



2013 STATE OF THE DISTRICT REPORT JULY 2013

1. CURRICULUM, INSTRUCTION AND ASSESSMENT

TASK	Actions
1.1A. Integrate consistent implementation of Tier 2 and Tier 3 supports at each building.	<p>Both campuses added academic and social/emotional supports for students who required more interventions than could be provided by the classroom teacher. CSSS leadership and faculty were purposeful in the use of data to drive decisions about programming and additions to programming. New interventions included: 1) formed parent/student advisory council to determine more effective ways to communicate about Tier 2 and Tier 3 services offered at South High School, 2) used website to communicate services and programs to a broader audience of students and parents, 3) initiated purposeful tracking of CSSS systems (Naviance), 4) greater emphasis on social emotional learning through liaison role, 5) implemented changes associated with RAMP certification including specific learning targets for guidance lessons, 6) created new guidance curriculum and programming targeted specifically at juniors and seniors, 7) established structures to support students enrolled in the new AVID program, and 8) developed new systems of support for students involved in hospitalizations.</p> <p>Teachers recorded classroom interventions during the school year. Records show 17,753 individual interventions for 2012-2013 as compared to 10,095 recorded in 2011-2012. Looking at D and F letter grades,</p>

13.1% of all letter grades were D or F for the second semester of 2011-2012. For the second semester 2012-2013, 10.8% of all letter grades were D or F. This represents a marked improvement.

1.1B. Complete planning for implementation of AVID model for the 2013-14 school year. Programming to support students “in the middle” with potential who are underserved and under-represented.

Each campus will offer the AVID program to selected freshmen beginning in the fall of 2013. Program development, staff selection, staff training, and student selection occurred as planned. Preliminary enrollment is 24 at SHS and 19 at NHS. Administrators attended the national AVID conference in December. Additional training is planned for the summer of 2013. Additional sections will be allocated for AVID as needed through the annual staffing process.

1.2A. Continue to offer rigorous coursework at all levels of instruction, including Advanced Placement (AP) and weighted (Honors) courses. Propose new advanced placement courses in science. Implement AVID.

Each campus made explicit efforts to communicate with parents and students about AP, the value of AP course work, and the experience of taking an AP course. Part of the effort was holding an AP parent event at each school. Teachers and counselors also discussed AP options with students during the registration process.

New AP course work was added to existing curriculum through the regular adoption cycle.

Data collected from the years 2010-2011 through 2012-2013 shows the percentage of individual students enrolled in AP or honors course work grew from 33.7% of the student population to 36.9% of the student population.

1.3B. Use results of D99 Literacy Audit to standardize staff development practices in reading across the district. Begin quantitative study of the effects of training on reading achievement.

Literacy specialists and curriculum leaders have determined the data they will gather during the 2013-2014 school year.

1.3C. Audit of Co-Teaching model. Determine the most effective use of resources for co-teaching using regular and special education faculty.

This work was **not** completed during 2012-2013. It will be the focus of the newly recruited Assistant Superintendent for Special Services

1.4A. Develop curriculum, assessment, and instruction outcomes that target the needs of the 21st century student learner including common core standards curriculum, integrated course rubrics, and communication with associated elementary districts.

The first course of the common core mathematics sequence, Math 1, will be offered in the fall of 2013. Specific support systems are in place to enable students to be successful in the new curriculum including extended learning options. Curriculum leaders outside of mathematics have continued work on integrating English and Language Arts (ELA) standards across the disciplines. Articulation with associated districts is ongoing with most recent effort being to align District 58's new mathematics curriculum with the high school program for accelerated learners. Specific staff development programs for all staff explained common core concepts. More such training and communication is scheduled for the opening of school 2013-2014.

1.4B. Investigate curricular initiatives related to Science, Technology, Engineering and Math (STEM).

Project Lead the Way (PLTW) will be offered at both schools for the 2013-2014 school year. Preliminary enrollment is 74 for SHS: 62 for NHS.

2. FACILITIES

Task	Actions
2.1A. Complete Tier 1, Phase 2 work at North and South campuses.	All Tier 1 projects from the Master Site Plan were completed as of June 2013. Specific Tier 2 projects were added to the project to the extent resources allowed. This Strategic Plan item can be retired; the remaining projects can be added to the Master Facility Plan study.

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| 2.1B. Identify and prioritize additional capital improvements, including Transition Program facility. Consider possible revenue sources including cash on hand, operating funds, and other options. | The District has purchased a property to house the program perpetually. The building will be renovated and retrofitted to support the program's needs during the fall of 2013. Occupancy expected by early 2014. |
| 2.1C. Address Tier 2 subject to Board approval. Consider possible revenue sources including cash on hand, operating funds, and other options. | The administration recommends that Tier 2 components of the Master Site Plan that were not addressed due to budget restrictions be moved to the Master Facility Plan. |
| 2.2A. Maximize efforts to increase community use of District facilities. | Overall rentals increased 23% for a total of \$180,437. Over 50% of the rentals are pool rentals followed by Athletic spaces (27%). Pool rental revenue increased by \$40,067. |
| 2.3A. Develop a Master Facility Plan that meets the requirements of the 21 st Century learner and teacher. Audit facilities at both campuses to determine facilities provide students at both schools equal opportunities. Consider/identify revenue streams to support large capital improvements. | The administration will begin a program of study for a Master Facility Plan in the fall of 2013 with the goal for completion the plan by the end of 2014. The plan will involve input from a cross section of the community. |
| 2.3B. Revise Facility Maintenance Plan (FMP) to include energy conservation and sustainable construction (Green technologies). | The Facility Maintenance Plan was revised during 2012-2013 and will be presented at the July Board meeting. The plan will become one basis for the annual capital improvement list. The report will also include information about work on the Master Facility Plan. |

3. TECHNOLOGY

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| 3.1B. Implement professional training and development related to instructional technology | Technology training was provided to all certified staff members throughout the 2012-2013 school year. Specific trainings covered 1) Google Aps, 2) Blackboard, 3) Video in the classroom, 4) Screen casting, |

and 5) SMART Notebook. The District Technology team developed and administered a survey to evaluate training and determine future training. Teacher respondents said they perceived the training led to increased classroom engagement, collaboration, creativity, and choice. It also enabled different assessment forms. It also provided more opportunities for student choice.

Next round of training, based in part on survey data will include, 1) Google Apps for Teachers, Blackboard: Building the Blended Classroom, 3) SMART Notebook: An Introduction, 4) Video in the classroom, 5) Advanced Screen casting with Camista Studio, and 6) Blackboard: Alternative Assesets.

3.1 Develop a comprehensive plan that articulates the District’s vision for technology use for the next 1-3 years.

The District Technology Team completed a technology plan for 2013-2014 focused on the goal of providing teachers and students full-time, mobile access to digital tools, curriculum materials and resources, in support of District instructional goals. The District Technology Team is charged with considering and explaining how classroom instruction will be affected by mobile classroom technologies. Once determined a plan for professional development to support that vision will follow. Finally the plan will articulate a plan for implementing student mobile technology.

4. RESOURCES(PERSONNEL/STAFF DEVELOPMENT/FINANCES)

Task	Actions
<p>4.1A. Identify where, how we are recruiting, how we are addressing diversity in recruiting, retaining and mentoring minority faculty members. Expand minority recruitment plan developed in 2012. Build “cultural competency.”</p>	<p>District 99 added one minority faculty member as a result of the recruiting for the 2013-2014 school year. Human Resources has entered into a new student teaching partnership with Chicago State University; District 99 will begin hosting student</p>

teachers from Chicago State during the 2013-2014 school year. Future efforts for minority recruiting will include strengthening the role of the diversity committee members in the formal recruiting process.

4.1B. Review Year 2 of teacher mentoring program and training model. Review new teacher induction.

The District 99 Mentoring Program for Year One and Year Two went online in 2012-2013. As a result, Mentor/protégé pairs were able to record and reflect on their quarterly action plan findings on Blackboard. Online access has allowed the Mentor Program Coordinator to make contact with pairs more quickly to ensure all required elements of the program were completed according to program guidelines.

4.2C. Facilitate the Senate Bill 7(SB7) Ed Reform Joint Committee.

Human Resources is completing the process of revising some of the rubric language used in the Danielson model to make it more aligned to District 99's practices. Human Resources is also working on a rubric specifically for evaluating department chairs. Administrative staff development in the summer of 2013 and during the 2013-2014 school year will focus on inter rater reliability among evaluators.

4.3A. Development of a comprehensive guide to support and promote a National Board Certification cohort program for teachers.

Twelve National Board Certification candidates participated in the "Jump Start" program on June 19 and 20. The group will meet monthly with the facilitator during the 2013-2014 school year.

4.3B. Work with local universities and area districts to investigate rigorous and relevant in-district graduate level coursework and endorsement program options that will support teaching and learning.

No report at this time. Item will be re-evaluated for 2013-2014.

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| 4.4A. | Prepare current year’s budget in a manner that maximizes the use of available resources towards the achievement of District goals. | Tentative Budget for 2013-2014 will be presented at the July 15 Board Business Meeting. |
| 4.4B. | Prepare 5-year forecast to identify expected future operational issues that could affect the stability of the District’s finances. | The 5-year budget forecast for 2013 through 2018 will be part of the formal 2013-2014 budget approval process in August 2013. |

5. COMMUNICATIONS

	Task	Actions
5.1B.	Provide relevant, timely and transparent information to the community-and support ways to foster two-way communications.	Communications department began making monthly reports on line regarding District communications metrics. Made an extensive report about communications metrics at the June Board Business Meeting. Administration made recommendations for changing the communications program based upon insights from the metrics at the meeting.
5.1 C	Create opportunities for positive and personal interactions between Administration, Board and Community.	Administration and Board members partnered and held three District 99 Open Houses. Attendance was higher than previous experience with Bagels with the Board. Board agreed to do a second year of Open House events in 2013-2014.
5.1D.	Collaborate with student newspapers, <i>Omega</i> and <i>The Blueprint</i>	Each school newspaper contributed articles to the New @99 publication. Will reevaluate the value of the collaboration with newspaper sponsors and determine the approach for the 2013-2014 school year.
5.1E.	Form an online “key communicators” group.	Communications department has developed an initial “key communicators” list and will be reaching out individually to these persons to ask for their participation in the program during the upcoming school year.

7. INNOVATION/ADAPTATION

Task	Actions
7.2A. Analyze the capacity to which Student Services staff integrate resources and strategies to advance student college and career awareness as well as academic and social-emotional learning. Service delivery models will be reviewed and based on needs assessment study results from 2011-12. Both schools will use data to identify gaps in Tier II and Tier III social emotional learning supports	Note that this information was also included under section 1.1A. Each campus added academic and social/emotional supports for students who required more interventions than could be provided by the classroom teacher. CSSS leadership and faculty were purposeful in the use of data to drive decisions about programming and additions to programming. New interventions included, 1) formed parent/student advisory council to determine more effective ways to communicate about Tier 2 and Tier 3 services offered at South High School, 2) used website to communicate services and programs to a broader audience of students and parents, 3) initiated purposeful tracking of CSSS systems (Naviance), 4) greater emphasis on social emotional learning through liaison role, 5) implemented changes associated with RAMP certification including specific learning targets for guidance lessons, 6) created new guidance curriculum and programming targeted specifically at juniors and seniors, 7) established structures to support students enrolled in the new AVID program, and 8) developed new systems of support for students involved in hospitalizations.
7.3C. Establish process for systematic quantitative analysis of district programs using local relevant data sets as well as required data for state and federal compliance reporting.	Performance Series reading assessment used as a progress monitoring tool for all ninth and tenth grade students and selected upper classmen. Results will be presented at the July 15 Business meeting.