



2015 STATE OF THE DISTRICT REPORT

1. CURRICULUM, INSTRUCTION AND ASSESSMENT		
TASK	Actions	Results
<p>1.1A Continue the development and implementation of Tier 2 and Tier 3 supports at each building, with ongoing monitoring of Tier 1. Develop a system to collect and analyze data about the effectiveness of Tier 2 and Tier 3 supports.</p>	<ul style="list-style-type: none"> • Teachers will make and record classroom interventions throughout the year. The administration will report about the total number of interventions and the percentage of A, B, and C letter grades. • The Student Support Services Advisory Team will analyze existing Tier 2 and Tier 3 programs and services and propose changes in those services (if needed). • Counseling and Student Support Services (CSSS) personnel will implement a new tool for determining eligibility for Tier 2 and Tier 3 supports. • The North High CSSS department will begin the first year of the three year process for RAMP certification. 	<ul style="list-style-type: none"> • Teachers recorded a total of 17,105 classroom interventions throughout the 2014-2015 school year. During the 2014-15 school year, 89% of all grades were A, B or C letter grades. • The Student Support Services Advisory Team met on three dates during the 2014-2015 school year. The team created the foundations of District 99's social emotional student outcomes to be used in all SEL programming throughout the district. • Counseling and Student Support Services personnel will implement the tool developed during 2014-2015 in the 2015-2016 school year to assist in identifying students in need of additional supports. • The North High CSSS department completed the first year of the RAMP certification process and will progress to year two during 2015-2016.

<p>1.1B Implement second full year of AVID program. Prepare for implementation of the third year of the program.</p>	<ul style="list-style-type: none"> • AVID staff and administration will monitor the successes of students in the first and second year AVID cohort groups including courses taken, grade point average, and program retention. • AVID staff and administration will recruit a third, first year class for the 2015-2016 school year. 	<ul style="list-style-type: none"> • Results obtained from monitoring AVID students are as follows: <ul style="list-style-type: none"> ▪ The current first semester AVID freshman GPA was 2.98 compared to the freshman class GPA of 3.03. The second semester AVID freshman GPA was 2.20 compared to the overall freshman GPA of 3.03. While second semester AVID freshman GPA is lower than the freshman class, one must note that AVID students are typically enrolled in accelerated and honors courses. ▪ The current first semester AVID sophomore GPA was 3.12 compared to the sophomore class GPA of 3.07; the second semester AVID sophomore GPA was 3.11 compared to the overall sophomore class GPA of 3.06. ▪ Retention in the AVID program is significant with 76% of AVID freshmen advancing to AVID sophomore year and 91% of AVID sophomores matriculating to AVID junior year. Approximately 59% of the 2015-2016 AVID junior class is comprised of students who have been in the program all three years. • A third first-year class of AVID students at each campus will begin the program in 2015-2016, meaning that three distinct groups will exist at each campus – a first year cohort; a second year cohort; and a third year cohort. There are 135 students
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		enrolled in AVID for the 2015-2016 school year.
<p>1.2A Continue to offer, develop, and encourage enrollment in rigorous coursework at all levels of instruction, including Advanced Placement (AP) and weighted (Honors) courses.</p>	<ul style="list-style-type: none"> • Each building will continue to promote enrollment in AP and weighted courses through informational programs and counseling. • Each building will monitor and report about the number of students enrolled in such courses, the total number of individual enrollments, the number of AP tests taken, and the number of passing scores. 	<ul style="list-style-type: none"> • Informational programs to advertise and explain AP course work took place at both campuses. Teachers and counselors encouraged capable students to enroll in AP courses. The AVID program reviewed above promoted enrollment in AP courses. • Unique 2014-2015 AP student enrollment was 34.9% and honors course enrollment was 33.3% of eligible students. The combined unique 2014-2015 AP/honors enrollment was 45.6% of eligible students, which reflects an increase of 1.2% from the 2013-2014 school year. Over the last five years, the unique percent of student enrollment in AP courses has increased by 6.5% of eligible students and the unique percent of student enrollment in honors courses has increased by 6.8% of eligible students. (AP test data is not yet available.)
<p>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.</p>	<ul style="list-style-type: none"> • Teachers and administrators will develop the third year integrated mathematics course, including support systems. • Teachers and administrators will continue to develop and implement rubrics for integrating speaking and listening standards across different subjects. 	<ul style="list-style-type: none"> • The third year of integrated mathematics was developed and approved by the Board of Education and will be in place for the 2015-2016 school year. • English Language Arts listening, presentation and discussion rubrics are being used across academic departments. • North and South High School successfully implemented the PARCC test to students

	<ul style="list-style-type: none"> • District 99 will successfully implement the PARCC mathematics and English/language arts assessments at both schools. 	<p>enrolled in any level of Math 1 and/or English 1.</p>
<p>1.4B Implement new curriculum associated with Science, Technology, Engineering and Math (STEM). Evaluate current programs to determine long-term feasibility and effectiveness.</p>	<ul style="list-style-type: none"> • Teachers and administrators will monitor student success in STEM courses offered in District 99. 	<ul style="list-style-type: none"> • There were two new STEM courses for the 2014-2015 school year, Advanced Placement Environmental Science and Principles of Engineering (PLTW). <ul style="list-style-type: none"> ▪ 97% of Principles of Engineering (PLTW) students earned semester grades of A, B, or C. The 2015-2016 Principles of Engineering projected enrollment is 69 students, which is an increase of 15 students from the 2014-2015 school year. ▪ 94% of AP Environmental Science students earned semester grades of A, B, or C. The 2015-2016 projected enrolled is 143 students, which is an increase of 35 students from the 2014-2015 school year. ▪ District 99 held two academic summer camps, Architecture and Engineering and Robotics, in support of STEM education. Over 90 6th, 7th and 8th grade students participated in these 3 day camps that were offered at both North and South High Schools. Current survey data indicates success with 97% of campers reporting that they enjoyed the camp and were glad that they enrolled in the camp.

2. FACILITIES

Task	Actions	Results
<p>2.2A Evaluate community usage of District 99 facilities. Establish goals and guidelines for future rentals including frequency of usage and rental income.</p>	<ul style="list-style-type: none"> • District administrators will collect data on facility usage by non-school or outside groups. Data will include the number and type of non-school or outside groups using District facilities. Data will also include income generated from rentals. • The administration will facilitate Board discussion about its philosophy relative to rentals including access, frequency, equity of access, and revenue. • Changes in rental practices will be implemented and assessed during 2014-2015. 	<ul style="list-style-type: none"> • The administration made a presentation to the Board at the March 16, 2015 Business Meeting regarding facility rentals. Data collected for the presentation showed that rental income has dramatically increased since 2011. • The administration recommended maintaining, but not expanding rental levels, due to the diminishing returns associated with increased rentals – namely added stress on custodial/maintenance personnel and increased disruptions to school neighborhoods on nights and weekends. • After discussion, the Board concurred with the administration’s recommendation.
<p>2.3A Complete the development of the Master Facility Plan.</p>	<ul style="list-style-type: none"> • Administrators will engage in community dialogue about master facility options. • The administration will direct architects to take input from staff, parents, students and the community and develop concepts. 	<ul style="list-style-type: none"> • The Board and administration held two community input meetings in December 2014. Approximately 50 community members attended each meeting. The administration used a small group process to gather input from meeting participants. • The architects incorporated information obtained at the meetings into their planning process. Architects and administration engaged in a series of priority setting

	<ul style="list-style-type: none"> • The administration will share concepts with staff and the community. • The administration will recommend a concept plan to the Board for approval. 	<p>exercises using all information gathered about the project.</p> <ul style="list-style-type: none"> • Architects and administration made a preliminary presentation about the planning process at the April 2015 Workshop Meeting. • The Master Facility Plan will be presented to the Board during calendar year 2015.
2.3B Implement Facility Maintenance Plan; demonstrate how the plan informs capital project development for building maintenance and facility improvements.	<ul style="list-style-type: none"> • Administrators and CMG staff will use the Facility Maintenance Plan to develop the capital project plan for the summer of 2015. • Administrators will demonstrate to the Board how the Facility Maintenance Plan works in practice. 	<ul style="list-style-type: none"> • The administration used the Facility Maintenance Plan to develop the 2015-2016 Capital Project Plan. • The administration will make a presentation demonstrating how the Facility Maintenance Plan functions in practice in the fall of 2015.

3. TECHNOLOGY

Task	Actions	Results
3.1B Develop a required District 99-wide staff development framework that supports student achievement through implementation of instructional technology.	<ul style="list-style-type: none"> • Administrators and teachers will design and offer professional development that integrates essential learnings for teachers with instructional technology applications. The administration will evaluate the trainings in terms of teacher participation and teacher feedback. 	<ul style="list-style-type: none"> • By August 26, 2015, all District 99 teachers will be trained in Google Drive. This widespread training began during the 2014-2015 school year to ensure that all teachers would be trained before the first day of 2015-2016 student attendance. Additional training, based on evaluation of previous training and identified needs, has been and will continue to be provided for teachers to ensure mastery. Training has also been provided in various apps and

		<p>programs including, but not limited to: Google Classroom, Google Communities, Google Sites and Haparra. Departmental specific instructional technology training will continue to occur as well.</p> <p>Approximately 35 teachers participated this summer in additional district training on Teaching in a 1:1 Environment. District 99 is also sending approximately 30 staff members in July to the Leyden 1:1 Symposium.</p>
<p>3.1C Implement and evaluate the effectiveness of the 2014-2015 “one to one” pilot project. Develop a plan for ongoing one to one implementation.</p>	<ul style="list-style-type: none"> • Administrators and teachers will monitor and report about the implementation of the one to one program. • The administration, with teacher input, will develop a multi-year one to one implementation plan including: faculty and student access; instructional methods; recommended hardware; and future professional development. The plan will guide the future of one to one in District 99. • The Board and administration will develop a plan to fund “one to one” in the future. 	<ul style="list-style-type: none"> • The result of the 1:1 pilot was the decision to move forward with a full scale implementation of a 1:1 Learning plan. • The administration and teachers developed a comprehensive staff development plan to support 1:1 Learning (see above). Finally, there is a plan to provide technical support for all devices. All the above are scheduled for the beginning of the 2015-2016 school year. • The administration and Board developed a funding plan to support the ongoing implementation using District resources and school fees.

4. RESOURCES(PERSONNEL/STAFF DEVELOPMENT/FINANCES)

Task	Actions	Results
<p>4.1A Implement plan for recruiting, retaining, and mentoring a diverse work force.</p>	<ul style="list-style-type: none"> • The Human Resources Department (HR) will hold monthly meetings of the Diversity Committee to discuss strategies and progress for improving the diversity of the District’s workforce. • HR will develop a stipend position to assist newly hired minority staff members in assimilating the District 99 culture. • HR will track and report about recruitment for the 2015-2016 school year. 	<ul style="list-style-type: none"> • The Diversity Committee met monthly. This group coordinated attendance at Job Fairs, created the Diversity Advisor positions, and created a Diversity video which will be posted on the District website and used at Job Fairs. • District 99 has a staff member at each campus hired to be the Diversity Advisor who will assist newly hired minority staff members, as well as current minority staff members for the 2015-2016 school year. • This year District 99 had 15 minority candidates screened by phone, 11 minority candidates were interviewed, and two minority teachers were hired for 2015-2016.
<p>4.2D Facilitate the Performance Evaluation Reform Act (PERA) compliance. Convene “informal” student growth committee and investigate types of assessments to be used to satisfy student growth.</p>	<ul style="list-style-type: none"> • The informal committee will meet monthly in preparation for the work of the “official” committee. By June 2015, teachers and administration will come to a decision about when to commence the official committee and its membership. 	<ul style="list-style-type: none"> • The Informal Student Growth Committee met monthly and has put together a comprehensive list of suggestions for the process that District 99 will need to follow for the student growth component. The PERA committee will begin meeting in the fall. Administration will work with the new DGEA leadership to determine committee members.
<p>4.3B Work with local universities and area districts to investigate rigorous and relevant in-district graduate level</p>	<ul style="list-style-type: none"> • The administration will continue its efforts to seek out local universities willing to locate graduate and/or certification 	<ul style="list-style-type: none"> • District 99 has continued to offer its facilities as locations for cohort programs being run by various universities in the

coursework and endorsement program options that will support teaching and learning.	programs in District 99 facilities. It will continue to advertise viable programs available to staff offered in other local districts.	area. No universities have accepted the District's offer. Administration continues to inform staff of cohort programs being offered in the surrounding area.
4.4A Prepare current year's budget in a manner that maximizes the use of available resources towards the achievement of District goals.	<ul style="list-style-type: none"> • The current year's budget was approved at the September Board meeting. • Should legislative action negatively affect the revenue stream, the administration will begin a process to determine budget prioritization and reductions. • The Board and administration will work with and support the Foundation to develop new sources of revenue for the District. 	<ul style="list-style-type: none"> • The District's budget was approved at the September 2014 Business meeting. • The State has still not resolved their financial crisis and no specific legislative changes have come forward warranting a reduction in services yet. • The Foundation is currently considering the addition of a staff position to help generate new sources of revenue.
4.4B Prepare 5-year forecast to identify future operational issues, projected expenditures, and revenue threats that could affect the stability of the District's finances.	<ul style="list-style-type: none"> • The Controller's office presented five-year forecasts based upon different revenue and expenditure scenarios at the September Board meeting. 	<ul style="list-style-type: none"> • Scenarios involving changes in State funding are still dependent on legislative action, which has not occurred. The forecast did help shape other decisions within the control of the district, such as how to finance and sustain the new 1:1 digital technology device program.
5. COMMUNICATIONS		
Task	Actions	Results
5.1E Develop networks and methods to assess the impact of District communications.	<ul style="list-style-type: none"> • The administration will establish a Community Advisory Committee and hold three meetings with the committee during the year. Feedback from the meetings will indicate the level to which the District is communicating the correct content and doing so effectively. 	<ul style="list-style-type: none"> • The administration established a District Community Advisory Committee in the fall of 2014. 30 persons expressed interest in membership. The committee held meetings on October 27, and February 9. The final meeting was scheduled for April 27, but due to scheduled conflicts among

	<ul style="list-style-type: none"> • The Director of Communications will continue to use the key communicators group to assess the content and clarity of communications. 	<p>participants, was conducted one to one via telephone. Ideas gleaned from the group lead to several deliverables including: 1) a neighborhood email list to improve neighbor relations, 2) teacher website pages, 3) a teacher and staff photo directory, and 4) efforts to improve communications between athletic programs and parents. While attendance at the meetings was less than anticipated, the participants were engaged and sincere in their suggestions for improvement. For 2015-2016 District 99 will focus on merging the advisory committee format with other existing structures where parents provide monthly input.</p> <ul style="list-style-type: none"> • The District’s new website provider will enable the District to streamline its email distribution list and increase outreach to key communicators in the community.
<p>5.3A Strengthen communications internally – between the district and the schools and between and within the schools.</p>	<ul style="list-style-type: none"> • The Director of Communications and Director of Technology and Information Services will establish a District 99 Intranet. The administration will evaluate the initial rollout of the intranet using assessment metrics and a staff survey. 	<ul style="list-style-type: none"> • The administration installed the Intranet in the fall of 2014. Various impediments appeared to limit its effectiveness. One major impediment is the decentralized structure of the District’s technology platform at present. A goal for 2015-2016 is to migrate the content onto the new website provider’s platform. Additionally, the District will assess the effectiveness of various platforms to determine the most effective platform for internal content dissemination needs.

6. COMMUNITY

Task	Actions	Results
<p>6.1A Support and grow community partnerships that benefit our students.</p>	<ul style="list-style-type: none"> • The administration and Counseling and Student Support Services staff will promote participation in the Attainable Futures Program sponsored by the Chamber of Commerce. • The administration will report to the Board about Attainable Futures and other potential community partnerships. 	<ul style="list-style-type: none"> • Over 60 students from North and South High Schools attended four half-day sessions of the Attainable Futures Program. Student participation has more than doubled since its beginning in 2011. The Chamber of Commerce has expanded to include Downers Grove and Woodridge, and is renamed “Chamber630.” Chamber630 is better aligned with District 99’s boundaries and student population. AVID students participated in Attainable Futures for the first time. Based upon their successful participation, District 99 will look to a greater AVID presence in the program next year. • The Superintendent’s Preliminary Notes, Recommendations and Opinions for May 15 summarized the 2014-2015 Attainable Futures Program for the Board. District 99, along with Districts 58 and 68, sponsored a hole at the Chamber630’s golfing event and will do so again in September 2015.

7. INNOVATION/ADAPTATION

Task	Actions	Results
<p>7.1A Develop and promote processes that will enable district staff to share professional knowledge to advance innovation.</p>	<ul style="list-style-type: none"> • Teachers will lead staff development for teachers and administrators about the new mathematics curriculum, the integrated English and language arts standards, and applications of instructional technology. • The administration will evaluate and report about the effectiveness of the training. • The Professional Growth Steering Committee will develop a process to enable all staff that attend outside the District conferences and trainings to record and share their learnings using the intranet. 	<ul style="list-style-type: none"> • On several late start days throughout the school year, faculty members participated in teacher-led training sessions on various instructional best practices including instruction related to the Illinois Learning Standards as well as cooperative learning, assessment, note taking, and instructional technology. On the June 9th in-service day, faculty members were trained in Google Drive. This training will be extended into the August Institute days so that by August 26, 2015, all faculty members will be trained in Google Drive. • Staff submit evaluations following workshops. Based on the evaluations, adjustments have been made. The August 2015 Institute days were scheduled to accommodate staff input. • We have created links online for staff to provide brief summaries about conferences that they have attended outside the district. This will begin with the 2015-2016 school year.
<p>7.2A Implement new counseling and student support services service interventions/ social emotional learning supports as identified following self-assessment.</p>	<ul style="list-style-type: none"> • The Support Services Advisory Committee will analyze existing Tier 2 and Tier 3 programs and services and propose changes in those services. Counseling and Student 	<ul style="list-style-type: none"> • The Student Support Services Advisory team met on three dates during the 2014-2015 school year. The team created the foundations of District 99's social

	<p>Support Services (CSSS) personnel will evaluate new services.</p> <ul style="list-style-type: none"> • The North High CSSS department will begin the first year of the three year process for RAMP certification. • CSSS personnel will implement a new tool for creating a data profile for each student • CSSS personnel will analyze results from the Illinois Youth Survey and make program changes based upon results. 	<p>emotional student outcomes to be used in all SEL programming throughout the district.</p> <ul style="list-style-type: none"> • The North High CSSS department completed the first year of the RAMP certification process and will progress to year two during 2015-2016. • Counseling and Student Support Services personnel will implement the tool developed during 2014-2015 in the 2015-2016 school year to assist in identifying students in need of additional supports. • CSSS personnel will evaluate the results from the Illinois Youth Survey when they are received.
<p>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.</p>	<ul style="list-style-type: none"> • The administration and key teachers will develop, report about, and publish quantitative data about program effectiveness. • Begin gathering longitudinal data about intervention and support initiatives. 	<ul style="list-style-type: none"> • District 99 continues to gather, review and analyze quantitative data to measure program effectiveness. With the addition of ELA rubric scores into our eSchool system, teachers can use the data to make instructional decisions. • For the purpose of both placement and progress monitoring, District 99 uses the Performance Series reading test for all freshman and sophomore students as well as selected upperclassmen. This year the data on selected days of testing was lower than it has been in the past. Administration believes that many students did not perform to their highest level as they had to log into the system several times to complete the

		<p>test. Even so, the Class of 2018 demonstrated a gain of 10.9 Scaled Score points from fall to spring, which is lower than our three year freshman average of 28.86 points. The Class of 2017 demonstrated a gain of 45.8 Scaled Score points from fall to spring, which is greater than our three year average of 33.4. The two year gain for the Class of 2017 was 88.4 Scaled Score points which is slightly lower than our three year average of 84.2. Administration will continue to monitor student reading growth via the Performance Series reading test.</p>
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