



# Annual Report 2015

From District 64 to the Park Ridge-Niles Community

December 2015

Inspire every child to

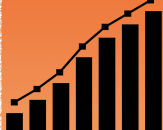
discover



learn



achieve



care



**2020 VISION**  
DISTRICT 64 STRATEGIC PLAN

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**How Our Schools**  
**Inspire Students**  
**Who Care**



## Year of thoughtful change inspires new mission and 2020 Vision Strategic Plan

### To the District 64 Community:

It is my pleasure to inaugurate what I hope will become a meaningful tradition in District 64 – an annual report to the community. This report is one way we are illustrating our commitment to sharing with all Park Ridge-Niles District 64 residents the many education programs and services our District provides its students. It is our intention to increase the level of understanding within our community as to how we invest in student learning as well as identify what makes our school system strong. We hope this report allows us to showcase the depth of offerings and inspires our community to champion the ongoing work of our District.

As I reflect back on my first year in District 64, it is clear that the **2014-15 school year marked many new beginnings** – new leadership; an external audit conducted by the Consortium for Educational Change to assess our strengths and opportunities for improvement surrounding learning, collaboration and results; the stakeholder-informed development of a new 2020 Vision Strategic Plan; development of a new Master Facilities Plan and completion of a Health-Life Safety study; the launching of a 1:1 technology initiative; and an increased level of both communication and community outreach, to highlight a few. I invite you to read more about these topics within this report.



**2014-15 can be characterized as a year of thoughtful change**, yet many things remain the same, such as the care and commitment our staff members bring to the important work they do with children each and every day, and the unwavering support and involvement demonstrated by our parents and members of our larger local community. Although I respect and value all that District 64 has accomplished to this point, I am excited to be part of the future visioning and direction of our fine District.

**Moving forward, we are looking through a lens of continuous improvement** as we begin to more systematically view our practices. We have adopted a growth mindset of moving from “good to great” or even to “extraordinary” in terms of the comprehensive and well-rounded educational experience we provide our students. We are striving for higher levels of student achievement that is measured using multiple data points, and are doing so within a changing financial landscape. We are committed to focusing our energies, human and physical resources, and overall improvement efforts on those levers that will best meet the needs of all of our students, and doing so in a fiscally responsible manner.

Thank you for reviewing our Annual Report. I hope it leaves you confident that we are doing our very best as prudent stewards of your tax dollars as well as proud of the work District 64 does each day to fulfill our mission: **To inspire every child to discover, learn, achieve, and care.**

**For Your Children,**  
**Dr. Laurie Heinz, Superintendent**  
lheinz@d64.org @DrLaurieHeinz

# Board sets clear direction and goals

## Board of Education 2015-17

Anthony Borrelli,  
*President*  
Scott Zimmerman,  
*Vice President*  
Vicki Lee, *Secretary*  
Mark Eggemann  
Bob Johnson  
Dathan Paterno  
Tom Sotos

*Retired May 2015*  
Dan Collins  
John Heyde

## Meetings at our schools

The Board has a long-standing tradition of conducting one meeting each year at every neighborhood school. Come see your school board at work:

Carpenter - April 25  
Emerson - May 23  
Field - Oct. 26  
Franklin - Nov. 16  
Jefferson - Jan. 26  
Lincoln - March 21  
Roosevelt - Sept. 28  
Washington - Feb. 22

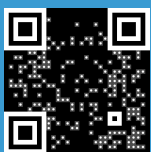
Regular meetings begin at 7:00 p.m. The full schedule is available on the website.

## Videos of meetings

All Board meetings are recorded and available for viewing.

Schedules, agendas and reports are available on our website.

This QR Code will take you there:



## Student achievement, facilities and finances are focus

From facilities and finance to curriculum and student achievement, District 64 Board of Education members establish goals and monitor progress across a wide range of areas. It is the belief of the Board and every District 64 employee that students benefit when the community is highly involved. Therefore, we are regularly looking for opportunities to increase community outreach and broaden our partnerships.

The Board consists of seven elected members, who set all policies for the management and governance of our schools. Following the spring 2015 elections, retiring members John Heyde and Dan Collins were thanked for their service and new members Mark Eggemann and Tom Sotos were welcomed; Bob Johnson was re-elected for a two-year term.

The Board's work is focused on setting direction for the District, not just this year but looking ahead into the future. In 2014-15, the Board worked together with new Superintendent Laurie Heinz on fundamental questions:

► **How can we benchmark ourselves against other high performing districts?** District 64 called upon an outside organization — the Consortium for Educational Change (CEC) — to conduct a quality audit to identify areas of strength and opportunities for improvement. This District-level process, called a "System Overview Assessment," offered an opportunity to benchmark ourselves against effective practices of other high performing districts in the areas of learning, collaboration and results. The CEC findings were shared publicly and were timed to help inform the work of the Strategic Plan Steering Committee. The information continues to inspire many conversations going forward as we focus on continuous improvement. Special thanks to the almost 1,000 parents, staff and students who participated in the audit process. To help share the results, Dr. Heinz created a series of award-winning video podcasts that continue to be available on the District website.

► **What are the District's major challenges over the next five years?** With the sunset of the "Journey of Excellence" five-year plan in 2015, the Board authorized a community-informed strategic planning process to identify challenges and create strategic objectives to address them. Our belief in continuous improvement — what we call a "growth mindset" — coupled with a future focus helps frame why the new 2020 Vision Strategic Plan is of critical importance to the continued success of District 64. The objectives are arrayed in three key areas: Student Learning, Professional Development, and Facilities and Financial Stewardship. *(The objectives appear on the facing page.)* Accomplishing these objectives will allow us to fulfill our mission: **To inspire every child to discover, learn, achieve, and care.**



The Board includes: (from left - seated) Secretary Vicki Lee; President Anthony Borrelli; Vice President Scott Zimmerman; (standing) Dathan Paterno; Bob Johnson; Tom Sotos; and Mark Eggemann.

► **What do our facilities need to support learning and meet standards as they age?** As even District 64's youngest building — Emerson Middle School — reached its teenage years and its oldest schools date to 1928, the Board authorized a new Master Facilities Plan to be completed in spring 2015 along with a required 10-year Health Life Safety Survey. The plan clearly identifies what is needed to maintain safe buildings, to support 21st century learning, and to safeguard the community's investment in these neighborhood assets. *(See page 11 for more details.)*

► **Can we further expand two-way communication?** 2014-15 marked the rollout of an award-winning website for the District and schools. This year, a new District Dashboard has been added, offering clear visuals tracking the six areas in the Strategic Plan balanced scorecard. Dr. Heinz also formed a Superintendent Community Relations Council to create an avenue for two-way communication and build understanding on key initiatives.

### Ahead in 2015-16: Facility decisions, collective bargaining, and monitoring new Strategic Plan

This fall, the Board has been steeped in reviewing the recommendations for summer 2016 and 2017 work on the schools focusing on "safe, warm and dry" projects. Financing the work presents a significant challenge, as the Board weighs alternatives to spend some of the District's fund balance and/or issue bonds for this initial work and looks at preserving funding for future needs. The Board also is preparing for collective bargaining in 2016 with unions representing its teachers and teacher assistants. *(These challenges are explored further on pages 10-11.)* Monitoring progress on the 2020 Vision Strategic Plan will also get underway when the first balanced scorecard is presented in January.

## “Balanced Scorecard” will track progress toward goals

The new 2020 Vision Strategic Plan was created by a community-informed process led by a Strategic Plan Steering Committee. It was adopted by the Board of Education on June 22. The plan identifies the most important challenges District 64 will need to address in the next five years. Our guiding philosophy is continuous improvement.

**SIX STRATEGIC OBJECTIVES** define how we will achieve our mission to assure every student the best possible education that prepares them to be successful in high school and beyond. Each objective has several strategies identifying what we will do to achieve it, along with related outcomes and measures as evidence of our progress.

### STRATEGIC OBJECTIVE 1:

#### Develop Students Who Master the 4 C's: Communication, Collaboration, Creativity, and Critical Thinking

District 64 students face a world in which access to knowledge and integration of technology will continue to grow, evolve, and change at a rapid pace. To be ready for these unknown challenges, students must be creative, innovative, agile, and resourceful problem-solvers.

### STRATEGIC OBJECTIVE 2:

#### Provide a Rigorous Education for All Students

Appropriately rigorous learning experiences motivate students to learn more and learn it more deeply, while also giving them a sense of personal accomplishment when they overcome a learning challenge. A rigorous education is grounded in the concept of educational equity, the belief that all students should pursue a challenging course of study that will prepare them for success in high school. Rigorous educational systems recognize that the social-emotional health of students contributes not only to students' academic success, but also to their overall well-being.

### STRATEGIC OBJECTIVE 3:

#### Differentiate to Meet the Academic and Social/Emotional Health Needs of All Students

Differentiated educational experiences enable students to become engaged, self-directed learners who are socially competent, emotionally self-aware and demonstrate resilience. The notion of a public education available to all students "on equal terms" has broadened to include considerations for an increasingly diverse population of school children. Customizing academic, creative, behavioral, physical, social, and emotional learning opportunities maximizes student growth.

### Objectives 5 & 6 - Podcast



View a series of three short video podcasts about the plan's strategic objectives.

### STRATEGIC OBJECTIVE 4:

#### Foster Effective Communities of Practice through Professional Development and Staff Support

Achieving a rigorous education based on high academic and behavioral expectations for all students can only be achieved by actively supporting educators in their continual development of professional skills and knowledge. Educators need to continue to build a shared knowledge and a solid foundation to support students in fulfilling their academic, social, physical, creative, behavioral, and emotional potential.

### STRATEGIC OBJECTIVE 5:

#### Provide Safe and Secure Learning Spaces to Support 21st Century Learners

Student learning is enhanced by the school environment in which they learn. The capacity and flexibility of facilities to support learning creates opportunities for teachers to deliver differentiated, innovative curriculum for students. As the Master Facilities Plan outlines, the most important actions of District 64 to create optimal learning environments are to manage resources efficiently and effectively to enhance teaching and learning; provide attractive, safe, secure, and healthy spaces in which students can engage in active and meaningful ways; create flexible spaces that foster the 4 C's among students and staff; and create engaging, technology-rich learning environments, among other actions.

### STRATEGIC OBJECTIVE 6:

#### Maintain Fiscal Responsibility that Reflects a Commitment to Student Learning and a Rich Variety of Programs and Services

The Board has created a goal to extend the original, 10-year referendum commitment made in 2007 by four years to 2020-21. The District must be cognizant of the factors that affect the financial health of District 64, while continuing to provide a variety of programs and services for all students.

### What is a “Balanced Scorecard?”

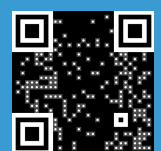
Key performance indicators for each objective are featured in a Balanced Scorecard to assess progress from where we are now through 2020. Our success will be defined when looking across the multiple measures in this new tool. This wide array of performance data is shared on a new District Dashboard on our website.

## Vision

Inspire all students to discover their strengths, embrace learning, achieve personal excellence, and demonstrate care. Students thrive in a rich, rigorous, and innovative curriculum delivered by highly qualified teachers. Each student learns and grows in a safe, nurturing environment. In collaboration with students, parents, teachers and the community, District 64 provides opportunities for each learner to investigate, be successful, be resilient, and become inspired and empowered as they contribute to our global society.



This QR Code will take you to our Strategic Plan webpage:





# Inspiring every child to discover . . .

## Classroom View

### Class Size Guidelines

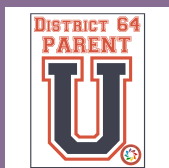
Grade K - 22  
Grades 1-2 - 24  
Grades 3-4 - 26  
Grades 5-8 - 28

Pupil/teacher ratio\*  
15

Teachers with  
Master's degrees\*  
82%

Attendance rate\*  
96%

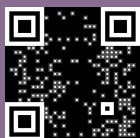
\*Source:  
2015 State Report Card



## Parent University

We believe that when parents and schools learn together, everyone learns more. We offer a series of free evening events tailor-made for parents and adult community members to extend their own learning about our educational program to better support their children.

This QR Code will take you to the Parent U webpage:



## Learner-centered classrooms lead to student success

► *The foundation for quality instruction is a rigorous curriculum.*

### Priority standards identify what students are expected to know and be able to do

District 64 has identified priority standards for students in all subject areas. Priority standards clearly identify our expectations for student learning, and are shared across all our schools and with all teachers.

### We have “raised the bar” in reading and math

District 64’s curriculum is aligned to the Common Core State Standards (CCSS), which Illinois adopted as State Learning Standards for English Language Arts (ELA) and Math. The standards are designed to ensure that students graduating from high school are career and college-ready and that parents, teachers, and students have a clear understanding of what is expected of them.

#### New learning standards:

##### ► English Language Arts Focus

- reading non-fiction
- writing analytical essays
- working with more complex texts

##### ► Math Focus

- fewer topics
- greater depth
- real-world problems and challenges

Building on groundwork completed during the previous strategic plan, District 64 has now fully implemented these standards. In Math, we have invested in new learning resources in grades K-8. We continue to provide professional development to support teachers with the new standards in both Math and ELA.

### Coming soon: new science standards

The K-12 Next Generation Science Standards (NGSS) were adopted in Illinois in January 2014. In addition to physical, life and earth/space sciences, students explore engineering and technology. Developing models, carrying out investigations, analyzing data and arguing from evidence are emphasized. The District 64 Elementary and Middle School Science Committees are currently working to identify science units that are inquiry-based and connect students to science in the real-world.



#### Each NGSS is “3-dimensional,” incorporating:

- **Scientific and engineering practices** patterned after the behaviors scientists engage in as they conduct scientific inquiry and engineering design
- **Crosscutting concepts** that help students connect knowledge from different domains of science
- **Disciplinary core ideas** that are studied with increasing depth over multiple grade levels

### Extensive “encore” programs at all grades

In addition to the rigorous core subjects of Math, ELA, Social Studies and Science, District 64 students also benefit from an extensive Encore program and Physical Education (PE) each year of their schooling. ► Students in grades K and 1 have PE, Art, and Vocal Music. ► In grades 2 and 3, students add Spanish to their school experience. ► In grades 4 and 5, students add the opportunity to participate in Instrumental Music. ► At middle school, offerings expand further. At 6th grade, students also have Family and Consumer Sciences, Technology, and Practical Arts. ► In grades 7 and 8, students have access to more than 25 engaging elective offerings in addition to their rigorous core subjects.

### Focusing on the 4 C’s: Collaboration, Communication, Creativity and Critical Thinking

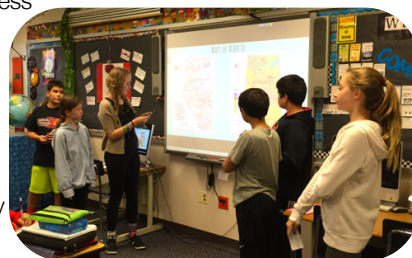
Reimagining schools for the 21st century is one of our highest priorities. Therefore, District 64 launched a 1:1 learning environment in 2014-15 by providing a Chromebook device to all students in grades 3-8 for anytime, anywhere learning. We also increased the ratio of iPads for students in grades K-2.



Students work with a variety of technology in their daily learning.

Our goal is to weave technology seamlessly into the learning process as part of our robust curriculum.

Supported by Instructional Technology Coaches at every school, our teachers are redesigning the learning environment to support the 4 C’s.



### Growing to meet the changing needs of all students

District 64 is committed to improving our teaching to benefit all students. Two District-wide committees have been formed and will be working for several years:

- The Core-Plus Committee is working to expand instruction, so that we offer an appropriate level of differentiation and intervention for all students. It is also developing a comprehensive program expanding our curriculum and instruction in the area of social and emotional learning.
- Mastery Learning is exploring how we measure student progress and how we share this information with parents and students.

# . . . learn, achieve, and care

## District 64 students achieve at high levels

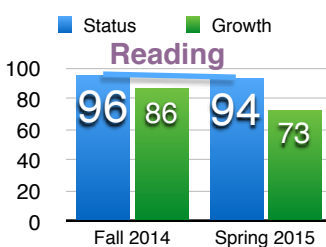
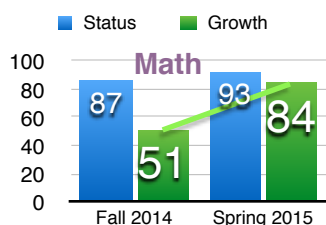
► *District 64 measures progress in each area of a child's development.*

District 64 uses the **Measures of Academic Progress** (MAP) assessments to view our students' achievement in Reading and Math each fall and spring to help set goals. We review both: **status** — how our students' average scores compare to the average of students in other schools, and **growth** — how our students grow from fall to spring compared to students in other schools.

District 64 students excelled in both Math and Reading status and growth in 2014-15.

► In **Math**, we far surpassed our growth goal moving to the 84th percentile, which led to an increase in status. This highly accelerated growth is likely due to several powerful actions, including: ► an investment in new grades K-8 Common Core aligned Math materials; ► professional development to support the implementation of the standards; ► use of high-impact instructional strategies; ► a new middle school Math intervention class; and, ► obtaining Title I funds to tutor at-risk Math students after school.

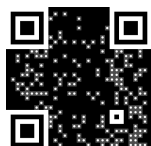
► In **Reading**, our performance remains competitive with status at the 94th percentile. Growth remains close to the top quartile. For 2015-16, we are mapping our ELA curriculum and creating pacing guides similar to those in Math to identify the timing and skills we need to target at each grade level.



### Illinois Report Card

The **PARCC assessment** is also used to track student achievement. It replaced Illinois' former state test - the Illinois

Standards Achievement Test (ISAT) - for the first time in 2014-15. The Illinois State Board of Education is expected to release the results in mid-December; when available, PARCC data will be added to the **2015 State Report Card**. The report card presents other information about student characteristics, our school programs, and learning conditions. Use this QR code to view it on the state website:



Beyond these "high stakes" tests, District 64 created our unique **"Educational Ends"** to define the goals for learning in each area of a child's development. In addition to academic skills, the Ends reflect the value District 64 places on higher-order thinking, problem-solving skills, social and emotional development, physical development, experiences in the arts, and positive attitudes toward learning. The Ends framework has three components: **1)** statements of our broad learning goals in 12 areas; **2)** assessments that identify how we will measure student mastery of the goals; and **3)** scorecards that identify our annual targets for success. In 2014-15, work continued for a second year on updating the Ends due to changes in national standards and assessments.



### ► Teachers develop their skills in "high-impact" instruction

District 64's professional development for staff (conducted on early release Wednesdays, staff development days and in-district workshops) is continuing a multi-year focus on the strategies proven to create the greatest impact on student learning. These teaching strategies — often referred to as "high-impact instruction" — focus on differentiating instruction to support and challenge all students. In classrooms where high-impact instruction occurs, students know their goals, track their progress, share feedback with their teachers about their learning, and access instruction customized for their individual needs.

Other ways we foster an outstanding teaching staff:

- **Hiring** - District 64 utilizes a uniform initial interview screening process to identify potential candidates whose professional outlook matches our core values.
- **Mentoring** - All new teachers are enrolled in a two-year mentoring program working with a veteran District 64 teacher, and are provided support from District administrators as well as on-going professional development.
- **Advanced Studies** - A large majority of our teachers have obtained a master's degree or beyond, which is an impressive commitment to professional growth.
- **National Certification** - For the first time, we have 15 teachers working together this year to achieve rigorous National Board Certification, which is recognized as the gold standard for educators. Four teachers in District 64 currently have this credential.

## Accolades 2014-15



**Horizon Award**  
Emerson Middle School  
(One of six in Illinois)

**Finalist - Golden Apple Award for Excellence in Teaching**  
Julie Chalberg, Field School

**Blue Ribbon Award for Physical Education**  
Lincoln Middle School 2015-2020  
Emerson Middle School 2013-2018

## Leadership Team 847-318-4300

**Assistant Superintendent for Student Learning:**  
**Dr. Lori Lopez**  
[llopez@d64.org](mailto:llopez@d64.org)

**Assistant Superintendent for Human Resources:**  
**Joel T. Martin**  
[jmartin@d64.org](mailto:jmartin@d64.org)

**Director of Innovation & Instructional Technology:**  
**Mary Jane Warden**  
[mjwarden@d64.org](mailto:mjwarden@d64.org)

**Director of Student Services:**  
**Jane Boyd**  
[jboyd@d64.org](mailto:jboyd@d64.org)

**Assistant Director of Student Services:**  
**Vasiliki Frake**  
[vfrake@d64.org](mailto:vfrake@d64.org)



### Jefferson At A Glance

8200 N. Greendale  
Niles, IL 60714

P: (847) 318-5360  
F: (847) 318-5442

[www.d64.org/jef/](http://www.d64.org/jef/)

Principal:  
Lisa Halverson  
[lhaverson@d64.org](mailto:lhaverson@d64.org)

Pre-School  
Enrollment: 49



## JEFFERSON SCHOOL

### Helping our youngest learners focus on feelings

Building strong, positive social-emotional skills during the preschool years is critical to future success in school. That's why at Jefferson, civil behavior expectations are embedded into daily classroom activities. Our efforts follow the social-emotional standards identified in the Illinois Early Learning & Development Standards and the Creative Curriculum for Preschool.

Jefferson staff focus on students being able to identify and label common feelings, for example "happy," "tired," or "scared", as well as to recognize and respect the feelings of others. The preschool classroom is the perfect environment in which to teach children to wait their turn, seek solutions to problems, play cooperatively, and begin to understand and follow rules.

In 2014-15, Jefferson students reinforced their learning about helping others by participating in a service learning project. The students gathered items and created nine "Safe and Sound Overnight Bags" for children unable to sleep in their own homes.

Even District 64's youngest students learned that people need help in different ways and that when we do good deeds for others, it makes us feel good inside, too.



Jefferson preschoolers learn to follow rules during a playground game.

Students proudly display one of their "Safe and Sound Overnight Bags."



### Carpenter At A Glance

300 N. Hamlin  
Park Ridge, IL 60068

P: (847) 318-4370  
F: (847) 318-4201

[www.d64.org/ces/](http://www.d64.org/ces/)

Principal:  
Brett Balduf  
[bbalduf@d64.org](mailto:bbalduf@d64.org)

Assistant Principal:  
Emily Lech (shared with Franklin)  
[elech@d64.org](mailto:elech@d64.org)

Grades K-5  
Enrollment: 455



## CARPENTER ELEMENTARY SCHOOL

### "PAWS" program teaches four valuable life lessons

Carpenter is District 64's smallest elementary school and is known as "The Little School with the Big Heart." In fact, "heart" is the focus of our civil behavior efforts embodied in our PAWS program linked to our mascot, the cougar. We guide our students to ask themselves four questions that align with our Life Rules and the PAWS acronym: **P**repared? **A**m I Responsible? **W**as I Respectful? **S**afe?



Carpenter PAWS are taught as Life Rules, because they are expectations not just in school, but at home and in the community, too. In 2014-15, students earned Cougar Paws for demonstrating behaviors that exemplify these positive expectations. PAWS are displayed on posters throughout the school. These daily visual reminders are reinforced by frequent school announcements. Students also can earn special certificates to bring home. The PAWS "branding" is used on student planners, our yearbook, our Facebook page, and even the PTO website. This common language and visual helps students intrinsically understand and follow these expectations.

Our students also benefit from Second Step, a social-emotional skills curriculum, at every grade level that focuses on positive concepts such as problem-solving, identifying feelings, managing anger and taking responsibility.



Whether at their desks or in a hallway, students enjoy school-wide "drop everything and read" 15-minute sessions to promote reading as a positive behavior choice open to all.



## FIELD ELEMENTARY SCHOOL

### Students celebrate their diversity and unique qualities

Thanks to a grant from the District 64 Elementary Learning Foundation (ELF), Field School staff have benefited from professional development in the *Nurtured Heart Approach*. NHA is a positive, relationship-based methodology focused on discovery of inner wealth.

#### Field School CARES

Cooperate with others

Act Safely

Show Respect and be Responsible

Show Empathy for Others

Use Self Control

Putting this approach in action, Field teachers work with students on understanding the positive traits that contribute to the character that makes a person unique and special.

Staff members positively reinforce those behaviors by connecting actions with specific words.

Last year, students focused on recognizing the "Qualities of Greatness" in themselves and others. The NHA leadership team spearheaded a "Got Greatness?" campaign, which served as a yearlong school-wide theme. Teachers began by highlighting "Qualities of Greatness" in student work. Each student created a special locker magnet showcasing a quality of greatness of which they were proud. Through the year, weekly

school-wide announcements extended the theme; a special bulletin board outside the office (*at right*) celebrated those who were "caught showing greatness!"

For 2015-16, Field is focusing on the theme: "Why Fit in When You Were Born to Stand Out!" Students and staff are highlighting what makes them stand out and honoring those differences. This theme is part of a larger umbrella of diversity this year. As the school year got underway, students and staff created a new mural (*below*) celebrating their individuality: "Proud to Shout, How Much We Stand Out."



### Field At A Glance

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Park Ridge, IL 60068

P: (847) 318-4385  
F: (847) 318-4202

[www.d64.org/fie/](http://www.d64.org/fie/)

Principal:  
Katie Kelly  
[kkelly@d64.org](mailto:kkelly@d64.org)

Assistant Principal:  
Amanda Sychalski  
[asychalski@d64.org](mailto:asychalski@d64.org)

Grades K-5  
Enrollment: 653



## FRANKLIN ELEMENTARY SCHOOL

### Musical "ROCKS" theme sets a positive tone

Franklin sets a positive tone for behavior by capturing students' enthusiasm for rock music. Our ROCKS model highlights and rewards student success in demonstrating:

- Respect
- Optimism
- Citizenship
- Kindness
- Self-control



2014-15 was our second year of both instructing our students on expectations and highlighting examples of students bringing these qualities to our daily lives.

Students are identified as groups or individuals for demonstrating a "ROCKS" Behavior and they are given a painted rock in the color of the positive behavior where they are recognized. They add that rock to their classroom jar. At the end of the month, we tally up the jars. The two classrooms with the most rocks earn the "Golden Guitar of Glory" to proudly display in their classroom for the next month.

Our building goal was to collect 1,000 rocks by June. At year-end, we had collected well over 3,200! Based on the success of this program, Franklin "ROCKS ON" in 2015-16.



Over the year, many classrooms celebrated their success by earning the most ROCKS for the month; a few even earned it more than once!

### Franklin At A Glance

2401 Manor Lane  
Park Ridge, IL 60068

P: (847) 318-4390  
F: (847) 318-4203

[www.d64.org/fra/](http://www.d64.org/fra/)

Principal:  
Dan Walsh  
[dwalsh@d64.org](mailto:dwalsh@d64.org)

Assistant Principal:  
Emily Lech (*shared with Carpenter*)  
[elech@d64.org](mailto:elech@d64.org)

Grades K-5  
Enrollment: 490



## Roosevelt At A Glance

1001 S. Fairview  
Park Ridge, IL 60068

P: (847) 318-4235  
F: (847) 318-4205

[www.d64.org/res/](http://www.d64.org/res/)

Principal:  
Dr. Kevin Dwyer  
[kdwyer@d64.org](mailto:kdwyer@d64.org)

Assistant Principal:  
Athanasia Albans  
[aalbans@d64.org](mailto:aalbans@d64.org)

Grades K-5  
Enrollment: 679

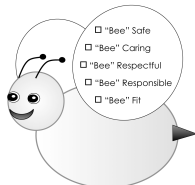


## ROOSEVELT ELEMENTARY SCHOOL

### Students buzz over "5 Bee's" of school citizenship

At Roosevelt, we expect all students to honor our five "bees" by practicing the following principles:

- "Bee" Safe
- "Bee" Caring
- "Bee" Respectful
- "Bee" Responsible
- "Bee" Fit



Promoting the five bees is very important at Roosevelt. During the school year we hold a weekly "Bee Raffle." This is an opportunity for students to earn a small prize, such as a special "Bee pencil," for demonstrating one of the five bees. Dr. Dwyer and Ms. Albans also host a monthly "Bee Lunch" with students. During the lunch, students share with each other the qualities they represented and how the teacher recognized them for following one of the five bees. These special activities give students an opportunity to earn recognition for their civil behavior and to reinforce their good citizenship at school.

At the end of the year, each classroom teacher recognizes several students for a special "Citizenship Award," which is issued from the principals to students

during the year-end grade level assembly. Students are selected because they have consistently demonstrated the five bees throughout the school year. Many students are selected by their peers for this prestigious "Citizenship Award."

Local veterans are invited to share important lessons on citizenship and service with students in our annual Veterans Day program, a long-standing school tradition.



A new school garden created with PTO support in spring allowed students to harvest fresh vegetables for the Maine Township Food Pantry this fall.

## Washington At A Glance

1500 W. Stewart  
Park Ridge, IL 60068

P: (847) 318-4360  
F: (847) 318-4247

[www.d64.org/wes/](http://www.d64.org/wes/)

Principal:  
Stephanie Daly  
[sdaly@d64.org](mailto:sdaly@d64.org)

Assistant Principal:  
Shari Lazor  
[slazor@d64.org](mailto:slazor@d64.org)

Grades K-5  
Enrollment: 599



## WASHINGTON ELEMENTARY SCHOOL

### "R.O.A.R.S." sets school-wide expectations

As a community of learners, we believe that students also need opportunities to develop as citizens. At Washington, we are committed to explicitly teaching and consistently demonstrating "Washington R.O.A.R.S." — our school-wide behavior expectations. R.O.A.R.S. is our systems approach for establishing the social culture and individualized behavioral supports that are needed to create effective learning environments for all students.

**R**espect  
**O**wnership  
**A**ttitude  
**R**esponsibility  
**S**afety



R.O.A.R.S. stands for **R**espect, **O**wnership, **A**ttitude, **R**esponsibility, and **S**afety. R.O.A.R.S. is the message of our positive behavior intervention and plan at Washington. The staff at Washington have been implementing our R.O.A.R.S. model with our behavior matrix aligned with learning targets to reinforce our behavioral expectations. Classrooms have the established learning targets and goals to reinforce and model our expectations for behaviors that encourage respect, taking ownership, having a positive attitude, being responsible, and being safe at school.

At the start of each year, we have students participate in a R.O.A.R.S rotation station activity where they visit the hallway, bathroom, lunchroom, classroom, and playground to explicitly learn about the positive behaviors they are expected to demonstrate in these different areas of the building. We also have assemblies throughout the year highlighting these expectations, along with morning announcements to reinforce these school-wide expectations.



5th grade students take ownership of their own learning while playing instruments during music class.

Students demonstrated respectful behavior while reading to their buddies.







## EMERSON MIDDLE SCHOOL

### “SOARS” challenges students to reach new heights

Emerson has taken many steps to build our social-emotional learning approaches and practices. During the 2014-15 school year, we implemented a new behavior matrix, called SOARS, that focuses on the positive behaviors we expect all students and staff to follow.

SOARS stands for: **S**hows respect, **O**ffers empathy, **A**cts safely, **R**esponsible for his/her learning and behavior, and **S**hows self-regulation and self-awareness. We continuously support these behaviors through morning announcements, opening day and holiday assemblies, as well as displays of the behavior matrix in our hallways to serve as reminders. Students also received SOARS tickets for demonstrating appropriate behaviors, and had an opportunity to win prizes organized through our PTO.

New in 2014-15, our 8th grade students piloted the Second Step program, which focuses on addressing bully prevention, emotion management, empathy and communication, problem-solving, and goal setting. Because of the positive responses from students and teachers, it has been expanded school-wide in 2015-16.

As part of our SOARS effort, each team and grade organize and support many different service learning projects. Last year, activities ranged from participating in Rachel's Challenge and conducting food and clothing drives to fundraising for Rush Medical Center's "Without Warning" aiding younger-onset Alzheimer's research and for Wounded Warriors.



Student teams collaborated during a Second Step kick-off event this fall.

Red Ribbon Week tattoos offered positive reinforcement.



#### Emerson At A Glance

8101 N. Cumberland  
Niles, IL 60714

P: (847) 318-8110  
F: (847) 318-8701

[www.d64.org/ems/](http://www.d64.org/ems/)

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Dr. James Morrison  
[jmorrison@d64.org](mailto:jmorrison@d64.org)

Assistant Principal:  
Tim Benka  
[tbenka@d64.org](mailto:tbenka@d64.org)

Grades 6-8  
Enrollment: 807



## LINCOLN MIDDLE SCHOOL

### Students stretch their skills with “ROARS”

Rewarding students with positive attention — grounded in specific feedback — is one of the most powerful strategies we have to help our students grow. At the start of each school year, students learn or review our school-wide behavior expectations during ROARS Week. Each day we focus on one aspect:

- **R**especting yourself and others
- **O**ffering empathy
- **A**cting safely
- being **R**esponsible for one's learning, and
- showing **S**elf-control.

Students are awarded raffle tickets by teachers for demonstrating ROARS behaviors, and winners receive prizes coordinated by our school PTO as positive reinforcement. The ROARS theme is reaffirmed through the year and branded with our mascot, Linc N. Lion.

To ease the transition to middle school, our 6th graders receive special attention. 2015-16 is the third year of our WEB (**W**here **E**veryone **B**elongs) initiative to help incoming 6th graders feel welcomed and appreciated. Though this year-long program is designed to benefit our youngest students, the 8th grade WEB members get a

great deal of satisfaction themselves as they develop leadership as well as presentation and organizational skills under the tutelage of our dedicated staff coordinators.

8th grade WEB leaders provided encouragement before the new state-wide testing in spring.

WEB leaders rallied before greeting incoming 6th graders last fall.



#### Lincoln At A Glance

200 S. Lincoln  
Park Ridge, IL 60068

P: (847) 318-4215  
F: (847) 318-4210

[www.d64.org/lms/](http://www.d64.org/lms/)

Principal:  
Dr. Anthony Murray  
[amurray@d64.org](mailto:amurray@d64.org)

Assistant Principal:  
Tim Gleason  
[tgleason@d64.org](mailto:tgleason@d64.org)

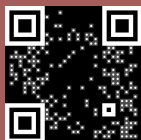
Grades 6-8  
Enrollment: 689

# Finances stable, but challenges ahead



Our second annual comprehensive Financial Report will be published this winter.

This QR Code will take you to the inaugural 2014 Report:



## Leadership Team

847-318-4300

Chief School  
Business Official:  
Luann T. Kolstad  
[lkolstad@d64.org](mailto:lkolstad@d64.org)

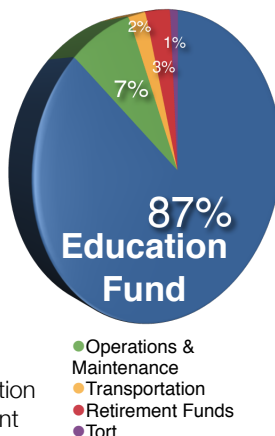
Director of Facility  
Management:  
Ron DeGeorge  
[rdegeorge@d64.org](mailto:rdegeorge@d64.org)

Assistant Business  
Manager:  
Brian Imhoff  
[bimhoff@d64.org](mailto:bimhoff@d64.org)

## Spending where it counts: student learning

To achieve our mission, District 64 focuses its resources where it counts — in the classroom to support students and instruction.

Based on this unwavering commitment, it is no surprise that 87% of the District's Operating Fund spending is within the Education Fund. This fund: provides the professional staff needed to maintain class size guidelines (as promised in the 2007 referendum); provides a diverse elective program for students in grades 6-8 at both middle schools; offers special education services; and supports efficient day-to-day operations.



Expenditures from other funds have their own specific purposes to:

- ▶ Provide safe, supportive learning environments for students and staff, and the maintenance of school buildings and grounds (Operations & Maintenance Fund)
- ▶ Transport students to and from school (Transportation Fund)
- ▶ Contribute the employer's share of Social Security and Illinois Municipal Retirement Fund benefits (Retirement Fund)
- ▶ Cover risk management and liability insurance costs (Tort Fund)

## Local financial support is crucial

Revenues from local property taxes drive District 64's financial health, providing 84% of all revenue. District 64 operates under a tax cap, so the annual increase allowed in our property tax funding is limited by the annual growth in CPI-U plus an allowance for new construction. Over the last five years, the CPI-U has ranged from 0.1% to 3%. State and federal funding is extremely limited, coming primarily from grant reimbursements for special education programs and transportation. District 64 parents also provide resources through annual student fees, but these covered only about 54% of the District's annual costs in 2014-15 for instructional resources and technology. Finally, the District consistently seeks outside grants to supplement what local taxpayers provide.

**Strong fiscal management  
remains a way of life in District 64.**

## Annual budget surplus continues

Since the 2007 referendum, District 64 has seen its Operating Fund balance strengthen each year. Fiscal year 2014-15 continued this trend, ending with a surplus of about \$2 million added to the balance.

The final budget for 2015-16 was adopted in September, with a surplus of almost \$3 million expected for the year. The Operating Funds balance is expected to increase to \$52 million, or 74%, giving District 64 a strong financial position in 2016.

OPERATING FUNDS (\$ in millions)	2014-15 Actual (audited)	2015-16 Budget
Revenues	\$70 M	\$73 M
Expenditures	\$68 M	\$70 M
Surplus	\$2 M	\$3 M
Ending Fund Balance	\$49 M	\$52 M

## Significant financial challenges ahead

District 64's positive fund balance provides cash to maintain ongoing operations and establishes a reserve for unforeseen expenses. Although our financial position is strong, the District has significant challenges to consider this year and in the future:

- ▶ **Facility improvements** - As detailed on the adjoining page, District 64 must address facility needs identified in the new Master Facilities Plan/Health Life Safety (HLS) survey to ensure at a minimum that all learning environments are "safe, warm and dry." Financing options for summer work in 2016 and 2017 are being considered first. The Board has been reviewing various alternatives of spending some of the available fund balance possibly in combination with bonds to pay for HLS and critical infrastructure projects. Longer term, the Board also is considering additional options for providing a steady stream of funding for capital projects to address other needed infrastructure work and ensure the schools can meet 21st century learning needs.
- ▶ **Collective bargaining** - The current contract with the District's teachers and teachers assistant unions will conclude this year, and negotiations will begin in 2016 to develop a new Collective Bargaining Agreement.
- ▶ **State legislation** - With the state mired in a financial crisis, legislation to freeze local property taxes or shift teacher pensions to local schools is drawn into the discussion. Because of our overwhelming focus on spending in our classrooms to support student learning, either of these measures would have a severe impact on our current and future students. We continue to watch these efforts closely and will keep the community informed.



# Essential facility updates being planned

## “Safe, warm and dry” learning environments are priority

Every school district has limited resources and no school district can do all the work that needs or would ideally be done. That's why it's essential for District 64 to understand our facility needs and prioritize expenditures to maintain safe buildings, to support 21st century learning in our schools, and to protect our community's investment in its facilities. The replacement cost of all the District's facilities is \$277 million.

### New Master Facilities Plan and 10-year Health Life Safety survey identify needs

District 64 facilities in 2014-15 received a comprehensive review to create a new Master Facilities Plan (MFP). The plan includes a 10-year required Health Life Safety (HLS) study that assesses the state of our buildings against Illinois School Code regulations. The work was completed by a design team led by FGM Architects. Along with the detailed scrutiny of our facilities, they also met with teachers, parents and students to better understand each building's unique needs. The design team also considered the new 2020 Vision Strategic Plan. Together, the MFP and HLS study offer a comprehensive look at code requirements, the physical condition of the buildings, and changing educational needs.

### Facilities are structurally sound, but need significant investment

As a result of this work, the conclusion is that District 64 facilities are structurally sound and safe, however we will need to continue to replace systems that are past their useful life. The MFP provides a “map” that identifies many possible options to reach the desired end, provides data to better understand how facilities are currently being used, and contains analysis and insights into future programming needs. Priorities for work to be completed in the summers of 2016 and 2017 have been developed to ensure that all our learning environments at a minimum are “safe, warm and dry.”

### Projects under review for summer 2016

Recommended initial work was thoroughly reviewed at a series of Board meetings this fall. The proposed 2016 projects include creating secured vestibules and renovating offices at each school to provide direct supervision of the main entry, and critical “warm” and “dry” projects, such as roofing, window replacement, and masonry repairs.

► The Board authorized the District's architects to prepare construction documents to obtain bids for this package of summer 2016 work, including secured vestibules and critical HLS/MFP infrastructure projects. Construction bids on the estimated \$13.2 million summer 2016 projects are expected at the February 22 meeting, when the Board will decide whether to take the final step of authorizing the work.

► The Board continues to discuss financing options for

the projects, and has reviewed scenarios to potentially spend up to \$10 million of the District's fund balance and/or issue bonds to cover the remainder.

► District 64 will be returning to the Board with a comprehensive security plan at the January 26 meeting. District 64 has been working closely with local First Responders and consultant RETA Security to steadily implement recommended upgrades.

► Information will be shared with the community at each step of the way, and also will be provided in the upcoming 2015 Financial Report.



**LINCOLN MIDDLE SCHOOL**

*As part of the proposed summer 2016 work, small entry additions are recommended for the District's three oldest schools dating to 1928 -- Lincoln, Roosevelt and Field. Offices will be modified at the other schools to provide better supervision of the existing main entries. All offices will be reconfigured to better support our educational program, such as providing conference space for teachers to meet with parents or for teams of teachers to work collaboratively to plan instruction, and easier access for children to reach the health office and for staff to reach the copy/work room.*

### What lies ahead beyond “safe, warm and dry”

Beyond the initial “safe, warm and dry” projects for 2016 and 2017, the plan identifies further HLS, infrastructure and site work. Coincident with the 2020 Vision Strategic Plan, the District also will be studying educational program offerings, such as our middle school electives and full-day kindergarten, and the impact of possible changes on facilities. In addition, the District is keeping a close eye on enrollments, looking at how and whether available capacity can meet expected needs. Reshaping existing spaces to enhance learning focused on the 4 C's also is a consideration moving forward. FGM offered a range of cost estimates for this possible future work.

### What has already been accomplished

Much work has been completed in recent years:

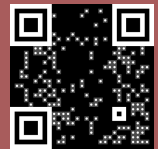
► Funds from the Federal Aviation Administration (FAA) and the City of Chicago provided sound insulation and noise reduction improvements at Lincoln, Washington and Roosevelt schools for educational spaces.

► The District drew down its Operating Fund balance for HVAC upgrades at Carpenter School in 2013.

► In early 2014, the District issued bonds to fund HVAC/life safety upgrades at Field School, updating network infrastructure and smaller construction projects.

## Master Facilities Plan

Use this QR code to view more details on the MFP webpage:



## Steady Enrollment

District 64's total enrollment in 2015-16 remains virtually unchanged from 2014-15, as measured on the 6th day of school.

**2015-16: 4,372**  
- 2 students from 2014-15

**Elementary schools:**  
+ 57 students, with strong growth in grades 1-5

**Middle schools:**  
- 59 students, with incoming 6th grade smaller than graduating 8th grade

## Enrollment Outlook

New enrollment projections for the future will be presented to the Board later this school year.



Board of Education of  
Community Consolidated  
School District 64  
164 S. Prospect Ave.  
Park Ridge, IL 60068

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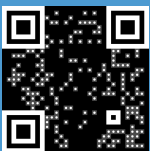
## POSTAL PATRON

# Connect with District 64 schools

Hendee Educational  
Service Center  
164 S. Prospect Ave.  
Park Ridge, IL 60068  
P: (847) 318-4300  
F: (847) 318-4351

Public Information  
Coordinator/FOIA Officer:  
Bernadette Tramm  
[btramm@d64.org](mailto:btramm@d64.org)

Use this QR code to  
visit: [www.d64.org](http://www.d64.org)



## Your vital partnership benefits our students

District 64 is fortunate to enjoy the strong support of its families and community members, whose time, talent and financial resources benefit about 4,400 students in their education.

Our highly energetic **school Parent-Teacher groups** raise funds and volunteer their time to provide a wide range of enrichment activities for students, support teacher projects, and enhance the school environment "above and beyond" what the District can provide. Recent efforts include new playground equipment at elementary schools, a vegetable garden, and landscaping to brighten entrances. In addition, our **District-wide Elementary Learning Foundation** benefits all schools through its annual grant program channeling almost \$700,000 to support innovative learning in the past decade. Other District-wide groups support our student choral and instrumental musicians.

District 64 also enjoys the partnerships of community members who serve on the **Medical Advisory Board** to help inform our health practices, and our local First Responders who serve on our **Traffic Safety Committee** to improve conditions around our schools.

Community members also serve on Dr. Heinz's new **Superintendent Community Relations Council**, established to improve two-way communications with local residents. Senior residents also work in the schools through our unique **Senior Tax Exchange Program**.

We welcome all local residents to connect with our schools. Here are a few of the ways we invite you to partner with us:

- ▶ visit our District and school websites for news and event updates
- ▶ read Principal blogs and see photo galleries of students in our classrooms
- ▶ read Superintendent Heinz's monthly newsletter
- ▶ subscribe to our email newsletter
- ▶ review Board meeting videos and reports
- ▶ monitor progress on the new District Dashboard
- ▶ review our annual Financial Report e-publication
- ▶ like us on Facebook, follow us on Twitter @DrLaurieHeinz
- ▶ email or phone us with your questions or comments.

