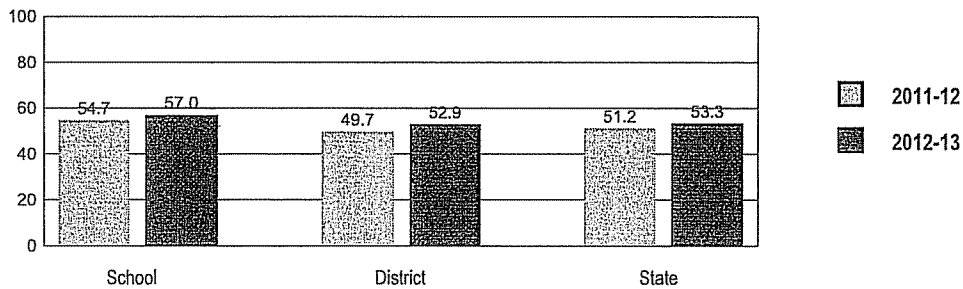
OVERALL STUDENT PERFORMANCE

These charts present the overall percentages of state test scores categorized as meeting or exceeding the Illinois Learning Standards for your school, district, and the state. They represent your school's performance in reading and mathematics. The ISAT reading and math cut scores were reset for school year 2013. Starting in 2013, Illinois raised the performance cut scores in reading and math to align with college and career ready expectations.

OVERALL PERFORMANCE - ALL STATE TESTS



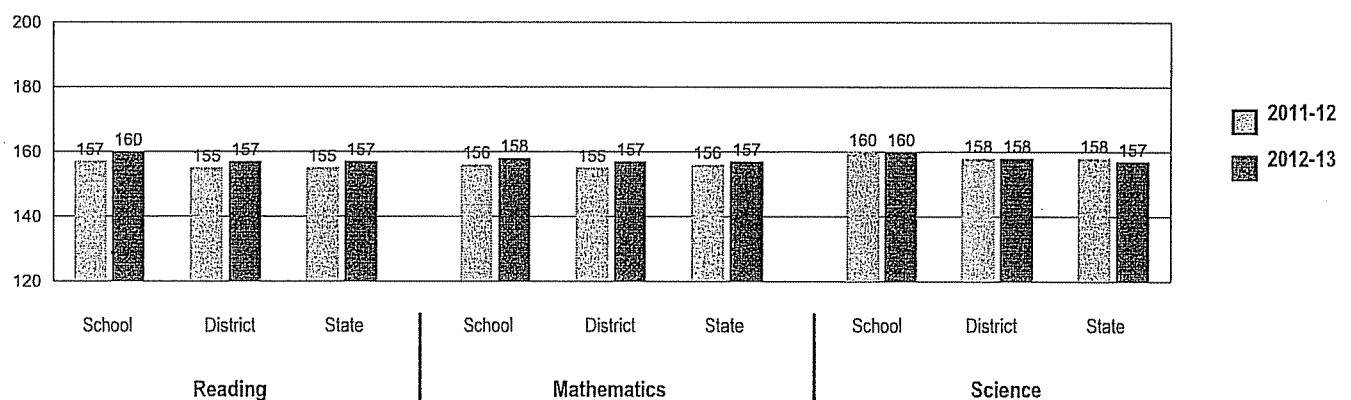
OVERALL PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) PERFORMANCE



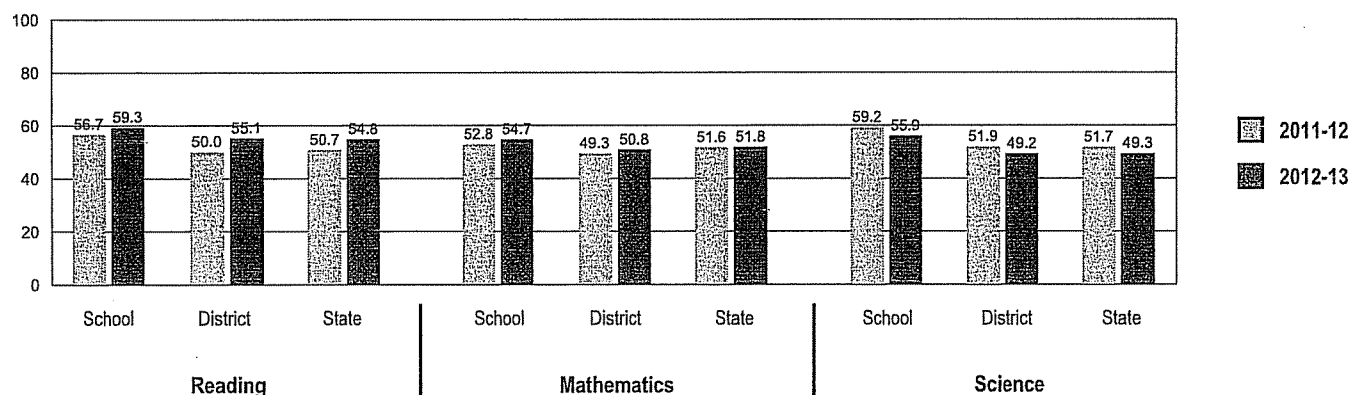
PSAE PERFORMANCE

These charts provide information on attainment of the Illinois Learning Standards. They show the average scores and also the percents of student scores meeting or exceeding standards in reading, mathematics, and science on PSAE.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Average Scores



PSAE scores range from 120 to 200.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE) - Percents Meeting or Exceeding Standards

Number of students in this school with PSAT scores in 2013: 492

PERFORMANCE ON STATE ASSESSMENTS

Federal law requires that student achievement results for reading, mathematics, and science for schools providing Title I services be reported to the general public.

The Illinois Standards Achievement Test (ISAT) is administered to students in grades 3 through 8. The Prairie State Achievement Examination (PSAE) is administered to students in grade 11. The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAT would not be appropriate.

Students with disabilities have an IEP (No Child Left Behind Act). An IEP is a written plan for a child with a disability who is eligible to receive special education services under the Individuals with Disabilities Education Act.

Reading and Mathematics are tested in grades 3 through 8 and 11. Science is tested in grades 4, 7, and 11.

In order to protect students' identities, test data for groups of fewer than ten students are not reported.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR READING															
		Gender			Racial/Ethnic Background									Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian/Pacific Islander	American Indian	Two or More Races				
School	*Enrollment	505	254	251	294	54	108	39	0	0	10	5	0	53	218
	Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0			0.0	0.0
District	*Enrollment	1,005	506	499	485	66	365	69	1	0	19	19	0	118	490
	Reading	0.1	0.2	0.0	0.0	0.0	0.3	0.0			0.0	0.0		0.0	0.2
State	*Enrollment	1,067,095	545,884	521,053	542,053	188,403	253,427	46,751	1,561	3,694	30,704	73,555	276	143,695	542,427
	Reading	0.4	0.4	0.3	0.3	0.6	0.3	0.2	0.3	0.4	0.4	0.6	1.1	0.8	0.5

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

Number of LEP Students who have attended schools in the U.S. for less than 12 months and are not assessed on the State's reading/language arts test: 0

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR MATHEMATICS															
		Gender			Racial/Ethnic-Background							LEP	Migrant	Students with Disabilities	Econo- mically Disadv- antaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	505	254	251	294	54	108	39	0	0	10	5	0	53	218
	Mathematics	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0			0.0	0.0
District	*Enrollment	1,005	506	499	485	66	365	69	1	0	19	19	0	118	490
	Mathematics	0.1	0.2	0.0	0.0	0.0	0.3	0.0			0.0	0.0		0.0	0.2
State	*Enrollment	1,068,846	546,846	521,842	542,440	188,509	254,061	47,334	1,565	3,709	30,726	75,331	278	143,714	543,668
	Mathematics	0.4	0.4	0.3	0.3	0.6	0.3	0.2	0.3	0.3	0.4	0.3	0.7	0.9	0.5

* Enrollment as reported during the testing windows for grades 3 - 8 and 11.

PERCENTAGE OF STUDENTS NOT TESTED IN STATE TESTING PROGRAMS FOR SCIENCE															
		Gender			Racial/Ethnic Background							LEP	Migrant	Students with Disabilities	Economically Disadvantaged
		All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific islander	American Indian	Two or More Races				
School	*Enrollment	505	254	251	294	54	108	39	0	0	10	5	0	53	218
	Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0			0.0			0.0	0.0
District	*Enrollment	1,005	506	499	485	66	365	69	1	0	19	19	0	118	490
	Science	0.1	0.2	0.0	0.0	0.0	0.3	0.0			0.0	0.0		0.0	0.2
State	*Enrollment	455,414	232,478	222,882	234,340	79,949	105,892	20,304	615	1,520	12,626	25,072	106	60,808	223,602
	Science	0.6	0.7	0.5	0.5	1.1	0.6	0.3	0.7	0.7	0.7	0.7	0.9	1.4	0.8

* Enrollment as reported during the testing windows for grades 4, 7, and 11.

PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

The following tables show the percentages of student scores in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested. Due to rounding, the sum of the percentages in the four performance levels may not always equal 100.

- Level 1 – Academic Warning - Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- Level 2 – Below Standards - Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
- Level 3 – Meets Standards - Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
- Level 4 – Exceeds Standards - Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Grade 11**Grade 11 - All**

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
School		4.7	36.0	43.7	15.7	8.1	37.2	42.9	11.8	5.5	38.6	39.8	16.1
District		7.6	37.4	42.7	12.4	9.0	40.2	41.2	9.6	7.7	43.1	37.0	12.3
State		8.2	37.1	42.9	11.9	9.9	38.3	42.4	9.4	9.2	41.4	38.0	11.4

Grade 11 - Gender

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Male	School	7.3	32.1	43.9	16.7	7.7	33.3	44.7	14.2	5.7	33.3	42.7	18.3
	District	10.4	36.5	40.0	13.1	9.0	37.3	41.6	12.0	8.8	38.0	38.6	14.7
	State	10.6	37.1	40.5	11.9	10.0	36.4	42.7	10.9	9.5	38.0	38.7	13.9
Female	School	2.0	39.8	43.5	14.6	8.5	41.1	41.1	9.3	5.3	43.9	37.0	13.8
	District	4.7	38.2	45.4	11.7	9.0	43.1	40.7	7.2	6.5	48.3	35.4	9.8
	State	5.7	37.1	45.3	11.9	9.9	40.2	42.1	7.8	9.0	44.8	37.3	8.9

Grade 11 - Racial/Ethnic Background

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
White	School	2.1	28.6	46.7	22.6	4.9	30.3	47.7	17.1	2.4	31.0	42.5	24.0
	District	3.6	28.3	47.6	20.5	4.7	31.1	48.6	15.6	3.4	32.3	43.3	20.9
	State	4.8	27.5	50.9	16.9	4.9	30.0	52.1	12.9	4.3	31.3	47.9	16.5
Black	School	11.5	59.6	28.8	0.0	17.3	61.5	21.2	0.0	15.4	63.5	21.2	0.0
	District	12.9	58.1	29.0	0.0	16.1	66.1	17.7	0.0	16.1	66.1	17.7	0.0
	State	15.7	55.4	27.0	1.9	24.2	54.7	20.3	0.8	22.5	59.8	16.6	1.1
Hispanic	School	8.7	50.0	35.6	5.8	13.5	47.1	35.6	3.8	10.6	51.9	32.7	4.8
	District	12.4	48.7	35.2	3.7	14.4	51.3	31.8	2.5	13.2	56.3	27.6	2.8
	State	11.7	50.8	33.4	4.1	13.0	50.8	33.5	2.7	12.8	56.4	27.4	3.4
Asian	School	5.1	28.2	51.3	15.4	7.7	28.2	53.8	10.3	2.6	33.3	51.3	12.8
	District	4.3	27.5	53.6	14.5	4.3	23.2	60.9	11.6	1.4	31.9	53.6	13.0
	State	4.8	23.3	48.7	23.2	3.5	20.4	48.5	27.5	4.4	25.9	46.3	23.4
Native Hawaiian/Pacific Islander	School												
	District												
	State	8.9	35.8	44.7	10.6	7.3	38.2	47.2	7.3	5.7	42.3	43.9	8.1
American Indian	School												
	District												
	State	8.6	42.1	39.2	10.1	14.0	41.6	39.5	4.9	10.9	43.7	37.5	8.0
Two or More Races	School	0.0	10.0	90.0	0.0	0.0	40.0	50.0	10.0	0.0	10.0	90.0	0.0
	District	10.5	21.1	63.2	5.3	10.5	36.8	36.8	15.8	5.3	26.3	57.9	10.5
	State	7.2	32.8	44.3	15.7	8.4	37.3	42.2	12.1	7.3	39.1	39.2	14.4

Grade 11 - Students with Disabilities

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
IEP	School	14.6	58.3	27.1	0.0	31.3	47.9	20.8	0.0	25.0	56.3	18.8	0.0
	District	28.8	56.7	14.4	0.0	41.3	48.1	9.6	1.0	39.4	51.0	8.7	1.0
	State	32.3	49.9	15.5	2.3	41.0	44.8	12.7	1.4	38.8	44.8	13.5	2.9
Non-IEP	School	3.6	33.6	45.5	17.3	5.6	36.0	45.3	13.1	3.4	36.7	42.1	17.8
	District	5.0	35.1	46.1	13.8	5.1	39.3	44.9	10.6	3.9	42.2	40.3	13.6
	State	5.2	35.5	46.3	13.1	6.1	37.5	46.1	10.3	5.6	41.0	41.0	12.4

Grade 11 - Economically Disadvantaged

Levels		Reading				Mathematics				Science			
		1	2	3	4	1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	9.0	48.8	37.4	4.7	16.1	48.3	33.2	2.4	10.4	54.5	29.4	5.7
	District	11.8	47.0	37.3	3.8	15.6	48.7	33.1	2.5	13.5	54.0	28.7	3.8
	State	13.8	51.1	31.6	3.5	17.3	51.5	29.3	2.0	16.5	56.2	24.4	2.8
Not Eligible	School	1.4	26.3	48.4	23.8	2.1	28.8	50.2	18.9	1.8	26.7	47.7	23.8
	District	3.6	28.3	47.7	20.4	2.8	32.3	48.7	16.2	2.2	32.9	44.8	20.2
	State	4.1	26.9	51.0	17.9	4.6	28.8	51.9	14.7	4.0	30.7	47.7	17.5

2013 ADEQUATE YEARLY PROGRESS (AYP) STATUS REPORT

Is this school making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this school making AYP in Reading?	No	2013-14 Federal Improvement Status	Restructuring Implementation
Is this school making AYP in Mathematics?	No	2013-14 State Improvement Status	Academic Watch Status Year 7

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards *						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target **	Met AYP	%	Safe Harbor Target **	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		92.5			92.5			92.0		85.0	
All	100.0	Yes	100.0	Yes	61.2	63.1	Yes	56.6	59.8	No			91.7	Yes
White	100.0	Yes	100.0	Yes	69.9	69.7	Yes	65.6	65.3	Yes			95.8	
Black	100.0	Yes	100.0	Yes										
Hispanic	100.0	Yes	100.0	Yes	44.0	45.8	Yes	41.0	41.0	Yes			87.8	
Asian														
Native Hawaiian/ Pacific Islander														
American Indian														
Two or More Races														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	34.6	33.9	No	28.8	28.4	No			78.3	
Economically Disadvantaged	100.0	Yes	100.0	Yes	44.0	52.3	No	37.8	44.8	No			86.7	

Four Conditions Are Required For Making Adequate Yearly Progress (AYP):

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 92.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 92.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions. ***
3. At least 92% attendance rate for non-high schools.
4. At least 85% graduation rate for high schools. The State would first examine whether the school met the target for the four-year graduation rate. If it did not, the State would then determine whether the school met the five-year graduation rate target. If either of those rates were met, this would indicate that the school met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.

* Includes only students enrolled as of 05/01/2012.

** Safe Harbor Targets of 92.5% or above are not printed.

*** Subgroups with fewer than 45 students are not reported. Safe Harbor only applies to subgroups of 45 or more. In order for Safe Harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high schools and graduation rate for high schools) for the subgroup. For subgroups that do not meet their Safe Harbor Targets, a 75% confidence interval is applied. Safe Harbor allows schools an alternate method to meet subgroup minimum targets on achievement.



ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES

Is this district/consortium meeting the Annual Measurable Achievement Objectives (AMAO)?	YES
Is this district/consortium meeting Progress in English target (AMAO 1)?	YES
Is this district/consortium meeting Proficiency in English target (AMAO 2)?	YES
Is this district/consortium meeting the AYP for LEP Subgroup Target (AMAO 3)?	NA

English Language Proficiency Test: ACCESS for ELLs™

Minimum Targets:

Percent Making Progress in English Targets	Percent Attaining Proficiency in English Targets	AYP - LEP Subgroup Target					
		AYP - Participation Rate		AYP - Percent Meeting/Exceeding		AYP - Other Indicators (%)	
		Reading	Mathematics	Reading	Mathematics	Attendances	Graduations
60.5	10.0	95.0	95.0	92.5	92.5	92.0	85.0

ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAO) PERFORMANCE

AMAO 1 - Making Progress			AMAO 2 - Attaining Proficiency		
Total Number of LEP Students with Two Years of Test Scores	Number Making Progress	Percent Making Progress	Total Number of LEP Students	Number Attaining Proficiency	Percent Attaining Proficiency
125	80	64.0	163	72	44.2

AMAO 3 - Adequate Yearly Progress (AYP) for LEP subgroup											
Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators (When Safe Harbor is Applied)	
Reading		Mathematics		Reading			Mathematics				
%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP	Attendance Rate	Graduation Rate

A 95% Confidence Interval was applied to calculations of AMAO 1 and AMAO 2.

Three Conditions Are Required For Making Adequate Yearly Progress (AYP) for LEP Subgroup:

1. At least 95.0% tested for Reading and Mathematics for the LEP Subgroup. If the current year's participation rates are less than 95%, the participation rate for AYP will be considered sufficient if the average of the current year and the preceding year is at least 95%, or if the average of the current year and the two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% but 'Met AYP' is 'Yes', it means the 95% condition was met by averaging.
2. At least 92.5% Meeting/Exceeding Standards for reading and mathematics for the LEP subgroup; for LEP subgroup under the 92.5% Meeting/Exceeding requirement, a 95% confidence interval has been applied; or meet Safe Harbor requirements.
3. At least 92.0% Attendance Rate for elementary school districts or at least 85.0% Graduation Rate for high school districts. Unit districts must meet both criteria.

AYP for LEP subgroup includes only students enrolled as of 5/1/12.

Safe Harbor Targets of 92.5% or above are not printed.

LEP Subgroups with fewer than 45 students are not reported. Safe harbor only applies to subgroups. In order for safe harbor to apply, a subgroup must decrease by 10% the percentage of scores that did not meet state standards from the previous year plus meet the other indicators (attendance rate for non-high school districts, graduation rate for high school districts, and attendance and graduation rates for unit school districts) for the subgroup. Safe harbor allows school districts an alternate method to meet subgroup minimum targets on achievement.

2011-2012 Illinois Special Education Profile

Illinois State Board of Education
Department of Special Education



DUPAGE HSD 88

ADDISON, ILLINOIS

Member of Sch Assoc Sped Educ DuPage SASED

Section One: Background Information

Student Population

	Total Enrollment	Students with IEPs**	
		Enrollment	Percent
District	4,077	573	14.1
Cooperative	45,730	6,559	14.3
All H.S. Districts	253,828	35,757	14.1
State	2,091,396	289,021	13.8

Percent of Students by Race / Ethnicity

		White	Black	Hispanic	Asian	Native Hawaiian	Native American	Two or More Races
District	All Students	47.9	6.5	36.5	6.4	0.1	0.7	1.8
	Students with IEPs	42.9	15.5	39.1	1.6	0.2	0.0	0.7
Cooperative	All Students	57.9	7.4	24.6	6.6	0.1	0.4	3.1
	Students with IEPs	56.6	11.4	24.0	3.7	0.4	1.0	3.0
State	All Students	50.7	18.1	23.7	4.2	0.1	0.3	2.8
	Students with IEPs	53.5	20.8	20.3	2.0	0.1	0.4	2.8

Percent of Students in Each Disability Category

Disability Category	Percent of All Students				Percent of Students with IEPs			
	District	Coop	All H.S. Districts	State	District	Coop	All H.S. Districts	State
Autism	0.662	1.192	0.872	0.850	4.71	8.31	6.19	6.15
Deafness	0.025	0.020	0.038	0.029	0.17	0.14	0.27	0.21
Deaf-Blindness	0.000	0.002	0.001	0.001	0.00	0.02	0.01	0.01
Developmental Delay	0.000	1.509	0.000	1.298	0.00	10.52	0.00	9.39
Emotional Disability	2.453	1.137	2.108	0.990	17.45	7.93	14.96	7.16
Hearing Impairment	0.319	0.245	0.149	0.153	2.27	1.71	1.06	1.11
Intellectual Disability	1.300	0.630	1.464	0.905	9.25	4.39	10.39	6.55
Multiple Disabilities	0.098	0.206	0.149	0.109	0.70	1.43	1.06	0.79
Orthopedic Impairment	0.049	0.085	0.094	0.084	0.35	0.59	0.67	0.61
Other Health Impairment	1.398	1.472	1.898	1.328	9.95	10.26	13.47	9.61
Specific Learning Disability	7.604	4.568	6.943	5.137	54.10	31.85	49.29	37.17
Speech or Language Impairment	0.025	3.180	0.273	2.846	0.17	22.17	1.94	20.59
Traumatic Brain Injury	0.074	0.020	0.046	0.034	0.52	0.14	0.33	0.25
Visual Impairment	0.049	0.079	0.052	0.055	0.35	0.55	0.37	0.40

**Students enrolled by the parent/guardian in a non-public (e.g. parochial) school for general education and are not enrolled in the public school district but are receiving special education and/or related services provided by the public school district specified on an individualized services plan (ISP) have been removed from all calculations on the District Special Education Profile.

Section Two: Student Performance

In order to protect students' identities, test data for groups of fewer than 10 students are not reported.

Participation Rate for State Assessments

As reported on the Illinois State Board of Education Report Cards.

		2009-2010		2010-2011		2011-2012	
		Students with IEPs	All Students	Students with IEPs	All Students	Students with IEPs	All Students
District	Enrollment*	59	683	179	1,202	114	950
	Reading	99.1	99.6	99.1	99.6	99.1	99.6
	Mathematics	98.3	99.9	99.4	99.8	99.1	99.6
State	Enrollment*	150,721	1,068,202	150,024	1,077,714	146,133	1,073,764
	Reading	99.5	99.8	99.1	99.5	99.1	99.6
	Mathematics	99.5	99.8	99.1	99.6	99.6	99.6

*Enrollment in the tested grades on the first day of testing.

Overall Student Performance

The following table presents the overall percentages of state test scores considered proficient or above. This combines all subjects for all grades tested for the following tests: the **Illinois Standards Achievement Test (ISAT)** for students in grades 3 through 8; the **Prairie State Achievement Examination (PSAE)** for students in grade 11; and the **Illinois Alternate Assessment (IAA)** for students with disabilities whose Individual Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate.

	2009-2010			2010-2011			2011-2012		
	Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap
District	24.4	67.5	-43.1	14.3	51.1	-36.8	17.0	55.6	-38.6
Cooperative	61.1	86.7	-25.7	58.7	85.5	-26.9	58.5	86.5	-28.0
All H.S. Districts	27.7	65.0	-37.3	25.0	61.1	-36.1	27.3	63.2	-35.9

Illinois Alternate Assessment (IAA)

The Illinois Alternate Assessment (IAA) is administered to students with disabilities whose Individualized Education Programs (IEPs) indicate that participation in the ISAT or PSAE would not be appropriate. The table below presents the percentages of students who scored in the Progressing or Attaining performance levels.

Grade		Reading	Math
3	District		
	State	48.6	57.6
4	District		
	State	52.8	67.9
5	District		
	State	54.3	63.4
6	District		
	State	62.5	74.0
7	District		
	State	65.1	73.8
8	District		
	State	69.5	72.0
11	District	93.3	93.3
	State	71.3	74.1

Student Performance by Subject

The following tables show student performance by subject area for Reading and Mathematics for the past three years. Each table displays the percentage of students who scored in the Meets or Exceeds performance levels. Grades 3 through 8 use the ISAT; grade 11 uses the PSAT. In order to protect students' identities, test data for groups of fewer than 10 students are not reported.

Student Performance in Reading

Grade		2009-2010			2010-2011			2011-2012		
		Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap
11	District	17.8	65.9	-48.1	7.5	51.0	-43.5	7.5	54.9	-47.4
	State	14.0	57.1	-43.1	13.6	54.0	-40.4	14.9	56.3	-41.4

Student Performance in Mathematics

Grade		2009-2010			2010-2011			2011-2012		
		Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap	Students with IEPs	Students without IEPs	Gap
11	District	13.3	68.6	-55.3	6.9	51.3	-44.4	2.2	54.7	-52.5
	State	13.4	57.6	-44.2	12.1	56.5	-44.4	13.2	56.5	-43.3

Section Three: Educational Environment

Educational environment refers to the extent to which students with disabilities receive special education and related services in classes or schools with their non-disabled peers. Research has shown that students with disabilities who are educated in the *least restrictive environment* show increased motivation, higher self-esteem, improved communication and socialization skills and greater academic achievement than those students in a more restrictive, or segregated, environment.

Educational environments for students ages 6 through 21 can be generally classified into four settings:

1. Students receiving special education or related services inside the general classroom 80% or more of the time,
2. Students receiving special education or related services inside the general classroom 40% to 79% of the time,
3. Students receiving special education or related services outside the general classroom less than 40% of the time, and
4. Students receiving special education or related services in a separate educational facility.

Percent of Students with IEPs in Various Educational Environments

	2009-2010				2010-2011				2011-2012			
	% of Time Inside the General Classroom			Separate Facility	% of Time Inside the General Classroom			Separate Facility	% of Time Inside the General Classroom			Separate Facility
	≥80%	40-79%	<40%		≥80%	40-79%	<40%		≥80%	40-79%	<40%	
District	18.3	31.4	34.1	16.2	26.0	38.3	21.9	13.8	44.9	30.2	11.3	13.6
Cooperative	58.7	22.6	11.3	7.4	57.7	24.4	10.4	7.5	58.9	23.1	10.2	7.9
All H.S. Districts	37.8	29.4	18.8	14.0	38.8	29.8	17.7	13.8	39.1	29.9	16.7	14.3

Educational Environments for Selected Disabilities

		Inside ≥80%	Inside 40-79%	Inside <40%	Separate Facility
Autism	District	37.0	22.2	25.9	14.8
	All H.S. Districts	23.8	19.8	26.7	29.7
Emotional Disability	District	21.0	24.0	14.0	41.0
	All H.S. Districts	23.9	22.5	13.6	40.0
Intellectual Disability	District	1.9	24.5	49.1	24.5
	All H.S. Districts	1.9	18.0	54.3	25.9
Other Health Impairment	District	57.9	38.6	1.8	1.8
	All H.S. Districts	52.8	27.9	11.2	8.1
Specific Learning Disability	District	58.4	34.2	4.2	3.2
	All H.S. Districts	49.3	37.9	9.7	3.1
Speech or Language Impairment	District	100.0	0.0	0.0	0.0
	All H.S. Districts	66.3	19.9	10.5	3.2

Educational Environments by Race / Ethnicity

	Inside ≥80%	Inside 40-79%	Inside <40%	Separate Facility
White	50.4	23.2	10.2	16.3
Black	32.6	36.0	12.4	19.1
Hispanic	45.1	34.4	12.1	8.5
Asian	22.2	33.3	22.2	22.2
Native American				
Native Hawaiian	0.0	100.0	0.0	0.0
Two or More Races	25.0	75.0	0.0	0.0

Section Four: High School Completion in the 2010-11 School Year

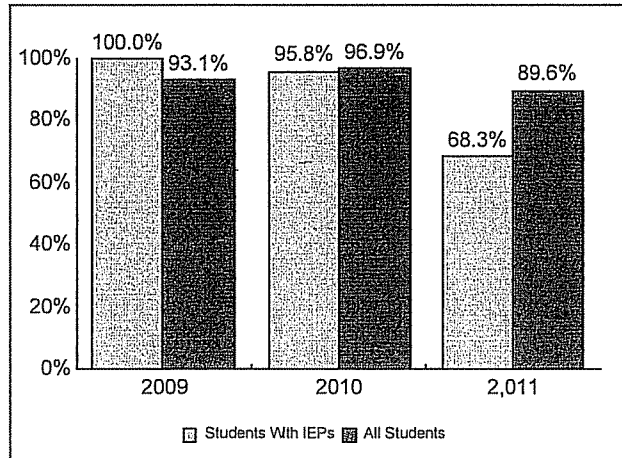
Progression through and completion of high school are significant in assessing the success of an educational system. Dropout rate and graduation rate are both critical indicators related to high school completion, reflecting the level at which students receiving special education services both remain in school and graduate with a standard diploma, respectively.

Graduation Rate

The **Graduation Rate** in Illinois is defined as the percent of the original freshman class who graduated with a standard diploma, adjusted for student transfers and deaths. Per federal reporting requirements, the reporting of graduation rates lags one year.

Graduation Rates for Students with IEPs

	2008-2009	2009-2010	2010-2011
District	100.0	95.8	68.3
Cooperative	88.2	91.6	70.9
State	78.1	78.2	66.2



Compared to All Students

	Students with IEPs	All Students	Gap
District	68.3	89.6	-21.4
Cooperative	70.9	90.6	-19.7
State	66.2	83.8	-17.6

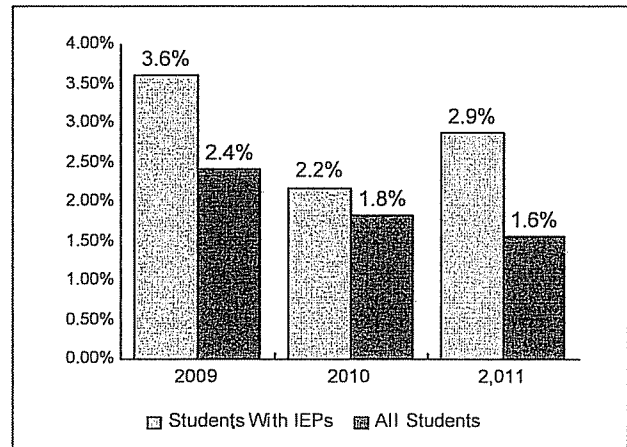
Dropout Rate

A **Dropout** is defined as any child whose name has been removed from the district-housed roster for any reason other than death, extended illness, graduation, or completion of a program of studies and who has not transferred to another public or private school, or who did not re-enroll as expected in the fall.

Dropout Rate is calculated as the percent of students in grades 9 through 12 who dropped out. Per federal reporting requirements, the reporting of dropout rates lags one year.

Dropout Rates for Students with IEPs

	2008-2009	2009-2010	2010-2011
District	3.6	2.2	2.9
Cooperative	2.4	2.4	2.4
State	5.1	4.3	4.5



Compared to All Students

	Students with IEPs	All Students	Gap
District	2.9	1.6	-1.3
Cooperative	2.4	1.6	-0.8
State	4.5	2.8	-1.7

Section Five: State Performance Plan

The Individuals with Disabilities Education Act (IDEA 2004) requires states to develop and submit a six-year State Performance Plan (SPP) to the Office of Special Education Programs (OSEP) at the U.S. Department of Education. The SPP is designed to evaluate the State's efforts to implement the requirements and purposes of IDEA and describe how the State will improve its implementation. The plan consists of several priority areas with specific indicators defined for each area. Measurable and rigorous targets are defined for each indicator to show progress throughout the six-year period. States are required to publicly report on SPP Indicators 1-14 for the 2011-2012 school year.

A link to the Illinois State Performance Plan, Part B for 2005-2012 can be found on the Special Education Services home page, www.isbe.net/spec-ed.

The table below shows how this school district performed on specific indicators and whether or not it met the annual targets for those indicators as defined in the Illinois State Performance Plan.

Some indicators require a minimum number of students before comparing district data to the state targets. "N/A" indicates that either the district did not have enough students to report on the district's performance for that particular indicator or the district does not serve students of the ages measured by the indicator.

SPP Indicator	Indicator Description	2011-2012 District Data	2011-2012 State Target	District Met State Target? ✓ = Yes
1	2010-11 Graduation Rate for students with IEPs (Data lag one year)	68.3%	80.0%	
2	2010-11 Dropout Rate for students with IEPs (Data lag one year)	2.9%	5.0%	✓
3a	Made adequate yearly progress (AYP) for students with IEPs	No	Yes	
3b	Reading assessment participation rate for students with IEPs	99.1%	95.0%	✓
3b	Math assessment participation rate for students with IEPs	99.1%	95.0%	✓
3c	Students with IEPs meeting or exceeding standards on state reading assessments	19.4%	42.0%	
3c	Students with IEPs meeting or exceeding standards on state math assessments	14.8%	40.0%	
4a	Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days in 2010-11? (Data lag one year)	No	No	✓
4b	Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy?	No	No	✓
5a	Students with IEPs ages 6-21 inside the general classroom \geq 80% of the time	44.9%	51.0%	
5b	Students with IEPs ages 6-21 inside of the general classroom < 40% of the time	11.3%	18.5%	✓
5c	Students ages 6-21 with IEPs in separate educational facilities	13.61%	3.90%	

SPP Indicator	Indicator Description	2011-2012 District Data	2011-2012 State Target	District Met State Target? ✓ = Yes
6a	Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program	Baseline year comparison to state target will be made in future school years		
6b	Children ages 3-5 in separate special education class, separate school or residential facility			
7a	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills by the time they exited the program	N/A	N/A	N/A
7a	Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program	N/A	N/A	N/A
7b	Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program	N/A	N/A	N/A
7b	Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program	N/A	N/A	N/A
7c	Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program	N/A	N/A	N/A
7c	Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program.	N/A	N/A	N/A
8	Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	N/A	N/A	N/A
9	Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification?	No	No	✓
10	Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification?	No	No	✓

SPP Indicator	Indicator Description	2011-2012 District Data	2011-2012 State Target	District Met State Target? ✓ = Yes
11	Children with parental consent to evaluate who were evaluated and eligibility determined within 60 days	N/A	N/A	N/A
12	Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays	N/A	N/A	N/A
13	Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals	100.0%	100.0%	✓
14a	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school	N/A	N/A	N/A
14b	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school	N/A	N/A	N/A
14c	Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school	N/A	N/A	N/A

SPP Indicators 1 - 8 and 14 are **Results Indicators**

SPP Indicators 9 - 13 are **Compliance Indicators**

Further changes to the SPP indicators and annual targets may still occur and be reflected on this page.