CCSD93

Maximizing the academic, social & emotional potential of each student

Community Consolidated School District 93

Application for

Illinois Performance Excellence (ILPEx)

May 2019

Board of Education
Keith Briggs, President
Scott Stone, Vice President
Sonal Amin
Rich Davis
Clay Elmore
Rogelio Orozco
Terry Svoboda

Superintendent of Schools
William R. Shields, Ed.D.

Community Consolidated School District 93
230 Covington Drive
Bloomingdale, IL 60108

TABLE OF CONTENTS

IMEC ◆

ELIGIBILITY AND INTENT TO APPLY PACKAGE

STEP 1.1 – INTENT TO APPLY INSTRUCTIONS AND FORMS

GENERAL INSTRUCTIONS

Before an Application for Awards can be considered, an "Intent to Apply" package must be received by **March 22, 2019.** The forms may be downloaded from the IMEC Recognition Program website (www.ilpex.org) or may be duplicated and submitted as single-sided pages.

INTENT TO APPLY CHECKLIST:

The following items need to be included in your "Intent to Apply" packet:
- ✓ Completed Intent to Apply Form (below)
- ✓ Applicant Profile (5 pages maximum)

INTENT TO APPLY FORM

Item 1. - Applicant – *Provide the official name and mailing address of the organization applying for the Award.*	**1. *Applicant*** Organization Name: _Community Consolidated School District 93_ Address _230 Covington Drive, Bloomingdale, IL 60108_ Federal Employer Identification No. (FEIN) _36-6004530_
Item 2. - Official Contact – *Give the name, address, and telephone number of the official with authority to provide additional information or to arrange a site visit. If this official contact point changes during the course of the application process, please inform the Award Office. Please provide a contact number for this designee during the months of **MARCH 2019 – JANUARY 2020.***	**2. *Official Inquiry Point*** Name: Ryan McPherrin_ Title: Director of Community Relations_ Mailing Address: _230 Covington Drive, Bloomingdale, IL 60108_ Overnight Mailing Address: _Same_ Telephone No.: 630-539-3001_ Fax No. _630-539-3459_ E-mail Address: _mcpherr@ccsd93.com_
Item 3 – Criteria Information – *Indicate which criteria you will be using to complete the application.*	**3. *Check the Criteria booklet you are using (check one):*** ☐ Business/Government/Non-Profit ☒ Education ☐ Health Care
Item 4. - Award Category – *Select the appropriate award category based on the Applicant's size and the sector in which it operates.*	**4. a. *Award Category (check one):*** ☐ Business ☐ Service ☐ Health Care ☒ Education ☐ Nonprofit ☐ Government

If the Applicant is an educational institution, also indicate the category that best describes the institution.	**b. For Educational Institutions only, Type of Applicant** ☐ K-12 School District ☒ Elementary School ☐ High School ☒ Middle School/Jr. High ☐ Private K-12 ☐ University ☐ Community College ☐ Technical School ☐ Pre-School ☐ Independent College ☐ College/School in a University
***Item 5. - Highest Ranking Official** – Provide the name, title, mailing address, and telephone and fax numbers of the Applicant's highest ranking official.*	**5. Highest Ranking Official** Name: Dr. William (Bill) Shields Title: Superintendent of Schools Address: 230 Covington Drive, Bloomingdale, IL 60108 Telephone No. 630-539-3000 Fax No. 630-539-3459
***Item 6. - Size of Applicant** – Give the estimated number of employees (and students, if applicable) of the applying unit as of the date the application is submitted.* *Check the appropriate sales/taxes/ budget range for the preceding fiscal year. (The Applicant is reminded that all information is confidential and a range is requested simply to provide an appropriate perspective for the examiners.)*	**6. Size of Applicant** a. Total number of employees _704_ No. of students _3,628_ b. Revenues (e.g., sales, taxes and/or fees collected, budget) for the preceding fiscal year (check one) ☐ 0- $10M ☒ $11M - $100M ☐ $101M- $1B ☐ $1M- $10M ☐ $100M- $500M ☐ Over $1B
***Item 7. - Subunit Designation** – If the applying organization is a component of a larger organization, information about the parent organization and its highest official must be supplied.*	**7. Subunit Designation (check one):** Is Applicant a unit, division, or like component of the parent organization? ☒ No (go to Item 8) ☐ Yes (Continue) Parent Organization _____ Address _____ Highest Official of Parent Organization _____ Title _____ Telephone No. _____ Fax No. _____ Number of Employees _____ Website address _____

Also provide the number of employees in the parent organization and the percentage of business transactions (e.g., sales, budget, and employees) or, for educational institutions, the number of students, as compared to the parent organization.	Percent of Business Transactions (or, for educational institutions, the number of students) as compared to Parent Organization Transactions (or the number of students)
Provide documentation detailing the parent's relationship to the subunit.	Describe the parent's relationship to the subunit. *Use separate sheets, if necessary.*
Item 8. - Description of Applicant's Business – Describe the types of products and services provided by the Applicant, an organizational chart, and an Applicant Profile. Requirements for the Profile are described on page 13.	**8. Description of Applicant's Business** (*Use separate sheets, if necessary.*) Community Consolidated School District 93 is a preschool through 8th grade public school district which strives to maximize the academic, social, and emotional potential of each student.
Item 9. - Non-Refundable Fee – See the fee schedule on page 8.	**9. Fee (see instructions)** Enclosed is $4,000 (paid by business department after receiving invoice from Shannon Shrum)_____to cover the Intent to Apply Fee. Make check or money order payable to: *IMEC*
Item 10. - Release Statement – Please read this section carefully. A signed application indicates that the Applicant agrees to the stated terms and conditions.	**10. Release Statement** We understand that members of the Board of Examiners will review this application. If a Site Visit is required, we agree to host the Site Visit and to facilitate an open and unbiased evaluation. We understand that Site Visit expenses will be due one week after the site visit ends in accordance with the *Site Visit Expenses* section on page 8.

Item 11. - Authorizing Official – The signature of the Applicant's highest ranking management official or designee is required, and indicates the Applicant will comply with the terms and conditions stated in the document.	**11.** **Signature of Authorizing Official** Date: March 22, 2019 Name: William R. Shields Title: Superintendent of Schools Address: 230 Covington Drive, Bloomingdale, IL 60108 Telephone No.: 630-539-3000 Fax No.: 630-539-3459 Signature _William R. Shields_ E-mail Address: shieldw@ccsd93.com
Item 12. – Site Visit – Please select two weeks for potential site visit starting September 9, 16 or 23, 2019.	**12. Site Visit Selection – select by week** **1ˢᵗ Choice:** ☐ *September 9* ☐ *September 16* ☒ *September 23* **2ⁿᵈ Choice:** ☐ *September 9* ☒ *September 16* ☐ *September 23*

Please make sure that all top executives will be available during the week of the site visit

Item 13. - Eligibility Determination – The Award Office approves or disapproves eligibility and notifies the applicant by phone and by letter.	**13.** **Eligibility Determination. For official use only.**

Community Consolidated School District 93

Board of Education

Superintendent
Bill Shields, Ed.D.

Superintendent's Office Support Staff

Director of Buildings and Grounds
Sean Gordon

Associate Superintendent
David Hill, Ed.D.

Assistant Superintendent for Human Resources
Cathy Brennan

Assistant Superintendent for Student Services
Crysta Morrissey, Ed.D.

Assistant Superintendent for Teaching, Learning & Innovation
Marie Hoffmann, Ed.D.

Director Community Relations
Ryan McPherrin

Webmaster

Human Resources Support Staff

Student Services Support Staff

Director of ELL Services
Tom Doyle

Director of Innovation & Technology
Tony Schlorff

Director of Curriculum and Instruction
Jonathan Zimmermann

Buildings and Grounds Staff

Finance Services

Business Office Staff

Principals
Carol Stream- Geri Serwach
Cloverdale- Korrie McCarry
Early Childhood Ctr - Rosary Horne
Elsie Johnson - Rosanne Sikich
Heritage Lakes - Bob Yelaska
Jay Stream - Julie Tobin
Roy DeShane - Pete La Chance
Stratford - Patrick Dawson
Western Trails - Joy Sebastian

Prevention Coordinators

Curriculum Support Staff

Curriculum Integration Specialists

Food Services

Nurses

Technology Team

Transportation

Assistant Principals

School Staff (Teachers, Support Staff, Custodians)

Legend

Blue = Supervisory Relationship

Red = Major Communication Relationship

Glossary of Terms and Abbreviations

AASA - American Association of School Administrators

AC - Administrative Council, which consists of the Superintendent, Cabinet, and school administrators.

ADA - Americans with Disabilities Act

ASCD - Organization formerly known as the Association for Supervision and Curriculum Development

AUP - Acceptable Usage Policy

BIMAS - Behavior Intervention Monitoring System

BLT - Building Leadership Team

BOCA - Building Officials and Code Administrators

BOE - Board of Education; CCSD93's governing body

BTF - Bullying Task Force

Cabinet - District-level administrators. The Cabinet includes the Associate Superintendent; the Assistant Superintendent for Teaching, Learning & Innovation; the Assistant Superintendent for Student Services; the Assistant Superintendent for Human Resources; the

Director for English Language Learning; the Director of Technology & Innovation, the Director of Community Relations; the Director of Curriculum; and the Director of Buildings and Grounds.

CASE - Cooperative Association for Special Education

CCSD93 - Community Consolidated School District 93

CCSS - Common Core State Standards

CLIC - Collective Liability Insurance Cooperative Communities of Practice - Professional development communities within CCSD93 who share information, knowledge, and expertise on a regular basis

COPS – Communities of Practice; CCSD93 staff PD groups of peer educators who teach similar subjects or grade levels

COSN - Consortium for School Networking

CSEA - Carol Stream Education Association; CCSD93 licensed staff association

CSPD - Carol Stream Park District

CSSSA - Carol Stream Support Staff Association; CCSD93 support staff association

DCCD - DuPage County Curriculum Directors

DLT - District Leadership Team

DO – District Office; CCSD93's central office

EAP - Employee Assistance Program

ECC - Early Childhood Center; CCSD93's preschool

ECRA Group – Leading educational data analytics group utilized by CCSD93

ECRISS – ECRA data dashboard that compiles and analyzes CCSD93 student standardized test data

EFF - Education for the Future

ELL - English Language Learning

Enews - CCSD93's weekly email newsletter

FMF – Friday Morning Feedback; a quick weekly staff survey intended to acquire instantaneous feedback on relevant SP information

GAAP - Generally Accepted Accounting Principles

GASB - Governmental Accepted Accounting Principles

GBN – Glenbard North High School; the high school (part of District 87) that CCSD93's middle schools feed into

GCC - Glenbard Curricular Council, a data sharing network of the local high schools' feeder districts.

Harris Pole - Harris Interactive School Poll

HIPPA - Health Insurance Portability and Accountability Act

HR - Human Resources Department

IASA - Illinois Association for School Administrators

IASCD - Illinois Association for Supervision and Curriculum Development

IBC - International Building Code

IDEA - Individuals with Disabilities Act

IIRC – Illinois Interactive Report Card

ILPEx - Illinois Performance Excellence Process

ISAT - Illinois State Achievement Test

ISBE - Illinois Board of Education

iVisions - Infinite Visions

LEAD - Learning Experiences and Development

NCC - North Central College

NCLB - No Child Left Behind

NEA - National Education Association

OSHA - Occupational Safety and Health Agency

PD - Professional Development

PDSA - Plan, Do, Study, Act; cycle of improvement

PLS – Personalized Learning Support

PSAT – Preliminary Scholastic Aptitude Test; standardized test 8th graders take before high school.

PTA/O - Parent Teacher Association or Organization

Quality Processes - A formalized, district-designed format for processes that have been identified as needing to be repeatable, predictable, and consistent across all schools.

ROE - Regional Office of Education; provides guidance and some review oversight over CCSD93

Safe Schools Alert - CCSD93's anonymous bullying and safety reporting service.

SBR - Standard Based Reporting

SCARCE - School & Community Assistance for Composting & Recycling Education; partner that assists CCSD93 with sustainability efforts

Scorecard - An easy to read and access district-designed document that lists various defined measures for achieving the district's strategic objectives.

SIP - School Improvement Plan

SL – Senior leaders, referring to district assistant superintendents, associate superintendent, superintendent.

SMART Goals – Specific, Measurable, Attainable, Relevant, and Timely; enables for quick, trackable goal setting

SP – CCSD93's 2018-23 Strategic Plan guiding document

SPP – Strategic Planning Process

STEM - Science, Technology, Engineering & Math

Strategy Map - A user-friendly document that breaks down CCSD93's Strategic Plan into short- and long-term actions that need to be taken in order to achieve the district's strategic objectives.

Strategic Objectives - The overarching goals for CCSD93 for a five-year time period, set by the DLT with use of feedback from district stakeholders during the strategic planning process.

Strategic Plan - CCSD93's guiding document, which lays out the district's strategic objectives for a five-year period.

SWOT Analysis – Analysis undertaken by CCSD93 to determine Strengths, Weaknesses, Opportunities, Threats;

TBE - Transitional Bilingual Education

TBI - Traumatic Brain Injury

TPI - Transitional Program of Instruction

TLI – Teaching, Learning & Innovation Department (formerly the Curriculum Department)

VOC - Voice of the Customer

Glossary: Scorecard Operational Definitions
Presented in Order of Appearance on Scorecard

Walkthrough Rubrics - ISTE 21st Century Rubric data is collected at all schools once per year by the ETC (Educational Technology Committee) . Rubric data represents the percent of classrooms where 2 or more ISTE 21st Century Skills Standards were observed in practice. Overall Growth Summary Score - Following Spring administration of Reading NWEA and Math iReady, the District Growth Summary Report is used to identify the percent of students that met the projection in both reading and math.

Dare to Compare Data - 4th and 8th grade students take the Dare to Compare online tests (10 questions in each content area) in mathematics and science during the course of the school year. Tests are given as appropriate extensions of course work and as an opportunity to compare their knowledge with others. Participation is the only data collected.

CASEL Framework Criteria - The scorecard measure is the number of total points scored out of total points possible on the CASEL Framework Rubric.

Computational Thinking Standard - All district teachers are given the ISTE computational thinking standards (5a-5d) and needed skills by age band found in the ISTE Standards student ebook. The score on the scorecard represents the percentage of respondents who responded "Very often or always" to how often their instruction includes the computational thinking standards.

8th Grade Exit Survey - Prior to graduation, 8th grade students are surveyed about their experience with the computer science, based on the computational thinking standards. The survey is a combination of rankings and narrative. Data is aggregated and analyzed prior to June administrator meetings to identify opportunities for improvements. An aggregation of all survey ranking questions is used for the SP Scorecard.

Team Version of Visible Learning Matrix - The Visible Learning Matrix-Team Version (The Visible Learner and Know Thy Impact sections) is used by Building leadership teams as a self-assessment to monitor the application of visible learning practices. Principals are asked where they would rate their school on the matrix 5-point scale for each of the two sections. The ratings are aggregated and reported on the SP Scorecard.

LAUNCH Activities - A count of LAUNCH activities implemented during the school year as reported by teachers.

Authentic Feedback from Audience - In the launch phase, students present their design thinking project to an authentic audience. A feedback rubric for student maker projects is used by teachers, students, and invited participants to provide feedback to student inventors. The scorecard measure is the number of audience feedback rubrics completed.

Percentage of Highly Qualified Staff - Report from iVisions of licensure for teaching staff members. All staff are qualified for their positions.

Staff Diversity - Report from iVisions identifying the ethnic diversity represented by the staff in.

Number of Mentor Applicants - Count of applications received from staff volunteering to serve as a mentor for a licensed staff member new to the district.

Feedback from Focus Groups on Quality and Relevancy of Staff Development - Focus groups are

conducted in the fall and spring of the school year. Focus group participants are randomly chosen from a list of staff that have recently experienced professional development. Focus group member comments are recorded and analyzed using qualitative analysis tools. Data is reviewed by the PD Steering Committee. Qualitative data is aggregated by top two strengths and top two opportunities that are reported on the SP Scorecard.

PD Annual Survey Results - The percentage of teachers who select agree or strongly agree on the PD Survey question, "Overall, I believe that PD has been relevant and meaningful this year." Engaged Employee Survey - All staff members are given the 5 validated engagement survey questions twice a school year. Data is reviewed by superintendent cabinet and administrative council members after each collection to see if adjustments are necessary. Feedback from the staff engagement survey is also incorporated into the focus group content.

Stakeholder Survey - This measure indicates the percentage of parents who select 'Agree" to the question: "My schools give a good value for my tax dollar." The results of the survey is reported on the SP Scorecard.

Financial Profile Designation - The Annual Financial Profile (AFP) Score was developed by the Illinois State Board of Education in 2003 in order to promote sound financial management. The AFP provides school districts and their stakeholders with information on school district's financial integrity. School Districts receive an annual score between 4 (highest financial strength) and 1 (lowest financial strength) and a corresponding designation (4.0-3.54: Financial Recognition; 3.53-3.08 Financial Review; 3.07-2.62 Financial Warning; 2.61-1.00 Financial Watch). The District's annual

designation is reported on the SP Scorecard.

Bond Rating - Credit ratings, provided by independent third parties, serve as an indicator of an organization's financial stability as well as the safety and security of the debt sold by that organization. The District's bond rating is reported on the SP Scorecard.

Action Plan Timelines Met - Once every three months a superintendent cabinet agenda item requires each member to report on action step progress by giving a percentage of completed action items for the year. Percentages of action items complete is aggregated to report on the SP scorecard.

COP Impact Rubric - The percent of teachers who agree and strongly agree with the three COP questions on the Annual PD Survey

Participation in Independent Study - Number of staff involved in independent study projects on a yearly basis. Summer Technology Impact Evaluation - Participants in each summer tech academy use a rubric to rate the impact of STA on their professional growth. The score reported on the scorecard is the percent of teachers who rated STA as "highly impactful" on their growth as professionals. District Satisfaction Survey - This measure indicates percentage of parents who gave an A/B rating to the question: "Please provide an overall rating for the schools Equipment and Facilities."

Focus Group Feedback - Focus groups are conducted in the fall and spring of the school year. Focus group participants are randomly chosen from a list of staff, parents, and Middle School students. The number randomly chosen is the square root of the total number of participants on the list but should not exceed 12. Focus Group members react to the adequacy and effectiveness of district facilities and

technology. Focus group feedback protocols are used during the meeting. Focus group member comments are recorded and analyzed using qualitative analysis tools. Data is reviewed by the superintendent cabinet and administrative council members. The 5-point quantitative measure is reported on the SP scorecard.

CoSN Cyber Security Rubric - The technology support team meets twice a year to complete the CoSN Cyber Security self-assessment. If needed, additional participants are brought in with other perspectives to help complete the self-assessment. Data is reviewed by the superintendent cabinet and administrative council members. The sum of all areas of the rubric is indicated in the scorecard. The scale ranges from Basic to Advanced, a higher number means movement towards an Advanced level of Security Planning.

Custodial Q of W Survey - The measure indicates percentage of all staff who gave an A/B rating to the question: "Please provide an overall rating for custodial services." The results of the survey is reported on the SP Scorecard.

Actual Service to Standard Gap - Network uptime percent from Nagios monitoring

P Preface: Organizational Profile

P.1 Organizational Description

P.1a Organizational Environment

P.1a(1) Product Offerings Community Consolidated School District 93 (referred to in this application as CCSD93) is a pre-kindergarten through eighth-grade system of exceptional education. The district covers approximately 11.65 square miles in northeast DuPage County and is located 30 miles west of Chicago's "Loop" and 18 miles southwest of O'Hare International Airport. CCSD93 serves portions of the Villages of Bloomingdale, Carol Stream, Hanover Park, and small portions of unincorporated DuPage County. There are six elementary schools (kindergarten-grade 5), two middle schools (grades 6-8), and one Early Childhood Center (preschool) in the district, all of which were built or extensively remodeled in the past 20 years. In the past five years, student enrollment has ranged from 3600 and 3800, and is currently 3628. Presently, 44.3% of CCSD93 students are White, 24.9% are Hispanic, 20.4% are Asian/Pacific Islander, 6.5% are Black, 3.5% are Multi Racial, and 0.3% are Native Americans. District data indicates that 38% of enrolled students are considered low-income and 18% considered English Learners proficient. The student attendance rate is 95% and student mobility rate is 6%. Educational services are provided to students by 380 licensed staff and 135 support staff.

CCSD93 manages its own technology, warehousing, maintenance, and custodial support services and contracts for food and transportation services. For the year ending June 30, 2019, the district operated on total revenues of $68,182,020.

Language arts, mathematics, science, humanities, physical development, health, and fine arts are core learning areas taught to all CCSD93 students. State and/or national learning standards guide instruction in all core learning areas. Elementary students are provided with fundamental skills and experiences to assist them in taking more complex, independent courses of study as they progress to the middle school level. In middle school, foreign language is offered, along with a comprehensive related arts program that features rotating study of coding; information and media literacy; creative, communication & innovative arts; physical development/health, and general music. These are designed to provide students with authentic and global learning opportunities. Beginning in the 2015-16 school year, additional time at all schools has been allocated for problem-based learning and subsequently project-based learning.

Nurturing students to become independent learners, problem-solvers and decision-makers are additional skills embedded throughout the curriculum. Monitoring of student achievement is accomplished by a data warehouse instrument called ECRISS, which accesses student standardized assessment data. The State School Report details the results of student achievement at the district and individual school level for community review.

CCSD93 has shifted to a more personalized approach to teaching and learning with Personalized Learning. With Personalized Learning, each licensed staff member and all students are provided with advanced technology tools for teaching and learning that allow for the infusion of technology into all aspects of students' day-to-day instruction. The use of such tools enable children to learn at their own pace and be challenged consistently to use communication, critical thinking, creativity, and collaboration skills**.** The essential elements of Personalized Learning are flexible, anytime/everywhere learning; a redefinition of the teacher's role from one who gives information to one who guides student exploration; project-based authentic learning; a student-paced learning path driven by day-by-day assessments of strengths and opportunities for improvement; and mastery of competencies using multiple styles of assessments that reflect national and international standards. This encourages students to take more responsibility for their education. At its essence, Personalized Learning ensures all students gain proficiency independent of time, place, and pace of learning.

A variety of academic programs and opportunities are available for students who require additional support. Each program is designed to enhance student ability in applying necessary skills to close gaps between actual and potential performance. Programs include:

- **Gifted education**, featuring advanced classrooms for grades 4-8 and accelerated learning options for grades kindergarten-8.
- **Special education**, featuring a range of programs to meet the needs of all students with learning challenges, including early childhood special education; speech and language; learning disability; emotional disturbance; autism; traumatic brain injury (TBI); hearing, visual, or orthopedic impairment; and cognitive impairment. An inclusion program is designed for those students who would otherwise be in a self-contained program, but for whom it has been determined appropriate to provide support and services in the regular education classroom.
- **Reading and math support services** for students in grades K-8 (reading) and grades 1-8 (math) who are experiencing challenges in learning to read or difficulty in math. Each elementary building is staffed with at least one full-time reading specialist who is trained to help students with reading difficulties, as well as work with staff to meet the needs of all students. Math support is provided at the middle school level by licensed math teachers. At the elementary level, the math support model follows the same structure as the reading support services. All elementary reading and math support programs, as well as middle school math support programs, are supplemental to classroom reading and math instruction.
- **English Language Learning (ELL) programs** to assist students in the acquisition of English and to foster academic and social success while respecting cultural diversity. The goal is to help these students become more successful academically and to reach fluency levels in speaking, listening, reading, and writing English. The Transitional Program of Instruction (TPI) is provided in all nine schools. Each school has a specially trained person who works with children to help them improve their English language skills. They work with English language learners in small group settings through either a pull-out or push-in service delivery model. The Transitional Bilingual Education (TBE) Program is designed for students whose first language is Spanish. The focus of TBE is to use the native language as a bridge to learning English.
- **Dual Language**, designed to teach English and Spanish speakers using both languages for instruction in one classroom so that all enrolled become fluent in both languages. This is an optional class for kindergarteners to join, and they continue from grade to grade in the same Dual Language cohort.

Addition extracurricular opportunities are available to students, including full interscholastic athletic teams, Band, Orchestra, Chorus; theatrical opportunities; a variety of leadership and service organizations; and several clubs and special interests for students, including but not limited to fishing, chess, art, and environmental clubs.

P.1a(2) Mission, Vision, Values & Culture The mission of CCSD93 is *to maximize the academic, social, and emotional*

potential of each student. This mission is CCSD93's overall function.

The vision of CCSD93 is to inspire students to build the future. Our students will have the skills to be entrepreneurs, global collaborators, and creators, be prepared for anything their future has to offer, and be ready to help the world achieve its potential. The vision describes what community and staff stakeholders want the district to be. The mission helps community and staff members understand CCSD93's function, while the vision helps community and staff members understand what their focus should be as they contribute to the education of the district's students.

Five core values reflect what community stakeholders and district staff believe about education. The core values influence BOE decisions and resource allocations. District staff members reflect upon these values as they administer, teach, and support students in their everyday learning activities. The core values are:

- **Learning-Centered Education** Learning-centered education places the focus on learning and the real needs of students. It includes high developmental expectations and standards for all students, a primary emphasis on active learning, understanding that students learn in different ways and at different rates, and the use of formative and summative assessments to measure progress.
- **Continuous Improvement** Continuous improvement requires the district and its schools to have clear goals regarding what to improve, a fact-based orientation with clearly identified performance measurements, a systematic approach to improvement, and a primary focus on key processes as the route to better results. By applying this core value, improvement is driven by opportunities to progress as well as to correct problems.
- **Quality Design of Educational Programs** The quality design of educational programs is based upon clear learning objectives, taking into account individual student needs and abilities. Design also includes effective means for gauging student progress.
- **Valuing Staff** CCSD93's success in improving performance depends largely upon the knowledge, capabilities, skills, and motivation of its staff. Staff success, in turn, is contingent upon having meaningful opportunities to develop and practice new knowledge and skills.
- **Results Orientation** CCSD93's performance system focuses on results, balancing the interests and needs of students with the desires of all other stakeholders. The development and use of a balanced composite of performance indicators provides an effective means for communicating requirements, monitoring actual performance, and focusing on continuous improvement efforts.

CCSD93 has identified the following core competencies, which are service offerings or approaches, unique to CCSD93, and essential to achieving our mission of maximizing the academic, social, and emotional potential of each student.

- **Design and integration of innovative learning spaces** - ensuring that our students learn in spaces that lend themselves to relevant educational experiences.
- **Appropriate integration of digital tools into daily instruction** – ensuring that each student works with relevant tools, receiving a relevant education.
- **Engaging students in applying 21st century skills** – ensuring student education is maximized in a way that is aligned with current and future career opportunities in mind.
- **Maintaining optimal learning environments through a planned, 10-year capital improvement cycle** – ensuring students learn in safe, comfortable, and functional spaces.
- **Providing a personalized education** – ensuring each student their personal academic, social, and emotional potential.

P.1a(3) Workforce Profile CCSD93 employs 693 total employees. Of those, 380 are licensed teaching employees that include teachers, innovation media specialists, psychologists, social workers, speech/language pathologists, prevention coordinators, occupational therapists, physical therapists, instructional coaches, certified school nurses, and administrators. More than 67% of the licensed teaching staff members hold a masters or doctoral degree. The licensed teaching staff is represented by the CSEA, which is affiliated with the National Education Association (NEA). CCSD93 employs 135 non-licensed instructional support staff. These staff members serve in a variety of paraprofessional roles including: innovation center, technology help desk, ELL, special education, reading and math intervention, and registered nurses. Most licensed support instructional staff members are represented by the Carol Stream Support Staff Association (CSSSA), an affiliate of the NEA. CCSD93 also employs 178 non-instructional support personnel including secretaries, custodial and maintenance staff, lunchroom supervisors, as well as technology, business services, and community relations staff. These personnel are not represented by a union and are classified as at-will employees.

P.1a(4) Assets The CCSD93 community believes that the use of technology is critical in preparing students to manage data and information and achieve its vision, as evidenced by its adoption of Personalized Learning. As the use and sophistication of technology increases, it becomes an ever more vital component in the development of curriculum and a support tool in instructional delivery. The district has a total of 3,000 MacBook laptops, 1,700 iPads, 15 MacBook carts, 85 iPad carts, and 12 technology servers leased 175 Smart Panels. The MacBooks are replaced on a three-year cycle, while iPads are replaced on a four-year cycle. CCSD93 consistently evaluates its network infrastructure and makes modifications as necessary.

CCSD93's physical facilities include one early childhood school, six elementary schools, two middle schools, and one central office, which includes a warehouse. CCSD93 owns nine pick-up trucks, one cargo van, one dump truck, and two box trucks.

P.1a(5) Regulatory Environment State statutes and regulations require CCSD93 to teach basic instructional areas (reading, math, social science, and science), citizenship values, physical education, career education, United States history, the history of women, black history, human rights, consumer education, the conservation of natural resources, health education, and character values. CCSD93 meets or exceeds federal and state guidelines by providing a free appropriate public education in the least restrictive environment to all children eligible for special education as required by the Individuals with Disabilities Education Act (IDEA) and implements provisions of the Illinois School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA). All CCSD93 buildings are handicapped-accessible. CCSD93 also provides ELL programming for students whose native language is not English as required by the Equal Educational Opportunity Act of 1974.

The Illinois State Board of Education (ISBE) requires students in grades 3 through 8 to take the Illinois Assessment of Readiness (IAR) in English language arts/literacy and mathematics. Schools are required to develop a School Improvement Plan (SIP) each year that addresses areas where improvements are suggested. CCSD93 has organized this improvement process by establishing Building Learning Teams (BLTs) so that multiple perspectives from community members, parents, and staff are considered as priorities for improvements are developed.

Personnel legal/regulatory requirements include the ISBE Illinois School Code, the Illinois Education Labor Relations Board, the State Teacher Certification Board, the Occupational Safety

and Health Agency (OSHA), the United States Department of Education Office of Civil Rights, and the ADA.

Transportation services meet the legal/regulatory requirements developed by the National Transportation Safety Board, the Illinois Department of Transportation, and the Secretary of State licensing rules.

CCSD93's food services meet the legal/regulatory requirements developed by the Illinois Department of Public Health, the Food and Nutrition Department within the United States Department of Agriculture, the American School Food Service Association, the State School Business and Nutrition Support Services, and village food service and cleanliness codes.

The accounting policies of the district conform to the U.S. Generally Accepted Accounting Principles (GAAP) as applicable to governmental units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. Annual budgets for all CCSD93 Governmental Funds are adopted on the modified accrual basis, consistent with the GAAP requirements for local governments. The BOE follows a seven-step process in establishing the budgetary data reflected in district financial statements.

The Building Officials and Code Administrators International, Inc. (BOCA), International Building Code (IBC), and local village and city building codes govern building and facility rules and regulations.

P.1b Organizational Relationships

P.1b(1) Organizational Structure CCSD93 is governed by a BOE consisting of seven members elected at large. The BOE's powers and duties include the broad authority to adopt and enforce all necessary policies for the management and governance of the schools under its responsibility. Official action by Board members must occur at a duly called and legally conducted meeting. BOE policies guide district operations and are regularly updated to remain current. The powers and duties of the BOE include, but are not limited to, those specifically identified in the Board Policy Manual. The BOE functions within the framework of laws, court decisions, standards, and directives of the State Board of Education and similar mandates from the state and national levels of government.

The BOE hires the Superintendent of Schools and holds that person responsible for the administration and management of the district's schools in accordance with BOE policies and directives, and state and federal laws. The Superintendent is authorized to develop rules, guidelines, and procedures to implement BOE policy. The Superintendent may delegate to other district staff members the exercise of any powers and the discharge of any duties imposed upon the Superintendent of Board policies, but that delegation of power or duty will not relieve the Superintendent of responsibility for the action that was delegated.

P.1b(2) Students, Other Customers, and Stakeholders CCSD93 defines primary stakeholders as students, parents, and staff. Secondary stakeholders are the community-at-large. Further disaggregation of stakeholder groups can occur by grade level, building, and/or other CCSD93 subgroup categories. These stakeholder groups are broken down to more discrete segments when working on issues, concerns, and program services that are specific to the subgroup.

CCSD93 has emphasized communication with its stakeholder groups throughout the past two decades to determine what key requirements and expectations stakeholders want CCSD93 to deliver. These efforts have used multiple methods and gone through an ongoing evolution. The ongoing dialogue has verified the key requirements and expectations for each stakeholder group. The CCSD93 Satisfaction Survey is utilized as a tool to provide the constructs by which student, parent, and staff requirements and expectations are determined and assessed.

CCSD93 senior leaders carefully monitor state and national polling to determine the public's expectations for education. A telephonic survey has been developed by CCSD93 and Fallon Research that also provides insight into the requirements and expectations of CCSD93's community-at-large. The key requirements and expectations for each of the segments are defined in Figure P.1-1.

Stakeholder Group	Key Requirements & Expectations
Students	• Learn in a caring, safe and equitable environment • Be provided opportunities to take responsibility for learning • Be treated by adults and peers with respect and fairness • Feel engaged and empowered to learn
Parents	• Provide high quality curriculum and instruction in a safe and caring environment • Provide two-way communication opportunities in a timely manner about issues and activities affecting their children
Staff	• Work in a safe, secure, and caring environment • Provide the opportunity to participate in decisions that directly affect their work • Access opportunities for high quality staff development • Feel supported and recognized by the administration
Community At-Large	• Provide high quality educational services • Employ highly qualified teachers in each classroom • Develop good citizens • Enhance property values • Utilize property taxes efficiently
Figure P.1-1 Key Requirements	

P.1b(3) Suppliers and Partners Key collaborators, partners and suppliers are identified in Figure P.1-2. Collaborators are the volunteers and organizations that contribute to supporting the improvement of CCSD93's programs and offerings. Each school has a Parent/Teacher Association (PTA), which is comprised of all parents within that school, and each PTA supports the CCSD93's mission by funding assemblies and other program offerings that provide unique and interesting learning opportunities for students. They meet on a monthly basis amongst themselves, and then on a quarterly basis at scheduled meetings with the Superintendent to discuss issues, ideas, initiatives, and other items that impact the district. Additionally, parent and community member volunteers assist in a variety of ways at all buildings to ensure the safety and/or education of students is enhanced.

Key partners are community organizations and businesses that support CCSD93's mission and with whom the district has formal partnerships. Cooperative Association for Special Education (CASE) is a cooperative among seven districts that provides support for students with special education needs throughout all districts. Superintendents of participating districts serve as board members for CASE. Communication occurs through regular meetings between special education directors, business managers, and superintendents of participating districts. Additional communication occurs regularly on an as needed basis. The Carol Stream Park District (CSPD) assists the district by providing before- and after-care for students. School and Community Assistance for Composting and Recycling Education (SCARCE) provides eco education to CCSD93's staff and students, assisting in the earning of Earth Flags at each CCSD93

elementary and middle school and providing the district with advice on sustainability projects. Discovery Education and Apple both assist with hardware and/or software, as well as professional development, related to Personalized Learning in CCSD93.

Key suppliers are companies who supply CCSD93 with unique, critical services necessary for the district to achieve its mission and operate most efficiently and effectively. The district has established contractual relationships with its key suppliers. OrganicLife is the district's food service provider. First Student the district's transportation providers. AESOP is the district's employee substitute placement and absence management service. My Learning Plan assists district staff in scheduling professional development. Safe Schools Alert is the district's anonymous bullying and safety reporting service. Applitrak assists the district in posting and processing potential applications. Infinite Visions (iVisions) is the district's financial management and employee information software provider. SchoolDude provides the district with reliable facility, maintenance, and technology scheduling solutions. Edline is the district's website provider. Blue Cross & Blue Shield is the health care provider for the district's staff.

CCSD93 manages most of its support functions internally. All secretarial, custodial, and maintenance functions are provided by district employees. CCSD93 uses 1200+ additional suppliers for necessary consumable goods and services, not core resources. Competitive pricing from these suppliers is requested and evaluated based on price, quality, and time of delivery. When appropriate, bids are sent to suppliers that follow legally proscribed bidding practices. When not explicitly described here, communication with key collaborators, partners, suppliers, and non-key suppliers occurs on an as-needed basis.

Key Collaborators	Volunteers; PTAs; local villages, park districts, libraries, police and fire departments (Carol Stream, Bloomingdale, Hanover Park); Summer Lunch Program collaborators; Glenbard North High School
Key Partners	CASE, DuPage ROE, NCC, CSPD, Apple, SCARCE, Discovery Education, Midwest Principal Association, DuPage Credit Union, DuPage Junior Achievement, Birth to 5 Coalition
Key Suppliers	OrganicLife, First Student, AESOP, My Learning Plan, SafeSchools Alert, Applitrak, Infinite Visions, SchoolDude, Edline, medical/health insurance (Alliant/Mesirow and Blue Cross & Blue Shield), Canna & Canna Law Firm, PMA Financial Planning and Investments, PowerSchool, ECRA, ARCON Architects, Raptor Visitor Management System

Figure P.1-2 Collaborators/Suppliers/Partners

P.2 Organizational Situation
P.2a Competitive Environment
P.2a(1) Competitive Position Competitors include private schools. St. Isidore Catholic School is the only non-CCSD93 school located within the CCSD93 school district boundaries. It is believed that its families choose to attend the school primarily for religious reasons. After examining St. Isidore's enrollment, it is not believed that families are choosing to leave CCSD93 for St. Isidore School solely for educational reasons. Plans are underway to establish more concrete data regarding St. Isidore's student population's relationship with CCSD93. CCSD93 administration collaborates with St. Isidore School in providing support for grants and staff development.

P.2a(2) Competitiveness Changes CCSD93's shift to Personalized Learning affects its competitive situation as far as its ability to remain a high performing district that its community views as an asset. Personalized Learning provides staff members with increased opportunity for collaboration and innovation based on increased access to technology and a heightened emphasis on professional development (PD). This has enabled staff members to develop innovative lesson plans and learning opportunities for students. The ultimate result is a modern, relevant, and engaging education for our students.

P.2a(3) Comparative Data A key source of comparative data in the Illinois academic community includes the Illinois Interactive Report Card (IIRC) website, which is a database of demographic and achievement information for all schools in the state. On the site, the State Board of Education provides annual report cards for all schools. The IIRC allows CCSD93 to compare specific assessment data between itself and any school district in the state as well as state averages. Additionally, ESSA data allows CCSD93 to compare itself to threshold levels for success as defined by the state. MAP is a student growth assessment that enables CCSD93 to compare student growth scores against normed, national data.

Appropriate comparative data can be difficult for CCSD93 to obtain. The state standardized assessment, which is among the data shared on the IIRC, changes in name, scope, and scale frequently, and often the state is more than a year behind in sharing this data. Additionally, as a forward-thinking school district, we seek to capture comparative data information related to areas such as student engagement and innovation, which are not data points that are widely shared or even measured by most districts.

CCSD93 belongs to strategic professional organizations that allow us to constantly keep abreast of educational trends. We consistently seek data comparisons available within these organizations that meet our needs.

P.2b Strategic Context The CCSD93 *Strategic Plan 2018-23* was formulated using input solicited from community members, parents and district staff. After providing respondents with initial context, the first question during the data collection process asked respondents to select from a list of challenges that are important to address now and in the future. By carefully analyzing responses, the following strategic challenges were identified:

- **Provide a Quality Educational Program that Will Prepare Students for a Successful High School Experience and Future Careers** Related to this challenge is the need to keep the curriculum current (the core of what students learn) to reflect more challenging state and national learning standards, personalize learning so that all students have equal opportunities to excel, and keep up-to-date with technology hardware and software applications, support and training.
- **Hire and Retain High Quality Teachers, Administrators, and Support personnel in an Increasingly Competitive Market with a Diminishing Amount of Qualified Candidates** Related to this challenge are the needs to continue to monitor the number and magnitude of initiatives brought on by mandates and other sources and how they impact the productivity of staff, and to design staff/administrator compensation, benefits, rewards, and opportunities for recognition that foster a culture of high performance and engagement and attract the best candidates for all positions.
- **Personalize Learning so That All Students Have Equal Opportunities to Excel** Related to this challenge is the ability to equip staff with the professional development to appropriately personalize learning for students.

- **Keep Up-to-Date with Technology for Teaching and Learning**   Related to this challenge is the ability to analyze and adapt to technology advancements in a timely manner while equipping our staff members to utilize them in teaching practices.
- **Meet the Increasing Mental, Physical, and Emotional Health Needs of Students**   Related to this are equipping staff members with updated research and methods to help our increasingly diverse students maximize their potential socially and emotionally, regardless of their situation outside of the school day.

Strategic advantages include:

- **Personalized Learning**   As CCSD93 has shifted towards creating Personalized Learning environments, in addition to the teaching and learning advantages described in P.2a(2), it has overhauled and upgraded its technology infrastructure to meet technology needs for the foreseeable future. The district has laid much of the groundwork for whatever needs for increased access to technology the future may hold.
- **PD Opportunities** Aside from traditional teacher institute days for PD, teachers are encouraged to take courses regularly offered by CCSD93. In addition to the courses offered through D93, representatives from the Curriculum and Instruction Department meet with grade levels twice a month for face-to-face learning experiences and coaching. Teachers can request one on one specific support through the PLS (Professional Learning Support) process. The district brings in local and national consultants that provide additional learning opportunities for staff on a yearly basis. There are also multiple options throughout the summer for teachers to attend CCSD93's Summer Technology Academy, a weeklong PD opportunity for staff to learn new ways to integrate technology into their teaching. The five-year contract between the BOE and the CSEA offers additional weekly PD for licensed staff for 90 minutes each week on Monday afternoons**.** These PD opportunities ensure that CCSD93 staff learn new techniques and strategies for teaching and are able to work in a satisfying and collaborative atmosphere, which ultimately benefits students through improved instruction.
- **Quality Processes**   CCSD93 takes all key processes and aligns them with continuous improvement, which allows CCSD93 employees to have a set step-by-step direction to accomplish each process. This ensures a greater level of consistency than many other districts are able to offer.
- **Standard Based Reporting**   CCSD93 offers standard based reporting (SBR), in which teachers report what students know and are able to do relative to academic standards. The system focuses on accurately reporting student achievement related to the required targets in all content areas by identifying the level of mastery as below standards, meeting standards, or exceeding standards. SBR is ultimately a system for monitoring and communicating student progress that provides parents with an indication of the level of student mastery, provides teachers with information that allows them to adjust learning practices to meet the needs of students, and encourages student reflection and responsibility. This is a truer way to establish student academic progress than traditional grading, and CCSD93 has been among the earliest adopters of this methodology in the area.
- **Early Childhood Education**   The Board of Education has made early childhood education a priority in CCSD93. The BOE has allocated resources towards an Early Childhood Center (ECC), the only one of its kind for an elementary school district in DuPage County, to ensure that preschool-age students are taught in an environment designed completely with their needs in mind. The ECC also allows for greater collaboration by preschool teachers.

- **Strong Fund Balances**   Through award-winning financial reporting and accountability, a dedication to fiscal restraint, and prudent long-range financial planning, CCSD93 maintains healthy fund balances and has the ability to provide more continuity in programming than many other districts.

P.2c Performance Improvement System   CCSD93's performance improvement system begins with a shared decision-making structure comprised of a District Learning Team (DLT) and individual BLTs. Ad hoc instructional leadership groups also provide input to the DLT. These teams provide broad-based information and perspectives for setting goals and priorities at the district and school levels. This information drives the development of district-level improvement activities and SIPs.

CCSD93's improvement system is based on the Plan, Do, Study, Act (PDSA) cycle of continuous improvement. Multiple district and community perspectives support shared decision-making, which fosters the application of a continuous improvement philosophy and process improvement practices within all district departments and schools. Each BLT is required to use student performance data to update its academic goals and the SIP annually. This performance improvement system merges a continuous improvement focus with a results orientation to address the district-wide cultural belief that everything can, and must, continuously improve over time.

1.0 Leadership
1.1 Senior Leadership
1.1a Vision & Values
1.1a(1) Setting Vision & Values

Senior leadership in CCSD93 consists of the BOE, the Superintendent, the Superintendent's Cabinet, and the school principals. The Cabinet includes the Associate Superintendent (who also functions as Chief Business Officer), the Assistant Superintendent for Curriculum and Instruction, the Assistant Superintendent for Student Services and Continuous Improvement, the Assistant Superintendent for Human Resources, the Director for English Language Learning, the Director for Special Education, the Director of Community Relations, the Director for Curriculum, the Director of Innovation and Technology, and the Director of Buildings and Grounds. The Administrative Council (AC) consists of the Superintendent, Cabinet members, and school administrators.

CCSD93 schools belong to the community. The community governs the schools under rights guaranteed to it by the Constitution and statutes of the State of Illinois. The BOE is elected by the community to represent it, to determine local educational plans and policies, and to establish publicly endorsed educational focus.

The mission, vision, core values, strategic objectives, student learning goal areas, and key quality measures were developed through a Stakeholder-Driven Strategic Planning process and can be viewed in *Figure 1.1-1*. Senior leaders use the mission, vision, and student learning goal areas as the focus for district-wide goal setting, program design, and performance improvement. During the strategic planning process, community stakeholders have said that the primary function of the BOE is to provide educational programs for all students, giving them the opportunity to develop to their fullest capacity in the areas of academic, social, and emotional potential. The administration's primary function is to manage CCSD93 by facilitating the implementation of world-class educational programs that meet or exceed the expectations of district stakeholders. CCSD93 senior leaders have used the Strategic Plan to align all district operations. The most recent Strategic Plan was developed for 2018-23 and is in its first year of implementation.

A leadership system was designed that created strategic organizational linkages necessary to achieve the mission and student educational mastery. The CCSD93 leadership system is called Strategic Linkages, and is used to deploy the mission, student skill areas, and strategic objectives in both the short- and long-term. (*Figure 1.1-2*, page 2).

Organizational results and stakeholder expectations define what the leadership system must accomplish. Senior leaders focus on making sure that all CCSD93 staff and administrators have the understanding, skills, and abilities to assure that the key processes are working well. This requires that CCSD93 attracts, supports, and retains highly qualified licensed, support, and administrative staff; that individual talent is promoted; and that the contributions and achievements of the staff and organization are recognized and rewarded. CCSD93 values the ongoing lifelong learning of all of its employees. A focus of senior leadership is to help direct the growth of others. They are lead-learners who help build the capacity and capability of staff members. This is accomplished by senior leaders staying current on educational trends, topics, and publications, and then providing in-house training and other professional development opportunities for staff members.

Staff, parents, and administrators at the school level make the critical decisions that redesign or improve programs and practices through the BLTs. This is done in order to support students in mastering the student learning goal areas, mainly by aligning support systems and applying continuous improvement approaches. The leadership system aligns all critical elements of the organization so that the CCSD93 mission can be accomplished. Key suppliers and partners are chosen to work with CCSD93 so long as their organizational values and vision are similar to those of CCSD93. This is essential for stakeholder satisfaction and for continuous improvement. CCSD93 senior leaders work contractually with the key suppliers and with partners to implement all facets of the professional relationship. Periodic formal and informal meetings and other forms of communication occur to ensure that the same vision and values are reflected throughout the relationship.

Senior leaders take pride in meeting regularly with key suppliers and partners to foster strong professional relationships. Senior leaders treat suppliers and key partners as members of the CCSD93 family. As all students are taught the "Three Bs" (see 1.1(a)2) and to "expect respect," senior leadership views modeling this behavior with all stakeholders and customers as being essential for the success of the Organization.

1.1a(2) Promoting Legal and Ethical Behavior

CCSD93 ascribes to a PBIS philosophy by which each school identifies at least three positive behavioral expectations across their school environment. The PBIS initiative was phased in throughout the district. CCSD93 achieved all schools implementing the PBIS philosophy beginning in the 2014 school year. Though they differ slightly amongst buildings, the majority of schools subscribe to the following, commonly referred to as the "Three Bs" to be modeled and practiced by staff, students, and parents:
- Be Respectful
- Be Responsible

Strategic Plan 2018-23

Mission
Maximize the academic, social, and emotional potential of each student.

Vision
CCSD93 inspires students to build the future. Our students will have the skills to be entrepreneurs, global collaborators, and creators; be prepared for anything their future has to offer; and be ready to help the world achieve its potential.

Core Values
- Learning-Centered Education
- Continuous Improvement
- Quality Design of Educational Programs
- Valuing Faculty and Staff
- Results Orientation

Strategic Objectives
- A Relevant Education for All Students
- Engaged & Connected Employees
- Operational Excellence
- Optimal Learning Environments

Student Learning Goal Areas
Students will have the ability to:
- Apply 21st century skills and abilities.
- Deploy computer science.
- Learn in visible learning atmospheres.
- Apply design thinking.

Key Quality Measures
- Student Achievement
- Stakeholder Satisfaction
- Financial Health

Deployment
Department Action Plans and School Improvement Plans

Figure 1.1-1 CCSD93 Focus

1

• Be Proud

The school staff and parent community have agreed on these positive behavioral expectations they wish to promote, which are defined in terms of behaviors that can be observed in the school, family, and community. Senior leaders and district staff personally promote these expectations, through their actions and words, to assure that both adults and students hold themselves responsible for the same ethical behavior. Therefore, all district employees and students behave in accordance with a common ethical code of conduct. Senior leaders also hold staff members accountable to taking mandated web-based ethics training on an annual basis and require staff to agree to an Acceptable Usage Policy (AUP) regarding their use of the district's technology devices. Staff contracts contain language that calls for them to act ethically. In addition, senior leaders model legal and ethical behaviors by complying with all local, state, and federal regulations regarding both district operations and professional behavior. CCSD93 is committed to striving for the highest ethical standards in operations and relationships.

Safe Schools Alert has provided students and staff with an outlet for anonymously reporting any concern, with an emphasis on reporting safety issues and all forms of bullying behavior or harassment. Bringing this initiative on and promoting its use through parent handbooks, Enews, the CCSD93 website, all school websites, and in principal newsletters helps to hold all CCSD93 students and staff members to high ethical standards.

Senior leaders review ethical policies on a regular basis at AC meetings. The BOE re-examines and discusses ethical policies annually at open board meetings to ensure that these are the appropriate policies to guide the district in making sound decisions for the good of stakeholders.

The organization regularly goes through internal and external reviews and audits to ensure that practices and procedures are being followed. Examples include:
- Annual Financial Audit
- Regional Office of Education (ROE) Compliance Review
- Annual Statements of Conflict of Interest
- State and Federal Grant Reviews
- State and Federal Compliance Reviews
- Annual Facility Inspections

The BOE and senior leaders monitor performance based on all reviews and audits to ensure that district procedures and decisions follow the highest ethical and legal standards.

CCSD93 also uses the services of a law firm that specializes in school law, Canna and Canna, Ltd. This relationship has been in effect for more than 25 years. The firm advises the BOE, the Superintendent, Cabinet members, and principals on legal procedures and protections. When faced with an issue or problem, the legal firm is involved where appropriate. Senior leaders, the BOE, and the district's law firm pride themselves on proactively addressing potential issues before problems arise. The firm also reviews BOE policy additions and changes before they are approved to ensure that they meet legal requirements and are up to date with recent legislative changes. The law firm's recent involvement includes:
- Bond sales
- Debt restructuring
- Collective bargaining
- Policy development and review
- Employee releases and dismissals
- Potential student suspensions and expulsions
- Contractual relationships with key suppliers and partners

1.1b Communication

The Superintendent communicates with parents through various written and oral means, seeking two-way communication whenever possible. Communication topics are designed to align with CCSD93's mission, vision, Core Values, and strategic objectives. The Enews weekly email newsletter is distributed to all staff and parents, as well as additional community members who choose to receive the newsletter, to share information on upcoming district or school events, calendar dates, initiatives, achievements, key decisions, BOE news, and other community happenings. In each Enews, recipients are encouraged to ask questions or provide feedback via a provided email address and telephone number. Letters from the Superintendent to parents are emailed to parents as needed in order to share important timely information. Within the letters, parents are encouraged to contact the Superintendent's office with questions or comments regarding to the information shared.

The Superintendent hosts parent forums and town hall meetings on an as-needed basis to introduce new initiatives and potential key decisions to parents, teachers, and/or community members. Typically, these events are held at a district building and appropriate information is shared with the audience, followed by a question and answer session to encourage two-way communication. As an alternative to attending these meetings in person, community members are invited to stream the meetings online live from their homes and pose questions for immediate answer via email. At all live meetings, CCSD93 provides translators and translation devices to engage and seek two-way communication with as many parents and community members as possible.

In addition to the applicable items above, the Superintendent communicates with community members by ensuring that valuable content is included within a community newsletter that is mailed to all residents within CCSD93's boundaries two-to-three times annually. This content includes
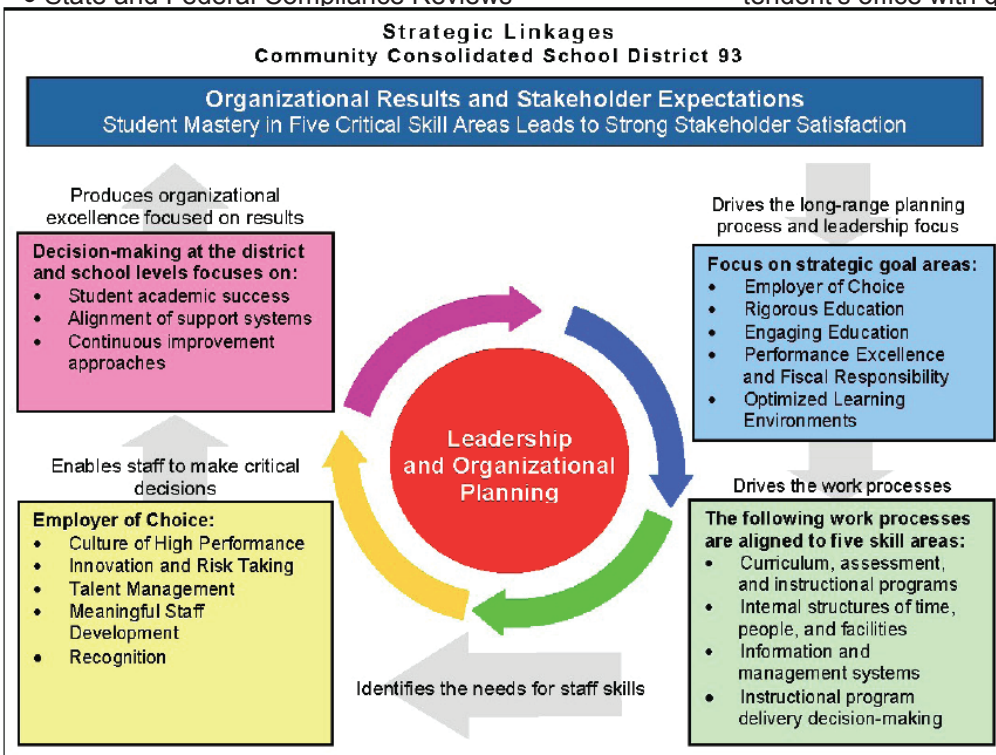

Figure 1.1-2 Strategic Linkages Leadership System

important district information, including key decisions, initiatives, achievements, and calendar dates. Key contact information for CCSD93 is included in each newsletter and stakeholder feedback is encouraged through these means.

The BOE holds regular meetings, generally twice per month throughout the school year, to set plans, policy, and focus for the school district. These meetings are open to all stakeholders, who are invited to attend via school calendars, CCSD93's website, Enews, and local media. At the start of each meeting, there is an opportunity for any attendee to make a statement to the BOE. In addition, before four of the meetings, the BOE holds Listening Posts, which are times for any stakeholder to engage in two-way communication directly with a BOE member regarding any facet of the district in an informal and less public setting.

The district leverages social media as an outlet to communicate and reiterate many of the items shared via the methods listed above, as well as share original content regarding teacher, class, school, and district accomplishments and happenings. The district maintains an active Facebook page, and Instagram and a Twitter accounts, and SL's maintain Twitter accounts as well. Many teachers connect with one another via Twitter. Due to the nature of social media, two-way communication occurs as parents and community members respond to posts and tweets. In turn, district SL's respond to these parents and community members in a timely manner, addressing the concern or question posed to them.

Senior leaders communicate with the entire workforce through both written and oral means. Monthly staff newsletters, The Insider, come from the Superintendent's Office to keep all staff members informed on teacher, classroom, school and district accomplishments. It also includes regular updates on the accomplishment of the SP; operational issues such as tips for using technology; important departmental updates events, deadlines, and tips; staff recognition, updates on association and BOE negotiations. Each issue contains a letter from the Superintendent with relevant information for staff. Communication from Cabinet members is given to AC members to keep them informed on operational issues, and they in turn share this information with building staff members at school staff meetings and through their BLTs. Communication from the TLI Department is regularly sent from the Assistant Superintendent for TLI to all instructional staff members in the form of Curriculum Connections, an email newsletter to staff to share best practices and useful teaching and learning information. Additional email communication is sent directly from senior leaders to all staff to share important information.

Oral communication with staff occurs through both formal and informal means. Five institute days per year provide a formal and structured means of communication to staff members. The goal of each is to ensure strategic planning and school improvement is consistent at each building. In addition, when new initiatives are brought on, the senior leaders host town hall meetings exclusively for staff members, both in person and streamed online, to disseminate information to staff and seek feedback. Senior leaders make it a priority to spend time in schools and interact informally with staff members whenever possible to share messages and build relationships.

Open two-way communication is encouraged through shared decision-making structures, as well as through the district's philosophy of dialing direct when a concern or idea needs to be discussed. The Superintendent, Cabinet members, and principals regularly talk with stakeholders who wish to discuss an issue. Contact information via phone or email is public, and senior leaders attempt to respond within 24 hours. Two-way communication is sought from staff, parents, students, and other community members via various regular surveys and specific targeted surveys.

To motivate the workforce toward high performances, a number of recognition efforts occur at both the building and district levels. Principals regularly provide recognition at building staff meetings and through written and electronic notes. Additionally, principals annually have the opportunity to nominate staff members for ISBE Those Who Excel, a statewide educational recognition program. District recognition occurs through the Insider, Enews, letters, end-of-year recognition for years of service and retirements, the Distinguished Innovator Award, and formal acknowledgement at BOE meetings called Board Salutes. The Distinguished Innovator Award was developed to reward staff members with a particular focus on innovative teaching strategies to meet the needs of student customers. Annually, the BOE gives gifts to all staff members to thank them and recognize their efforts. Breakfast is provided from the BOE to staff twice annually.

1.1c Mission and Organizational Performance
1.1c(1) Creating an Environment for Success
The main strategy CCSD93 senior leaders use to create an environment for success now and in the future is by constant focus on the Strategic Plan (SP), including the
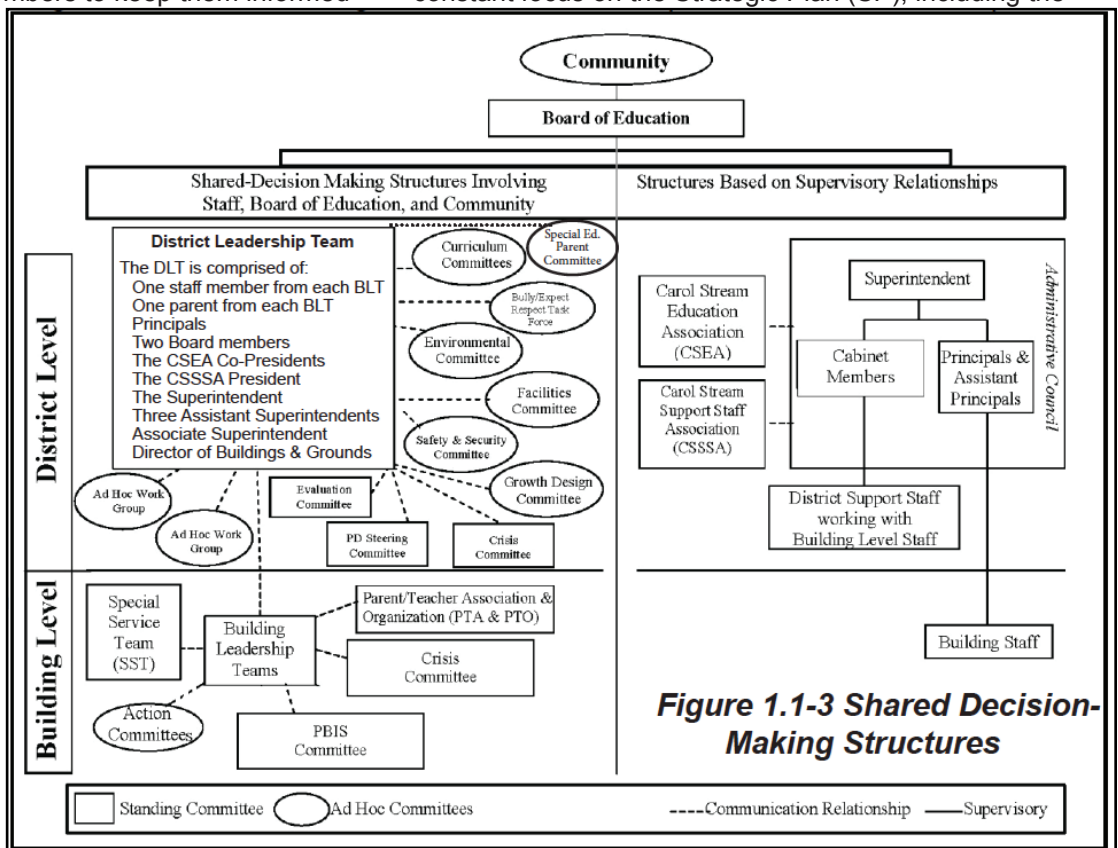

Figure 1.1-3 Shared Decision-Making Structures

district's mission, vision, and strategic objectives. The SP reflects what the community expects from CCSD93, as established through the strategic planning process (2.1a(1)), and as such is critical to CCSD93's success. The SP is a standing agenda item on all AC and Cabinet meetings and senior leaders consistently share out on their department or school's progress toward achievement of the SP. Principals are expected to keep the SP top of mind with staff during staff meetings. FMF questions that all staff members are asked to provide responses to align directly to the accomplishment of the SP. To increase the visibility of the SP, banners with the strategic goals and accompanying easy to understand pamphlets are located at the entrances of each CCSD93 building for staff, parents and other visitors to take as needed. Additional visual reminders of the SP, including its strategic goals and the district's mission, are located in every classroom, office, Innovation Center, and conference room. This focus helps to achieve the district's SP and its mission.

Cross-functional workgroups of stakeholders who participate in shared decision-making (*Figure 1.1-3,* page 3) are key components to meeting the goals of the SP and the district's mission and vision. They enable CCSD93 to achieve performance improvement, and workforce learning. These cross-functional groups create opportunities for direct participation in important aspects of district and school planning and operations. The DLT, comprised of community members, parents, teachers, support staff, administrators, and BOE representatives, is largely responsible for the development of the district Strategic Plan and for making decisions about district-wide issues, such as the annual school calendar. BLTs, comprised of parents, staff members, and the building administrator, are responsible for developing, implementing, and monitoring the progress of the SIPs. DLT membership is aligned with BLT membership. The SIP is comprised of goals that guide the school in improving both teaching and learning through continuous improvement, and it is important that this plan is aligned with the Strategic Plan. The Strategic Plan guides teaching, learning, and continuous improvement throughout the district. These two structures and their associated action plans are created to improve organizational performance. They permit the organization (school or district) to be agile in addressing critical issues as they arise. They also create alignment among the schools and the district, as DLT membership is derived from BLT membership. The BLTs and DLT provide vehicles for organizational learning and sharing. Both teams have been designed to provide shared decision-making opportunities to influence school wide and district wide decisions. A shared decision-making approach allows staff to feel that they are making a positive impact on key decisions that affect both teaching and student learning. This fosters a consistently positive organizational environment that translates to positive student experiences within the schools that make up the organization.

CCSD93 believes innovation is accomplished when stakeholders collaborate to change the status quo thereby creating something the world did not know it was missing. CCSD93's collaborative and shared approach to decision-making fosters innovation through the ad hoc and standing committees listed in *Figure 1.1-3* (page 3) initiated and facilitated by senior leaders. The committees are charged with developing practices to achieve strategic goals. This committee structure provides a forum to share innovative ideas that achieve the committee's charge. The committees develop action plans and consider the potential gains and harms of the innovative change. The committees identify major risks that need to be addressed to mitigate failure of the innovative practice to the greatest extent possible. A regular and rigorous focus on PD, time for which is built into the professional agreement between the BOE and CSEA at the recommendation of the Superintendent,

contributes greatly to organizational and individual learning (4.2b(1)), and providing additional opportunities for innovation and intelligent risk taking (5.2c(2)). Additionally, CCSD93 expects senior leaders to be actively involved in leading professional organizations to stay abreast of leading methods and organizational learning opportunities.

The BOE desires that succession of leadership positions occurs from within the organization whenever possible in order to maintain continuity and provide growth opportunities for staff members. The 2013-2018 (extended through 2021) professional agreement between the BOE and the CSEA provides for opportunities for senior leaders to mentor and provide PD in leadership skills for early entry administrator candidates.

Succession planning occurs through two processes. One is the development of future leaders as they participate in entry-level leadership roles. CCSD93's Aspiring Principals Academy is designed to align the succession of leadership at the building level. These individuals are the first ones considered when leadership positions open in the district. For example, six of the current nine principals served as assistant principals within the district before moving into their current assignments as principals, and all three current Assistant Superintendents were promoted from within, as was the Associate Superintendent. The second approach to succession planning is the BOE's expectation of having a plan in place should a senior leader leave the organization or when retirements are contemplated. The BOE, in consultation with the Superintendent, have developed plans for the succession of department heads and the Superintendent.

Another strategy deployed throughout the district to support succession needs is cross-training. The district operates by ensuring that no critical organizational function remains the sole knowledge and responsibility of an individual. For example, business personnel cross-train in all critical business operation functions so that when the payroll clerk is unavailable, someone else in the organization is capable of running payroll.

At the building level, principals work closely with their assistants so that they are prepared to handle issues in the principal's absence. At the Cabinet level, important issues are discussed at weekly meetings so that Cabinet members are aware of issues throughout the organization and their impact district-wide. These meetings and the sense of teamwork permit Cabinet members to assist each other in both their regular activities and special projects.

1.1c(2) Creating a Focus on Action
Senior leaders create an action focus in CCSD93 through the Strategic Plan and the development and deployment of action plans. The overall district direction and short- and long-term actions and timelines to achieve the strategic objectives is described in the Strategic Plan document and detailed in the district's Strategy Map *Figure 2.2-2* (pages 11 & 12). The Strategy Map breaks the Strategic Plan into a more "user-friendly" document to assist each member of the organization keeping focused on the goals and strategies during the next five years.

Each department develops an action plan aligned to the mission, vision, strategic objectives, and short and long-term initiatives detailed in the Strategy Map. At the school level, the use of rigorous, data-based SIPs guides direction and action. SIPs follow a similar process and are focused on school-level data. These mechanisms are imbedded in the daily and weekly operations of the school district.

The Strategic Plan defines Scorecard measures for each of the strategic objectives, and short- and long-term initiatives. These measures include disaggregated student performance, stakeholder satisfaction levels, benchmark comparisons, and self-assessment measures. Senior leaders regularly review the performances measures associ-

ated with the initiatives. Value is created by reviewing the goal accomplishment and the satisfaction measures of the stakeholder groups that are impacted.

1.2 Governance and Social Responsibilities
1.2a Organizational Governance
1.2a(1) Governance System
The BOE holds the primary responsibility for reviewing organizational operations. As the duly elected representatives of the community, they review the decisions and actions of the management team. Student performance data, fiscal accountability, adherence to BOE policy, audit reports, and stakeholder satisfaction data are regularly reviewed and monitored at public Board meetings. The BOE receives training from the Illinois Association of School Boards and from CCSD93 at its New Board Member Orientation training.

1.2a(2) Performance Evaluation
All CCSD93 groups and individuals have evaluation systems that are reviewed by supervisors. These instruments are specific to the individual and/or groups, but follow the general format of:
1. Self-evaluation
2. Review by supervisor
3. Gap analysis
4. Goal setting
5. Multiple cycles with intent to identify patterns over time

For many roles, data are also collected from stakeholder groups to determine their perception of an individual's or group's performance. These data are returned to the individuals or groups to act upon.

The BOE utilizes feedback on their performance from satisfaction surveys and direct communications with stakeholders. The BOE uses a tool that is aligned with the Baldrige philosophy and criteria. The BOE also reviews its goals and the effectiveness in accomplishing them twice a year at open Board meetings. Senior leadership utilize a Baldrige-type format during their evaluation cycle. Progress is determined on a continuum of continuous improvement from no systems in place, some processes and systems are in operation, many systems are in operation, systemic approach to all operations. The Superintendent is evaluated by the Board of Education two times per year, in November and again in June. Superintendent goals, job description, continuous improvement, and performance goals are all part of his evaluation.

Information gathered from the performance of the BOE, senior leaders, and leadership teams is considered by the organization in its strategic planning process to determine if changes in organizational structures or processes are needed.

1.2b Legal and Ethical Behavior
1.2b(1) Legal Behavior, Regulatory Behavior, and Accreditation
Through the shared decision-making structures, the impact of decisions on various stakeholders is considered as part of the decision-making process. Each constituent group is usually represented. If not, efforts are made to solicit input from the impacted constituencies through survey tools, input meetings, and ongoing dialogue with stakeholders.

CCSD93 gives high priority to being fully compliant with all state and federal regulations. Key compliance items are shown in *Figure 1.2-1*.

Risk management in CCSD93 is addressed by planning for worst-case scenarios. Crisis plans are in place for all critical issues that the district is able to anticipate. Because most services and programs are designed to provide a benefit, there are minimal needs associated with environmental or sociological risks imposed on stakeholders or the

community, but they are considered in the decision-making process. Most risk assessment concerns are regarding the political impact. Public opinion and satisfaction are more often than not related to stakeholder opinion about the desirability of the proposed changes. The shared decision-making structure, including survey tools, helps to ensure that these opinions are considered. When issues and concerns about program changes do occur, CCSD93 senior leaders meet with impacted stakeholders to see if win/win solutions can be identified and implemented.

Key Compliance Processes	Key Compliance Measures	Key Compliance Goals
Safety and legal compliance	- Annual and quadrennial ROE review - Grant application	- Fully recognized by ROE - Grant review and approvals
High quality staff	- ESSA highly qualified staff report	- All staff are highly qualified
Fiscal accountability	- State financial ranking	- Financial Recognition rating (3.9)

Figure 1.2-1 Compliance Processes, Measures & Goals

1.2b(2) Ethical Behavior
The CCSD93 BOE, as part of its regular responsibilities, monitors district legal and ethical policies, guidelines, and administrative processes and procedures. It is the policy of the BOE to prohibit discrimination against any student or staff member by reason of race, color, religion, sex and sexual orientation, economic status, marital status, national origin or disability in educational programs, activities, services, benefits. CCSD93 strives to guarantee to both genders appropriate equal access to educational and extracurricular programs and activities. It is also the policy of the BOE to ensure equity among attendance centers with respect to teachers, administrators, auxiliary personnel, curriculum materials, and instructional supplies within reasonably identifiable differences which exist among academic disciplines, organization of the school, and student population. All of these policies are monitored by the senior leaders.

Monthly meetings between the CSEA/CSSSA officials and Cabinet members are held, in part, to monitor the legal and ethical behavior of all employees. Issues related to legal and ethical behavior are discussed and problem-solved. Whenever possible and appropriate, policy, procedures, and practices are improved. Contract rules are clarified, administrative initiatives are discussed, and working conditions are reviewed, all for the purpose of being proactive and supportive in adhering to strict compliance with legal and ethical behavior and ensuring the consistency of practice/policy.

Each year the schools are inspected by the local fire department to ensure that they are in compliance with all safety and health related regulations. Every four years, the district undergoes a comprehensive compliance review conducted by the ROE. Part of the review is an audit of district compliance with federal and state laws related to the operation of programs and practices, personnel certification, and the maintenance of buildings and property.

1.2c Societal Contributions
1.2c(1) Societal Well-Being
As an integral part of the community, CCSD93 must exemplify good citizenship to its stakeholders by being a good partner to governmental and community agencies, supporting key fundraising and community betterment efforts, acting in an environmentally conscious manner, and sharing community information with its families.

1.2c(2) Community Support
CCSD93 has three villages that it serves, Carol Stream, Bloomingdale, and Hanover Park. The district has developed working relationships with these key communities and established regular vehicles (monthly or quarterly meetings) at which issues are discussed and resolved. The district strives to work cooperatively with all governmental and community agencies. This positive relationship has been widened through the waiver of permit fees and the establishment of collaborative ventures. CCSD93 has a significant number of intergovernmental agreements within these communities that support the work of the school district and community groups. Examples include emergency shelters, police liaison officers, daycare programming, community youth activities, school facility usage by community groups, and building code agreements.

CCSD93 supports local business communities by belonging to the chambers of commerce for Carol Stream and Bloomingdale. The Superintendent is an active member of the Rotary Club of Carol Stream, assisting in community betterment projects and fundraisers.

The Superintendent actively attends regular Bloomingdale and Carol Stream intergovernmental meetings to collaborate and communicate with other local government agencies regarding programs, services, and happenings.

CCSD93 has two coalitions to strengthen and support two of its key communities. Based on research supporting the benefits of early intervention and identifying a need for additional focus on this age group, CCSD93 initiated the Birth to Five Coalition. It focuses on increasing awareness, support and resources to families within CCSD93 boundaries who have children ages birth to three. Primary areas of support include involving parenting, literacy, and health. Coalition members include several intergovernmental, county and social service agencies in the area.

CCSD93 helps local non-profit and intergovernmental groups share messages and information about local events, classes, programs, fundraisers, and more with its families by maintaining a Virtual Backpack, which allows these types of organizations to post flyers to a CCSD93 webpage, with the district emailing links to these flyers to district families. This is an environmentally sound way to communicate.

The district's environmental stewardship efforts extend beyond this, as its leaders leverage its core value of learning-centered education to educate students and staff about positive environmentalism and acting in an environmentally conscious manner. In partnership with SCARCE, all CCSD93 buildings' staff and students have earned Earth Flags, a representation that the school has demonstrated a commitment to sustainability learning and action. Beginning in 2015, schools are required to earn two of the three available DuPage County environmental flag recognitions every six years. Earth Flags, Water Quality Flags, and Ecology Flags can be earned repeatedly by meeting standard requirements, including student and staff education in the focus area. Energy and paper reduction campaigns, along with advanced recycling efforts, have helped the district reduce the use of natural resources and minimize its impact on the environment. All district schools and the DO compost lunch and snack waste. The district has switched to environmentally friendly cleaning products, and largely takes into account environmental impact when building new facilities or considering renovations and repairs. The ECC has earned LEED Certification for its environmental features and design. The district serves as an example for the community with these efforts and is responsible for educating a generation of environmentally conscious students.

CCSD93 has a relationship with Windsor Manor Retirement Community whereby staff members and students volunteer bi-weekly to teach technology lessons, chosen by its residents, to those who are interested.

CCSD93 senior leaders and staff regularly participate in community-wide activities that enhance the quality of life in the community. Examples include donations of warm winter apparel to CCSD93 students in need, donations to food pantries, the United Way, national crises, and natural disasters. Community members give back to CCSD93 in many ways, as well. One example is the district's student mentoring program. Hundreds of community members volunteer their time to have lunch with a child once per week. During this time, mentors build supportive relationships with children in order to encourage them to do their best. Children identified to have a mentor are those who would benefit from having a supportive individual in their life. In addition, many schools hold special events outside of the school day to connect with the community and contribute to its well-being.

2.0 Strategic Planning
2.1 Strategy Development
2.1a Strategy Development Process
2.1a(1) Strategic Planning Process

CCSD93 uses the Stakeholder-Driven Strategic Planning model (*Figure 2.1-1*) that was developed at Mid-continent Research Education and Learning nearly 30 years ago and has been continuously refined since then. It has been benchmarked against world-class strategic planning practices. It is being used in school districts, large and small, across the nation and has been used in state departments of education and state legislatures.

A successful school district is dependent upon the willingness of stakeholders to continue to support the district. That willingness is determined to a great extent by how well students learn. Student learning is a product of the quality of educational experiences in schools which is directly proportional to the capacity and capabilities of teachers and administrators. This requires disciplined attention to each of these drivers if CCSD93 is to build the momentum it needs to become one of the truly great school districts in the nation.

Stakeholder-Driven Strategic Planning is designed to clearly define each of the success drivers by developing overarching Strategic Goals (or strategic objectives) and Strategies for achieving those Strategic Goals as an outcome of the DLT's work described in *Figure 2.1-1*. A Strategy Map is developed by the Cabinet to detail the short- and long-term actions required (*Figure 2.2-2*, page 11 & 12) to achieve the Strategic Goals Strategies. It details what both external and internal stakeholders require and expect of students and the district for the short term (annually through 2020-21) and long term (2021-23 years). CCSD93 cannot improve the structures that support achievement of goals if the "end in mind" is not clearly aligned to stakeholders' current and future expectations.

The operational goal is to translate stakeholder expectations and performance requirements into an effective Strategic Plan aligned with a primary focus on meeting and then exceeding stakeholder expectations. The Strategic Plan includes goals, strategies, outcomes, a Strategy Map, Scorecard, and a deployment plan.

The DLT, Cabinet, AC, BOE, and Superintendent are responsible for leading the development of the Strategic Plan. The DLT is comprised of a representative group of parents, staff, and administrators from each of the district's schools. DLT members are also members of their school's BLT. Throughout the strategic planning process, they provide the link between the community, parents, staff, and students to communicate information and analyze feedback and input received. The leadership roles of the DLT, Cabinet, BOE, and Superintendent ensure that all stakeholder groups are engaged in the strategic planning process. Along with the work of the DLT, the SP is reviewed and further developed by the Superintendent's Cabinet and AC and is ultimately approved by the BOE.

Steps 1, 3, 4, and 6 of *Figure 2.1-1* provide the opportunity for those involved in the process to identify opportunities for potential transformational change and the prioritization of that change.

2.1a(2) Innovation

CCSD93 prides itself on being solution focused and innovative. CCSD93 is designed to support innovation through its vision, mission and Strategic Plan. Specifically during the strategic planning process, strategic opportunities, including potential transformational change needs and opportunities, are identified through the stakeholder surveys and built into strategic objectives and the strategies for achieving them. The Cabinet must identify innovative solutions to meet those needs and opportunities as it develops the Strategy Map and continues to accomplish the SP. Cabinet members are strongly encouraged to maintain membership in, and active participation with, relevant leading state and national professional organizations. Networking, relationships, and learning opportunities provided by such organizations help Cabinet members to investigate ways in which other leading school districts have found solutions to similar strategic opportunities and adapt or develop solutions to meet the needs of our community and the SP. Cabinet members are further informed on which of these strategic opportunities and intelligent risks to pursue by feedback from various other listening methods described in 3.1a(1) as they make decisions. Accomplishing the work of the SP and its resulting Strategy Map often includes committee work (*Figure 1.1-3*, page 3), which fosters a collaborative process where parent and staff stakeholders from a variety of grade levels, schools, and roles collaborate to share ideas intended to innovate: to challenge the status quo to create meaningful change.

2.1a(3) Strategy Considerations

During Phase 1 of the strategic planning process (*Figure 2.1-1*), the DLT utilized an external scan to understand the current state and trajectory of education in general, and to identify potential changes in the regulatory and external environment, blind spots, and the district's overall ability to execute the SP.

	Stakeholder-Driven Strategic Planning Process Phases
1	Perform environmental scan with DLT to understand the current state and trajectory of education in general, and to identify potential changes in the regulatory and external environment, blind spots, and the district's overall ability to execute the Strategic Plan.
2	Plan the sampling process for external and internal district stakeholders so that a 95% confidence level with a + or - 2 or 3 interval can be achieved.
3	Conduct the survey process using existing DLT meetings, as well as discussions with senior leadership and Cabinet members to collect information from the community, parents, business leaders, local community organizations, staff, and administrators.
4	Identify constituent requirements and expectations through the analysis (categorizing and prioritizing of survey data.
5	Identify current district performance levels using an internal audit process.
6	Define key district and school strategic objectives using a strategy map so that constituent requirements and expectations identified in Phase 3 can be achieved. These key district and school strategic objectives become the central focus of the Strategic Plan. The focus is on developing those strategic objectives that improve students learning and organizational processes that improve effectiveness and/or efficiency.
7	Develop a Balanced Scorecard based on data from Phase 4. Operationally define all Scorecard measures.
8	Develop a deployment plan that reaches all levels of the district to create understanding, ownership, and enthusiasm about the mission and a belief that the strategic objectives are appropriate and obtainable.

Figure 2.1-1 Strategic Planning Process

During Phase 2, DLT members identified key stakeholder groups as well as approved the process used to gather information from different CCSD93 stakeholder groups, including community members, parents, licensed teaching and support staff, and administrators. A forced-choice survey was developed by a district consultant trained in the Stakeholder-Driven Strategic Planning model, with input from the DLT to solicit input from staff and community members. These questions have been determined over a 20 year application period to be the most useful in determining Strategic Plan priorities and goals. More than 1400 stakeholders provided feedback that the district had a 95% confidence level with an interval of + or – 3 and that level was achieved when the plan was developed.

During Phases 3 and 4, stakeholder groups were surveyed providing CCSD93 with written feedback to two questions:

1. What are the greatest challenges or issues CCSD93 will face over the next five years?

2. What are the most important skills and abilities students must master to be prepared for a successful future?

An affinity diagram, which is designed to organize large numbers of ideas into their natural relationships, was used to aggregate stakeholder answers to each question. The affinity diagram categories of responses were organized on Pareto charts so priorities could be easily analyzed. A SWOT analysis was conducted with the Cabinet and DLT. These tools and processes provided the DLT with information necessary to analyze the district's strengths, opportunities, and threats. The Cabinet and senior leaders held the primary responsibility for conducting the Phase 5 internal audit process using Baldrige criteria to identify current district performance. This phase helped to identify the district's weaknesses in relation to stakeholder expectations.

Phase 6 identified key district processes to generate the results stakeholders wanted. The short- and long-term timelines and actions (*Figure 2.2-2*, pages 11 & 12) clearly describes what the organization must do in order to achieve the strategic objectives. The Cabinet, AC, and DLT identified strategic objectives and the short- and long-term and actions. The Cabinet identified critical measurements that became part of the Scorecard Summary.

Phase 7 aligned measures to the district mission statement and strategic objectives by developing a Scorecard. (*Figure 2.1-2*)

A Scorecard was developed by the Cabinet based on input from department process owners that aligned the measures to the Strategic Plan and the strategy map. The Scorecard is a component of the Strategic Linkages Leadership System. Each measure of the Scorecard has been operationally defined so that key processes, process owners, process targets, the measurement instrument, measurement process, and data analysis procedures are clearly defined. This phase answers the question, "How will we know when we achieve our mission?"

CCSD93 Scorecard		
Strategy	*Key Measures*	*Target*
Strategic Objective 1: A Relevant Education for All Students		
Apply 21st Century Skills and Abilities	Walkthrough Rubrics	CI
	District Overall Growth Summary Score (M/R)	CI
	Dare to Compare Data	CI
	CASEL Framework Criteria	CI
	Friday Morning Feedback	CI
Deploy Computer Science	Computational Thinking Standard Data	CI
	8th Grade Exit Survey	CI
	Friday Morning Feedback	CI
Apply Visible Learning	Team Version of Visible Learning Matrix	CI
	Friday Morning Feedback	CI
Apply Design Thinking	LAUNCH Activities	CI
	Authentic Feedback from Audience	CI
	Friday Morning Feedback	CI
Strategic Objective 2: Engaged & Connected Employees		
Recruit, Develop & Retain a High Quality & Diverse Workforce	Percentage of Highly Qualified Licensed Professionals	CI
	Staff Diversity	CI
	Number of Staff Members Who Apply to be a Mentor	CI
	Friday Morning Feedback	CI
Provide High Quality Professional Development	Feedback from Focus Groups on Quality & Relevancy of Staff Development	CI
	PD Annual Survey Results	CI
	Friday Morning Feedback	CI
Enhance Employee Connections	Engagement Survey	CI
	Friday Morning Feedback	CI
Strategic Objective 3: Operational Excellence		
Align Resources to Support Strategic Goals	District Satisfaction Survey Results	CI
	Financial Profile Designation	CI
	Bond Rating	CI
	Friday Morning Feedback	CI
Accelerate Innovation & Implementation	Action Plan Timelines Met	CI
	COP Impact Rubric	CI
	Participation in Independent Study	CI
	Summer Technology Academy Impact Evaluation	CI
	Friday Morning Feedback	CI
Strategic Objective 4: Provide Optimal Learning Environments		
Develop Long-Range Facilities Plan	Focus Group Survey Results	CI
	District Satisfaction Survey Results	CI
	Friday Morning Feedback	CI
Maintain high Expectations for District Facilities & Technology	Focus Group Survey Results	CI
	District Satisfaction Survey Results	CI
	CoSN Cyber Security Rubric	CI
	Custodial Quality of Work Survey	CI
	Actual Service to Standard Gap	CI
	Friday Morning Feedback	CI

Figure 2.1-2 District Balanced Scorecard

2.1a(4) Work Systems and Core Competencies
Senior Leaders have grouped CCSD93's work processes into three work systems:
student instruction, school instructional support, and the central office.

The student instruction work system is the facilitation of student learning managed by the classroom teacher(s). The school instructional support work system is the school-based support service for teachers, students and families. The central office work system consists of all district-wide support functions, such as HR, Business, B&G, and TLI. As an organization charged with providing free public K-8 (and paid preschool) education to CCSD93's residents, our work systems must provide this service at the highest level possible. All key work processes are performed in order to meet this central function or its strategic objectives. CCSD93 also leverages its Core Competencies to achieve its central function and strategic objectives.

Through surveying all CCSD93 staff, the AC, and DLT as to their perceptions of CCSD93's Core Competencies, assigning a scaled point system to the top five choices of each responding group's answers, and combining those points, CCSD93 has identified the following as its Core Competencies in order:
1. **Appropriate integration of digital tools into daily instruction** – ensuring that each student works with relevant tools, receiving a relevant education.
2. **Design and integration of innovative learning spaces** - ensuring that our students learn in spaces that lend themselves to relevant educational experiences.
3. **Engaging students in applying 21st century skills** – ensuring student education is maximized in a way that is aligned with current and future career opportunities in mind.
4. **Staff professional development** – ensuring staff members are adequately trained to provide a relevant educational experience to all students.
5. **Providing a personalized education** – ensuring each student achieves their personal academic, social, and emotional potential.

Senior leaders determine which key processes will be accomplished by its workforce and which by external suppliers, partners, and collaborators based on the following criteria: CCSD93 capacity, CCSD93 capability (core competencies), supplier quality and core competencies, and supplier cost.

Potential future core competencies are determined by remaining current with educational and business research to keep abreast of instructional changes necessary to prepare students to receive a relevant education. Input and feedback data enables the district to know the requirements of stakeholders.

2.1b Strategic Objectives
2.1b(1) Key Strategic Objectives
The short- and long-term timetables with actions for achieving the strategic objectives were defined within the Strategy Map as part of the planning process. The Strategic Plan is reviewed at each Cabinet, AC, and DLT meeting, with its strategic objectives reviewed and their timetables (*Figure 2.2-2*, pages 11 & 12) updated as needed. Annual progress is monitored and reported through the CCSD93 Scorecard, shared with the BOE and published on CCSD93's website. Planned changes to CCSD93's programs and operations to address strategic objectives are listed in *Figure 2.2-2*, pages 11 & 12.

2.1b(2) Strategic Objective Considerations
CCSD93 's strategic challenges (*Figure P.2b*) were identified through stakeholder input from surveys as part of the strategic planning process. SP goals were developed in alignment with the identified challenges. Strategies within each goal describe how CCSD93 will accomplish the SP goals and take advantage of CCSD93's core competencies. All improvement and sustainability decisions are based on data driven continuous improvement and systematic performance management.

The SP goals and planning horizons ensure that all areas of the organization have opportunities for incremental improvements, with each department assigned to responsibilities within the SP. Strategic opportunities, strategic challenges and stakeholder requirements are considered each year to ensure the SP still balances potentially competing organizational needs and the needs of all stakeholders.

2.2 Strategy Implementation
2.2a Action Plan Development and Deployment
2.2.a(1) Action Plan Development
The District Strategic Plan is the long-term action plan, most recently created in 2018 to guide CCSD93 for the next five years. A Strategy Map was created during the strategic planning process and sets the short and long term goals to implement the strategies and meet the strategic objectives and desired outcomes of the Strategic Plan. It is regularly reviewed by AC and the Cabinet. The department responsible for each Desired Outcome creates an Annual Department Action & Implementation Plan which identifies the individual(s) responsible for overseeing implementation, specific implementation steps for achieving the outcome, and end dates for each step. Annual Department Action & Implementation Plans are reviewed and updated regularly during department meetings and reported out on during Cabinet, AC, and DLT meetings.

2.2a(2) Action Plan Implementation
The action steps of the Strategy Map and the Annual Department Action & Implementation Plan that are relevant to various workforce groups are deployed to them through relevant existing PD structures (4.2b(1)), communication structures (1.1b), and shared decision-making structures (1.1a(3)).

One example of department leaders working with various workforce units through the shared decision-making structures to review, implement, and deploy action plans to move the organization closer to achieving specific strategic objectives is TLI's work with Curriculum Committees. They works to update the given curriculum subject in alignment to current best practices in that curricular area and relevant desired outcomes from the Strategic Plan. One Curriculum Committee is formed each year to update one curriculum subject. Curriculum Committees follow this process:
*   Review of standards for that curricular area
*   Review of relevant desired outcomes from the Strategic Plan
*   Review of current literature/research and what it says about best practices in that curricular area
*   Review of current data levels
*   Identify goals or targets as a District
*   Identify resources that will assist CCSD93 in meeting those targets
*   Teachers field test or pilot those resources in the classroom, gathering data and information
*   Review field test or pilot
*   Reach a consensus on implementation/rollout

On an individual school building level, in collaboration with the TLI Department, each school's BLT is charged with developing and implementing a SIP to drive building strategies and processes that are aligned with the strategic objectives. The SIP process is implemented at each school to focus on improving results related to the mastery of student learning. The SIPs are built using the Plan, Do, Study, Act (PDSA) Improvement Cycle, which includes the following steps:

- Identify/confirm vision
- Review data to assess current status
- Identify the gap between desired and current state
- Conduct root cause analysis
- Confirm improvement theory
- Develop action plan
- Identify data to monitor progress of implementation

SIPs and goals are reviewed and monitored multiple times per year at each building and updated annually. At least four SIP days are held at each building, during which staff discuss relevant data, progress toward goals, and focused PD opportunities based on current results. This involvement ensures each individual understands how his/her work contributes to achieving the organizational and school level goals and plans. School Improvement plans are presented annually to the BOE at BOE meetings, to staff through staff meetings, and to parents at PTA meetings. Additionally they are posted online. This ensures each individual understands how his/her work contributes to achieving the organizational and school level goals and plans.

Action plans are deployed to suppliers, partners, and collaborators on an as-needed basis. Department leaders responsible for the end result of the relationship provide relevant action plan information so that the suppliers, partners, and collaborators understand how their work feeds into the achievement of CCSD93's strategic objectives and SP.

Key outcomes of action plans are sustained through constant attention to the SP (1.1b), the Strategy Map, and measurement and review of Scorecard measures.

2.2a(3) Resource Allocation

Fiscal considerations are built into strategic objectives. A referendum that passed in 2003 has ensured that adequate financial and other resources are available to support the accomplishment of the strategic objectives as well as generated healthy fund balances. The Board is committed to utilizing existing fund balances in order to optimize CCSD93's learning environments and enhance school safety and security. During its annual budget development process, the BOE considers the resources needed for each of the strategic objectives and determines budget priorities on that basis. The BOE has been very diligent in determining budget priorities after discussing the financial implications of each strategic objective for a multi-year cycle. Quarterly Finance Committee meetings focus on current and future expenditures as well as any potential budgetary risks. Intelligent risks are examined as committee members/department leaders consider resources and actions to achieve each strategic objective. Individual department leaders consider department objectives as they develop their annual department budget.

2.2a(4) Workforce Plans

The workforce action plans to address the strategic objectives are described in the Strategic Plan. Those action plans include addressing current professional development practices and services as well as attracting and retaining high quality staff to ensure they are aligned to the strategic objectives. Each action plan utilizes various strategies to achieve the strategic objectives. The overarching goal for the HR Department is to engage and connect employees.

The Departments of HR, TLI, and SS work closely to design PD for various teachers, paraprofessionals, administrators, and substitutes. For example, the PD Steering Committee creates an annual plan for professional development that is aligned to the goals of the Strategic Plan and based on staff feedback from the previous year's professional development plan. When capability and capacity gaps are identified, district departments develop workforce plans to address those gaps.

2.2a(5)Performance Measures

The Scorecard template provides a structure for developopThe District Scorecard provides a structure for tracking key performance measures. It was developed during the Strategic Planning Process with specific key measurements aligned to each strategy of the strategic objectives. Similarly, organizational alignment is ensured as schools provide key performance measurement data to common School Scorecards, also aligned to each strategy of the strategic objectives. Each strategic objective area has specific data source that tracks results of action plan activities (*Figure 2.1-2*, page 8). Scorecards are reviewed each trimester at Cabinet, AC, and by the BLT at each school. Additionally, FMF survey questions that may not be tracked within the Scorecard also help senior leaders track effectiveness of action plans.

2.2a(6) Performance Projections

Key performance measures and indicators for tracking progress on action plans are determined during the Action Planning phase. The PDSA cycle identifies the data and frequency that it is reviewed.

The district focuses on the core value of continuous improvement. All results for key performance measures should show continuous improvement or a result that exceeds the past result. Instead of developing artificial or extrapolated performance projections, the district philosophy is to create results that continue to exceed past bests.

Category 7 shows that this philosophy has produced a continual string of "all time bests." Category 7 also shows CCSD93 performance as measured against comparable organizations, key benchmarks, and past performance. All results data are used by the BOE, DLT, BLTs, Cabinet, and Administrative Council to analyze performance and make plans for improvements. These discussions about current performance inform the development and/or modification of action plans and the SIP process.

2.2b Action Plan Modification

The reporting cycle of Scorecards builds in the opportunity to systematically modify action plans. At these checkpoints, new Strategy Map actions can be added or removed, or timelines for existing actions can be modified if senior leaders determine through data analysis that there' is a need to adjust priorities.

Community Consolidated School District 93

Figure 2.2-2: CCSD93 2018-23 Strategy Map: How are we getting there?

Goals	Strategies	2018-19	2019-20	2020-21	2021-23
1. A Relevant Education for All Students	*Apply 21st Century Skills and Abilities*	• Assess current curriculum strengths and weaknesses in teaching 21st century skills • Explore other 21st century skill curricular frameworks for possible adoption and/or integration into the current curriculum to help address skill weaknesses. • Benchmark the Altschool network • Develop walk-through rubrics and collect baseline data (all classes - take a skill a month)- see blue notes in the SP • Develop a common language and talking points for administration council members related the 21st century skills, computer science, visible learning, and design thinking • Implement elementary Explicit SEL instruction • Determine SEL explicit instructional tool for middle school • Dare to Compare survey explained to the teachers & determine which groups will take which assessments • Administer Assessment sampling process & evaluate results	• Re-design and field test the new curriculum to include 21st Century Skills and SEL Competencies • Collect walk-through data • Continue to reinforce the strategic plan common language and talking points • Gather Baseline assessment data elementary SEL • Implement middle school explicit SEL instruction • Reframe report card LLL to integrate SEL standards • Administer Dare to Compare Assessment and evaluate comparative data to improve teaching and the curriculum	• Continue to monitor the scorecard measures to determine where curriculum and testing refinements can be made to teaching 21st century skills, personalized learning, and project-based learning • Collect walk-through data • Continue to reinforce the SP common language & talking points • Review and evaluate implementation of Elementary explicit SEL instruction • Gather Baseline SEL assessment data for middle school • Administer Dare to Compare Assessment and evaluate comparative data to improve teaching & curriculum	• Continue to monitor the scorecard to determine where curriculum and testing refinements can be made • Collect walk-through data • Review and evaluate Middle school implementation of explicit SEL instruction • Modify and update implementation of Elementary SEL explicit instruction • Administer Dare to Compare Assessment and evaluate comparative data to improve teaching and the curriculum
	Deploy Computer Science	• Explore state benchmarks, district benchmarks, and code.org for examples of K-8 integrated computer science standards and decide what this will look like in CCSD93 • Work with HR to determine what strategies will be used to recruit great computer science teachers • Create 8th grade self-reflection of the computer science competencies (Computational Thinkers) • Develop a media campaign to educate parents, staff, and the community about computer science • Identify key building staff as coding experts	• Begin to integrate the computer science curriculum into existing district curriculum • Focus teaching on the essential literacy skills that students need to master grade-appropriate computer science standards • Monitor results to determine which strategies created the best result and modify approach • Administer 8th grade self-reflection of computer science competencies (Comp. Thinkers) • Design a process to monitor the effectiveness of the media campaign and adjust accordingly • Continue supporting staff as coding experts	• Continue integrating and refining the computer science standards and related teaching practices • Monitor results to determine which strategies created the best result and modify approach • Continue monitoring and adjusting media appropriately • Continue supporting staff as coding experts	• Continue integrating and refining the computer science standards and related teaching practices • Monitor results to determine which strategies created the best result and modify approach • Continue monitoring and adjusting • Continue supporting staff as coding experts
	Apply Visible Learning	• Assemble Visible Learning libraries (books and infographics) and place in each school • Build district wide understanding of the mindset of Hattie's research (Know thy impact)--share with admin a principle at a time • Begin embedding effect sizes into all district quality process, professional development, and curriculum frameworks	• Begin assessing Visible Learning progress with the Team versions of the Visible Learning Matrix through random sampling across the district • Evaluate the random sample data and create an implementation plan for improvement • Provide building level support in infographics to assist staff in connecting to the mindshift of: know thy impact • Offer LEAD courses on Visible Learning	• Continue to support and update the Visible Learning libraries • Work through the implementation plan created the year before based on the random sample data • Do a second round random sample using the Team version of the Visible Learning Matrix • Evaluate the random sample data and create an implementation plan for improvement	• Continue to support and update the Visible Learning libraries • Work through the implementation plan created the year before based on the random sample data • Do a third round random sample using the Team version of the Visible Learning Matrix • Evaluate the random sample data and create an implementation plan for improvement
	Apply Design Thinking	• Offer administrative PD on connection of the LAUNCH and Design Thinking books with online resources • Create a LEAD course book study for teachers • Explore Defined STEM for real-world project-based learning examples • Identify lead teachers that want to explore Design Thinking and provide support	• Begin integrating Design Thinking approaches to enhance problem to project-based learning activities in the classroom • Introduce LAUNCH as a learning strategy • Assist early adopters in using LAUNCH	• Continue the integration of Design Thinking approaches and LAUNCH • Assess implementation of Design Thinking integration and use of LAUNCH	• Continue the integration of Design Thinking approaches and LAUNCH
2. Engaged & Connected Employees	*Recruiting, Developing and Retaining a High Quality and Diverse Workforce*	• Licensed professional competencies are updated based on teaching 21st century skills and computer science applications for recruitment literature and job descriptions • Identify benchmark sites for recruiting licensed professionals with strong computer science skills • Set up Friday Morning Feedback process • Determine what 36 questions or collections of questions (like the 5 engagement questions) will be asked for Friday Morning Feedback • Begin collecting the five engagement question data using the Friday Morning Feedback • Begin collecting the 5 day and 5-week connectedness and engagement data from new employees • Pilot parent training Changing Children's World in one elementary and one middle school and assess the ability of this training to building family connections to the school community	• Monitor recruiting, orientation, staff development, and retention data to refine high quality and diverse recruiting processes--monitor skills on job descriptions • Integrate benchmark site recruitment practices into district processes • Review Friday Morning survey feedback and refine the process and questions • Monitor and improve engagement levels • Continue to monitor results of connectedness and engagement of new employees--refine survey if needed • Assess pilot results and implement accordingly	• Refine high quality and diverse recruiting processes--monitor skills on job descriptions • Continue to research for new benchmark sites and integrate desired recruitment practices into district processes • Review Friday Morning survey feedback and refine the process and questions as needed • Monitor and improve engagement levels • Continue to monitor results of connectedness and engagement of new employees--refine survey if needed	• Refine high quality and diverse recruiting processes--monitor skills on job descriptions • Monitor and improve processes • Complete review of the Friday Morning survey process to identify opportunities for approach or process improvements • Monitor and improve engagement levels • Review process and results of connectedness and engagement of new employees

(Continued)   Figure 2.2-2: CCSD93 2018-23 Strategy Map: How are we getting there?

Goals	Strategies	2018-19	2019-20	2020-21	2021-23
	Provide High Quality Professional Development	• Assess the alignment of staff development activities with Goal 1 strategies • Complete a licensed professional assessment of professional development needs to shift from "knowers of all" to "facilitators of learning" • Assess staff development needs in relation to the CASEL framework • Begin collecting staff development data using the Friday Morning survey • Provide common messaging connected to the 6 classroom practices • Provide an orientation to all tech academy teachers to assure courses align to strategic plan	• Align all staff development activities and offerings to Goal 1 strategies, the shift requirements, CASEL framework, and 8 classroom practices • Evaluate LEAD course content to assess the connection of the PD to strategic plan is growing • Revise staff development approaches based on CASEL assessment • Build capacity to implement peer and admin walkthroughs for data gathering around the 8 practices • Conduct walkthroughs and use the data to support instructional supports for staff on the 8 practices	• Continue refining staff development activities based on Friday Morning data • Continue aligning staff development approaches based on CASEL assessment • Refine staff development content, delivery, and application based on survey data • Conduct walkthroughs and use the data to support instructional supports for staff on the 6 practices	• Continue refining staff development activities based on Friday Morning data • Refine staff development content, delivery, and application based on survey data • Conduct walkthroughs and use the data to support instructional supports for staff on the 6 practices
	Enhance Employee Connections	• Specific information givers are identified, and dissemination paths designed to support innovative teaching and learning • A generic connectedness assessment process is developed for students, staff, parents, and community partners • District activities and communications with diverse communities are assessed for their effectiveness	• District and school level activities with students, parents, and community members are designed with Goal 1 in mind • Connectedness assessments and Friday Morning surveys are used to refine district and school communications and activities	• District and school level activities with students, parents, and community members are designed with Goal 1 in mind • Connectedness assessments and Friday Morning surveys are used to refine district and school communications and activities	• District and school level activities with students, parents, and community members are designed with Goal 1 in mind • Connectedness assessments and Friday Morning surveys are used to refine district communications and school activities
3. Operational Excellence	*Align Resources to Support Strategic Goals*	• Benchmark processes to identify the best way to cost-out strategies • Pilot cost-out process and assess results • Complete feasibility study of Smarter School Spending approach • Create a highly valid and reliable approach to collecting stakeholder requirements for the budgeting process and multi-year projections • Standardize a process for creating operational efficiencies that is used throughout the district • Test the Quality Counts school finance grade (8 variables to create grade) to determine if it is a more reliable projection of multi-year fiscal health than the Financial Profile Designation • Benchmark high transparency examples of fiscal responsibility	• Prioritize strategies to be costed-out and complete the top two strategies • Review and update cost-out process if necessary • Begin adoption of the Adopt the Smarter School Spending approach or look for other feasible approaches • Refine budgeting process based on stakeholder requirements • Apply standardized process • Standardize fiscal health projection approach • Adopt or adapt examples of fiscal responsibility	• Continue to cost-out based on the prioritized list of strategies • Continue to apply the approach to align resources with instructional priorities • Continue improvements based on stakeholder feedback • Refine standardized process • Continue testing and refining fiscal health projection approach • Continue refining and improving fiscal responsibility	• Teach administrators to cost-out strategies, initiatives, and innovative programs that are to be implemented • Apply improvements to Improve the resource alignment approach • Continue improvements based on stakeholder feedback
	Accelerate Innovation and Implementation	• Benchmark organizations (public and private) that innovate and implement rapidly to determine characteristics and practices that can be adopted or adapted • Assess current use of project and process management approaches and tools • Assess current performance management system benchmarks to determine what optimum systems looks like & do	• Determine which characteristics and practices to accelerate innovation and implementation to adopt or adapt and begin to track effectiveness • Set up work experiences to improve project & process management approaches & tools • Refine the performance management system based on what optimum systems look like & do	• Monitor time from innovation design to innovation implementation to identify opportunities for improvement • Continue work experience opportunities to improve project and process management • Continue refinement activities	• Monitor time from innovation design to innovation implementation to identify opportunities for improvement • Continue work experiences
	Develop Long-Range Facilities Plan	• Develop a process to gather data from all district stakeholders about facility standards and expectations within the context of the new strategic plan • Benchmark other facility plans to determine a best "blueprint" for framing the facilities plan • Capital Renovation Plan review conducted • Develop a timeline of when school buildings will achieve "Energy Star" status with related upgrades that need to occur	• Design a process to continuously seek feedback from district stakeholders about perceptions related to facility standards and expectations and how well the facilities "blueprint" is addressing standards and expectations • Capital Renovation Plan review conducted • Review "energy star" timeline & related upgrades	• Annual facilities "blueprint" feedback • Capital Renovation Plan review conducted • Review "energy star" timeline and related upgrades	• Refine and continue facilities "blueprint" feedback process • Capital Renovation Plan review conducted • Review "energy star" timeline and related upgrades
4. Optimal Learning Environments	*Maintain High Expectations for District Facilities and Technology*	• Identify exemplars/benchmarks technology plans to determine future teaching and learning needs • Draft an updated technology plan based on strategic plan needs and exemplar/benchmark practices • An ESSA analysis is completed to find opportunities for assistance with the district performance management system • Cybersecurity benchmarks are identified and analyzed for opportunities for improvement • The K-12 Cyber Incident Map is analyzed for opportunities for improvement and as a possible Cybersecurity measure • Facilities services and standards are benchmarked against "best in practice" organizations both public and private • Benchmark technology platform standards and service levels to identify industry "bests" • Measure industry "bests" standards and service levels against current district performance levels and identify opportunities for improvements	• Annual review and adjustments (if necessary) of technology plan • Early warning indicator data process is monitored and adjusted as necessary • ESSA opportunities implemented • Timely updates to Cybersecurity processes, practices, measures, and policies • Benchmarks are continually monitored to identify opportunities for improvements • Industry benchmark "bests" are updated • Performance levels are monitored and opportunities for improvement are developed	• Annual review and adjustments (if necessary) of technology plan • Early warning indicator data process is monitored and adjusted as necessary • ESSA opportunities implemented • Timely updates to Cybersecurity processes, practices, measures, and policies are continued • Benchmarks are continually monitored to identify opportunities for improvements • Industry benchmark "bests" are updated • Performance levels are monitored and opportunities for improvement are developed	• Annual review and adjustments (if necessary) of technology plan • Early warning indicator data process is monitored and adjusted as necessary • ESSA opportunities implemented • Timely updates to Cybersecurity processes, practices, measures, and policies are continued • Benchmarks are continually monitored to identify opportunities for improvements • Industry benchmark "bests" are updated • Performance levels are monitored and opportunities for improvement are developed

3.0 Customers
3.1 Customer Expectations
3.1a Customer Listening
3.1a(1) Current Customers
CCSD93 listens to the voice of the customer (VOC) through a variety of methods to identify needs, expectations and requirements. The strategic planning process is the primary avenue through which the BOE, administrators, DLT, BLTs, and staff seek stakeholder input to determine the requirements, needs, and expectations. While it is an important example of how CCSD93 listens to the VOC, it is far from the only example.

Figure 3.1 (page 15) depicts CCSD93 stakeholder segments and the various approaches used to listen to the VOC. While some key methods are highlighted below, *Figure 3.1* can be referred to for a comprehensive view of CCSD93's methods for listening to and learning customer requirements, building relations and/or managing concerns. The approaches are varied so that stakeholders have multiple opportunities to engage in dialogue with district personnel and Board members about issues that are important to the students and stakeholders. These methods provide different modalities for communication (voice, written, electronic, postal mail, group interaction, polling, etc.) because multiple approaches enable various types of valuable input. Each method is used for two purposes. One is to do long-term planning so CCSD93 can address the needs of the customers through program planning and development. The second purpose is to provide input in the PDSA cycles as the district is working on process improvement.

Listening methods give the BOE, administrators, and staff confidence in their decision-making based on stakeholder input. Methods are adapted to the needs of the stakeholder group. Many important data points from the listening methods that are particularly relevant to the Strategic Plan are tracked annually in CCSD93's District Scorecard (for more, see 4.1a(1)). A very important VOC input is the CCSD93-developed Satisfaction Survey. First given to stakeholders in 1997, it gives district decision-makers information about the experiences and satisfaction levels of key stakeholders by separately polling students in grades 3-8; all staff members, and all parents. Questions are designed specific to each stakeholder group, and different surveys are used for elementary versus middle school students in order to make the input device meaningful to the group. Harris Interactive originally created this poll using best practices of the research/survey industry to garner relevant and comparable data from student, staff, and parent stakeholder groups across all facets of a school district. It was originally given every other year because it was cost prohibitive, but when the Harris Poll was no longer offered by Harris Interactive beginning in 2014, a very similar full Satisfaction Survey was developed by the district with a blessing from Harris's new parent company to closely align questions to provide comparable data. The results of the survey are reviewed as an entire district and broken down by CCSD93 school. Results can be further disaggregated as needed by senior leaders.

CCSD93 obtains actionable information from customers who are residents of its community but do not have students attendings its schools through use of a Telephonic Survey every three-years. The survey has been conducted by professional pollsters via telephone in 2012, 2015, and 2018 and seeks complete survey responses from 300-400 stakeholders who accurately represent the demographics of the CCSD93 community. It is comprised of 29-35 questions seeking levels of satisfaction regarding CCSD93 schools from the community including a proportionate representation of current parents of CCSD93 students and, crucially, the roughly 80 percent of residents without children in CCSD93 schools. Verbatim answers are also obtained when appropriate and reviewed to further understand feedback from customers who do not attend or have children in our schools. The survey is accurate to within roughly +/- 5.63% at a 95% confidence level.

Web-based technologies and social media play a key role in obtaining input from stakeholders. The District posts key information online to stakeholders, including more frequent updates to district and school websites and social media support. The District and each school's website have a contact form for visitors to send messages to building staff. Websites also contain email and/or telephone contact information for nearly all staff members. CCSD93 has leveraged social media as another method of listening to the voice of the customer. Through District Facebook, Instagram, and Twitter accounts, as well as Twitter accounts belonging to senior leaders and building administrators, customers can connect with CCSD93 24 hours a day. Parents and community members are able to voice their satisfaction and dissatisfaction on the district's pages, through social media direct message, via email, and through the website contact forms. In turn, district senior leaders respond to these parents and community members in a timely manner, addressing the concern or question posed to them. Safe Schools Alert, an online reporting and tracking system, allows students, staff and parents to report bullying of students or staff via computer, phone, web or text. A 24 hour emergency calling system enables parents to receive immediate response to emergency concerns. Live online streaming has provided opportunities for parents, staff, and community members to view and participate in several informational presentations from the convenience of their own home by watching video feeds embedded into the district and school webpages. Viewers are invited to email in questions to be answered by presenters in real time, and then is archived and posted to CCSD93's webpage and viewable at any time from any place online.

With educational programming and academic success being our primary focus, the Strategic Plan's primary focus is student learning. Student groups are segmented into current, future and former students. *Figure 3.1* (page 15) illustrates listening methods available to current parents, administrators, staff members, students, and community members. Current students can be further disaggregated into a variety of subgroups (class, grade level, Special Education, Gifted, English Language Learners, students in need of intervention) to provide quality programs to meet their needs. A variety of parent communications and informational meetings (which provide parents an opportunity to ask questions) are routine to each program. For example, our Spanish Parent Advisory Committee (PAC) provides an opportunity for Hispanic parents to obtain information, ask questions, and share perspective.

Future students may come from private schools, home school, families moving into area for quality education, and typical school age entry. Our B-5 Coalition and Birth to Five Program Coordinator focuses on finding students of this age group based on the belief that working with parents (the child's first teacher), these future students will be better prepared for school entry.

GBN is a key collaborator that CCSD93 works with to meet the needs of student and parent customers as students move from our system to theirs. CCSD93 and GBN have multiple opportunities throughout the year to collaborate and communicate. Placement meetings provide a forum for eighth grade teachers and service providers to dialogue with staff from GBN regarding CCSD93 students who are transitioning to high school. Qualitative student data shared at these meetings, along with student PSAT scores, as well as other high school placement scores, assist in ensuring that each CCSD93 student is placed appropriately in high school. In addition to placement meetings, GBN Administrators provide an annual update to the CCSD93 BOE regarding former CCSD93 student academic

and extracurricular opportunities. Administrators hold quarterly meetings during which goals are developed to ensure the alignment of coursework, student outcomes, and opportunities for continued enrichment and reinforcement. As an outcome of these meetings, a process was developed to ensure information is exchanged regarding students who require specialized or unique programming.

3.1a(2) Potential Customers
Because very few families choose to homeschool their children and all the only accredited private school in CCSD93's boundaries (St. Isidore) is affiliated with a religious organization, the greatest group of potential students is preschool-aged children who are not attending CCSD93's ECC. Due to the ages of these potential students, CCSD93 listens to their requirements for educational programs and services through their families.

The following are three methods integral to CCSD93 listening to potential customers.
1. CCSD93's ECC performs a Needs Assessment by surveying CCSD93 parent communities whose children did not attend the CCSD93 ECC to find out about resources that families need that CCSD93's ECC could potentially provide. These families are informed of what the ECC offers, asked what they have taken advantage of or would like to, and asked what resources or other needs that they have that are not able to be addressed through the existing, currently offered resources.
2. Additionally, families who attend any B-5 Coalition event are surveyed and asked what needs they have that have not been provided.
3. A Kindergarten Transition Committee is also being assembled to include representatives from all community preschools (including the ECC), elementary administrators, and parents of preschool-aged students to answer the essential question of what preschools can better do to help students and their parents transition into kindergarten.

The responses to each of these three above-listed methods are then evaluated and improvements are made to ECC and B-5 offerings based on these potential customer suggestions.

Figure 3.1 (page 15) depicts a variety of additional opportunities for community members (other customers) to share perspective regarding CCSD93. The district webpage provides names of various district office leaders and their contact information in the event potential students and other customers wish to contact district leaders. Use of the Telephonic Survey enabled 300-400 stakeholders (that accurately represents the demographics of the CCSD93 community) to be surveyed by phone. This survey sample includes adults with students in CCSD93 schools and adults without students in CCSD93 schools.

3.1b.Customer Segmentation and Product Offerings
3.1b(1) Customer Segmentation
Student and other customer segments, listed in *Figure P.1-1: Key Stakeholders and Requirements*, were identified through the strategic planning process. The identification is based on the perspectives of a wide variety of stakeholders and the Environmental Scan. This, in combination with data segmentation needed to conduct mandatory state and federal reporting, established the CCSD93's student segmentation.

As described in 3.1a(2), CCSD93 has captured nearly 100% market share of its community's kindergarten-8th grade students. As a result, the remaining student segment to pursue for growth is its preschool-aged children. Research indicating eventual student success tied to inclusion in preschool programs informs and validates the need to continue to pursue growth in this student segment.

3.1b(2) Product Offerings
The state of Illinois and the federal government mandate the core of CCSD93's educational programs and services, specifying a minimum set of course and service offerings to ensure every child receives an appropriate education. CCSD93 exceeds these minimum standards by expanding program and service offerings.

The requirements of CCSD93 stakeholders are determined from their input and feedback. *Figure 3.1* (page 15) depicts methods implemented to listen and learn customer requirements, build relations and/or manage concerns. *Figure 3.2-2* (page 17) illustrates the Plan, Do, Study, Act (PDSA) improvement cycle utilized to examine data and customer satisfaction with processes and programs. Programs are routinely reviewed and adjusted to meet the needs of students. The inception of the Dual Language program in 2015-2016 is an example of identifying and adapting service models to meet the needs of our bilingual and English speaking students whose parents desire them to learn a second language at a young age.

Student needs are determined and progress is monitored using a variety of assessments (observation, formative, summative), methods, surveys, and state and federal mandates. Standardized assessment data is viewed at four levels (district, school, grade, and individual student). This information is considered relative to decisions regarding program changes for an individual student or program.

Whenever a program change (addition, removal, enhancement, or modification of existing program) is considered, a systematic process is implemented to include opportunity identification, customer input, action plan development and implementation, and continued evaluation of the program.

During program addition consideration, CCSD93:
• Utilizes knowledge from senior leader national organizations to further inform customer (student and parent) needs
• Connects with local chambers of commerce to listen to the the business community about what their needs are
• Works with Glenbard through articulation with them about what their program requirements are
• Surveys parents, students, and community members for perspective and hold focus groups

Additionally, senior leaders are charged with remaining current with state and federal mandates; participating in professional and civic organizations; and maintaining membership in local, state and/or national professional organizations. Information gathered through these organizations is shared with BOE and Cabinet members to develop new program parameters. All of this ensure CCSD93 is appropriately informed as it affirms and considers new product offerings.

To ensure that customer needs are met with regard to product offerings as they transition from CCSD93's system to GBN's, district staff and administration exchange ideas with their high school counterparts in several forums. Middle school principals and staff meet with the high school staff to discuss articulation issues on an ongoing basis. High school teachers have served, and curriculum committees have articulated with their counterparts at the high school level, on CCSD93 curriculum committees during the review process to assure alignment between the two districts. In addition, the Superintendent, Cabinet members, and BOE members meet with high school counterparts periodically; sometimes as often as monthly, to coordinate and align services and issues between the two organizations.

Maintaining high quality programs prioritizing students academic, social, emotional development in a safe and innovative environment is how the district strives to meet the needs, attract and engage current and new

Method	Listen and Learn Seek Input					Build Relations					Manage Feedback					User
	Parents	Admin	Staff	Students	Community	Parents	Admin	Staff	Students	Community	Parents	Admin	Staff	Students	Community	
AC Meetings		X				X						X				C, P, S
BOE "Listening Post"	X		X	X	X	X		X	X	X	X		X	X	X	BOE, C
BLT Meetings	X	X	X			X		X			X		X			BLT
Cabinet Meetings		X						X				X				C, S
Chatting with the Chief	X		X			X		X			X		X			S, T
Community Forums	X	X	X		X	X		X		X					X	C
Curriculum Nights	X	X	X			X		X								P, T, BLT
District/Association Leadership Meetings		X						X					X			BOE, C
District Website – Comments and Concerns	X		X	X	X						X		X	X	X	C
DLT Meetings	X	X	X			X	X	X			X	X	X			BOE, C
Email	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	All
Faculty Meetings		X	X					X	X			X	X			P, T, BLT
Fax	X	X	X		X						X					All
Focus Groups	X		X			X			X		X		X			SS
Grade/Team Meetings	X	X	X			X	X	X			X	X	X			P, T, C
High School Placement Meetings	X	X	X			X		X	X			X				P, T, HS
IEP Conferences	X	X	X	X		X	X	X				X	X	X		SS, P
Informal Conversations with Senior Leadership	X		X	X	X	X		X	X	X	X		X	X	X	S, C
Input Meetings	X		X			X		X			X		X			T, S, P
Intergovernmental Meetings					X					X					X	BOE, S
LARC Interpreting Feedback System	X		X								X		X			ELL
LEAD Course Evaluation			X										X			C, T
New Teacher Orientation			X					X					X			C
Parent Advisory Committee (Hispanic)	X					X					X					S, T
Parent-Teacher Conferences	X		X			X		X			X		X			P, T
Process Feedback	X		X	X							X		X	X		C
PTA/PTO Meetings	X					X		X			X					P, T
BOE Agenda – Public Comments	X		X								X		X			BOE, C
Safe Schools Alert	X		X	X							X		X	X	X	SS, HR P, S
Social Media (Facebook & Twitter)	X	X	X		X	X	X	X		X	X	X	X		X	C, P, T, S
Staff Exit Interviews			X										X			HR
Friday Morning Feedback			X					X					X			C
CCSD93 App	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	All
CCSD93 Bus App	X					X					X					P, C
Surveys	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	All
Superintendent/Principal Meetings		X	X				X					X	X			P, S
Superintendent/PTA & PTO Presidents Meetings	X					X					X					S
Strategic Plan Process	X		X		X	X		X		X	X		X		X	C, DLT, BOE, S
Telephone	X	X	X	X	X						X	X	X	X	X	All
Website	X		X	X	X											P

User Legend
BLT – Building Leadership Team   BOE – Board of Education   C – Cabinet
DLT – District Leadership Team   HR – Human Resources   HS – High School   P – Principal
S – Superintendent   SS – Student Services   T – Teachers

Figure 3.1 CCSD93 Listening Models

students. The strategic planning process identifies actions to enhance the quality of education of current and future students. The district identifies and adapts program and service offerings to enter new markets based on customer input and research.

3.2 Customer Engagement
3.2a Customer Relationships and Support
3.2a(1) Relationship Management
T CCSD93 is an open district. This means the BOE, administrators, and staff seek out ways to strengthen relationships with stakeholder groups, identify needs and expectations, provide satisfaction and performance feedback, and elicit suggestions for improvement. The BOE, Cabinet, and AC review relationship building and satisfaction feedback from all stakeholder groups. The district operates on the understanding that a successful school district is dependent upon the willingness of stakeholders to continue to support the district. Support requires trust and trust requires openness.

As a public school district, K-8 students and their parents become customers of the district by living within its boundaries. New student and parent customers are acquired through the work of the B-5 Coalition and the ECC, as described in 3.1a(2).

At the preschool and elementary levels, relationships are built and managed, and the brand image is enhanced, primarily by the establishment of personal relationships between the student and family with the teachers, school administrators and other staff members. Relationships with families are also built using personal interactions, such as regularly scheduled meetings (Meet the Teacher, Curriculum Nights, PTA meetings and events, student/parent/teacher conferences); informal meetings, such as greeting families when they drop off and pick up their children; and regular communications using sent home with students, emailed to parents, and shared via social media. Families receive report cards once per trimester to monitor student progress and have constant access to the PPP for real-time progress updates. Through these interactions, particularly the Curriculum Nights and student/parent/teacher conferences, teachers are able to determine that individual requirements are met and exceeded as students and their parents progress through the system. On an organizational level, the student and parent customer requirements were established during the strategic planning process and are met through the actions set forth in the SP (Section 2). Needs being met are confirmed through CCSD93's Student and Parent

Satisfaction Survey data.

From a district perspective, CCSD93 has leveraged social media and the Superintendent's Enews to enhance its image and brand with customers, connecting with parents and community members in a less formal, yet still meaningful, way. Whether it be advertising events or accomplishments of a class, teacher, school, or the district, or sharing other valuable news, CCSD93 has used social media and the Superintendent's Enews to enhance its brand image with stakeholders. This is evidenced by the more than 2,900 likes across the official district Facebook, Twitter, and Instagram accounts that CCSD93 has accrued since their inception, along with the strong open rates of the Superintendent's Enews. Senior leaders, school administrators, and teachers increasingly share classroom news via Twitter, and all classroom teachers host classroom webpages, further enhancing the brand image.

3.2a(2) Customer Access and Support

Key access mechanisms for CCSD93 customers to seek information and pursue common purposes are shown in *Figure 3.2-1*. Informal mechanisms for seeking information, sharing ideas, or making complaints are easy for stakeholders to access. BOE Listening Post time is available to any district stakeholder before BOE meetings four times per year. Stakeholders can discuss any issue with a Board member at that time. District and school websites have a place for stakeholders to share comments or concerns, knowing that they will get a response from a district employee who can best address the comment or concern. Senior leaders are available by phone, especially if the comment or concern has special significance or urgency. The district operates a 24-hour access number that can be used to contact senior leaders in cases of emergency. These mechanisms offer easy access to all district stakeholders who want to offer information, an opinion, or register a concern. The district's rapid communication system, Blackboard Connect, enables parents and staff to receive information regarding critical events occurring in the district (such as school closings or major events). This system links with the PowerSchool student database for up to date phone numbers and email addresses of parents. Staff members' phone numbers and email addresses are automatically pulled from iVisions to Blackboard Connect.

All communications from the school or district are also available for parent customer convenience within CCSD93's app, along with essential information like opportunities to pay lunch fees, access to student progress through the PPP, school contact information, teacher webpages, CCSD93 social media accounts, and more.

Figure 3.2-1 describes multiple opportunities that have been designed so that all stakeholder groups have free and open access to information and dialogue. Some examples include:

- Telephones in all classrooms connect teachers to parents and decrease cycle time to respond to parent calls.
- Middle school students begin each day in advisory classes that promote student relationships and provide opportunities to exchange information, including satisfaction issues and learning expectations.
- Regularly scheduled meetings of union leadership and district administrators provide opportunities to discuss satisfaction and expectations with much of the discussion centered on workforce engagement and environment issues.
- The Superintendent interacts with stakeholders and regularly talks with them about their overall satisfaction, and elicits their ideas for improving their educational experiences.
- Principals meet with students during Student Council, Student Senate, Town Hall Meetings to assess levels of satisfaction with the learning environment and to invite suggestions for improvements.
- Live online video streaming has provided parents, staff, and community members the opportunity to view and participate in several informational presentations per year from home or anywhere with an Internet connection.

With these approaches, CCSD93 maintains high levels of loyalty and stakeholder confidence. The goal always remains the same: the retention of stakeholder loyalty, confidence, and satisfaction.

Student requirements are deployed to all students through the district's curriculum from preschool through 8th grade that is aligned with state standards. Evaluation of educational programming to ensure alignment with strategic objectives is ongoing. The PDSA (*Figure 3.2-2*, page 17) is utilized throughout the district to examine performance relative to requirements.

3.2a(3) Complaint Management

In every complex organization like a school district, complaints and concerns arise. It is critical that these concerns are addressed for both the individual and the organization. CCSD93 is committed to resolving com-

Stakeholder Segment	Communication Strategies and Access Mechanisms
Parents	• Parent Handbook • District Calendar • School/Classroom newsletters • Superintendent letters • Enews • Principal Letters • District and School Websites • Blackboard Connect Phone Calls and Emails • Curriculum Night Brochures • Community Connections • Live Streaming of Informational Meetings • Audio podcast of BOE meetings • Safe Schools Alert • Social Media
Community	• Community Connections • District and School Websites • Newspaper Articles • Chamber of Commerce Meetings • Intergovernmental Meetings • Live Streaming of Informational Meetings • Audio Podcast of BOE Meetings • Rotary Meetings • Enews • Social Media
Students	• Student assemblies • Student Council • Homeroom Meetings • Morning Announcements • Safe Schools Alert • District and School Websites
Staff	• Employee Handbooks • *Insider* Staff Newsletter • Curriculum committees • Intranet Site • All-Staff Emails • Principal-Staff Meetings • Superintendent-Staff Meetings • Enews • Live Streaming of Informational Meetings • Audio Podcast of BOE Meetings • Safe Schools Alert • Social Media
High School	• Administrative Meetings • Articulation Meetings • Staff Participation on CCSD93 committees

Figure 3.2-1 Communication & Access Strategies

plaints at the earliest stage possible. If a parent has a concern with a teacher, the parent should contact the teacher and discuss the matter. If a teacher has a concern with the decision of a principal, the teacher should raise the issue with the principal and try to resolve the matter to everyone's satisfaction.

Parents and community stakeholders can also file a complaint or concern with the Superintendent's Office by clicking on the "Contact Us" link which appears on the homepage of the district website. The link will take the stakeholder to a page where the concern can be described and submitted electronically. These comments or concerns are handled by the Director of Community Relations who forwards them to the Superintendent. The Superintendent then meets with the district administrator who can best respond to the comment/concern. The response will occur within three business days.

Parents and community stakeholders can also take concerns directly to the BOE during regularly scheduled meetings. There is a designated item on every BOE agenda where anyone may address the BOE about any issue. These issues are generally referred by the BOE to the Superintendent for resolution.

A complaint management process for staff members to utilize for situations in which they perceive that there has been a violation involving safety, support, or contract violations has recently been designed with a subgroup of CSEA and district leadership, which prescribes the flow of communications and decisions toward achieving complaint resolution. This system depicts flow of communication from teacher, to building administrator, to building representative to the District and CSEA leadership group. CCSD93 has regular monthly meetings scheduled with the CSEA and CSSSA during which complaints are shared between member groups and administrators to seek resolutions to issues.

Safe Schools Alert, an online reporting and tracking systems allows students, staff and parents to report bullying or any other complaint via computer, phone, web or text 24/7. Principals have the primary responsibility of following up on student issues, whether the request or complaint comes from the student or the student's parents. The HR Department has the primary responsibility of handling any staff issues. All reports are logged upon initial submission, tracked throughout investigation, and resolved by the appropriate administrator with a final result logged into the system. Safe Schools Alert is marketed to parent, student, and staff customer groups through letters home, posters within the school, and CCSD93's website and app. In addition, complaints are systematically identified and addressed as each level of the organization (schools, DO staff, AC) perform Plus/Deltas on the start of the school year to understand what went well and what could be improved. The AC information is shared with the BOE, along with the feedback from previous years.

3.2b. Determination of Customer Satisfaction and Engagement
3.2b(1) Satisfaction, Dissatisfaction and Engagement
Figure 3.1 illustrates the most important CCSD93 approaches to determine student and

other customer's levels of satisfaction, dissatisfaction, and engagement. These approaches have evolved over time based on their ability to collect accurate and reliable data about stakeholder perceptions, expectations, and satisfaction. Many of the approaches are mature instruments that have gone through iterations of improvement.

The Satisfaction Survey has been designed to provide CCSD93 with information necessary to engage in the continuous improvement of educational services. This satisfaction management tool streamlines stakeholder input, identifies and prioritizes areas of concern, and recommends continuous improvement measures. The results provide strategic guidance for those responsible for the district as a whole, and for specific school areas and policies. The poll provides feedback at the school and district levels. The Satisfaction Survey provides satisfaction levels for a series of categories ranging quality of teaching, school atmosphere, school bus, school facilities, and student and teacher relationships. Its resulting data is collected and compiled year after year, which offers CCSD93 a coherent chronological depiction of stakeholder satisfaction over time, highlighting areas of growth and opportunities for improvement. In order to continue to improve, CCSD93 needs to remain focused on quality and continue to seek feedback from stakeholder groups about its performance. The review of data from the Satisfaction Survey allows the district to continue to identify issues impacting satisfaction and address them before they become more serious concerns. The BOE, Superintendent, and Cabinet review district data to make district-wide decisions regarding needed programs and services. In addition, each school receives its own data to mirror the process in its school improvement planning efforts.

Results of the Telephonic Survey provides satisfaction, dissatisfaction, and engagement data for the 80 percent of customers within the community who do not have children in CCSD93 schools. Response data provides a snapshot of the community-at-large's opinions within 5-6 percent accuracy. These results are reviewed by the Superintendent and the BOE. Year-to-year comparison identifies areas of growth and opportunities for improvement.

The Behavior Intervention Monitoring System (BIMAS) provides actionable information of teachers' perception of students' social emotional status.

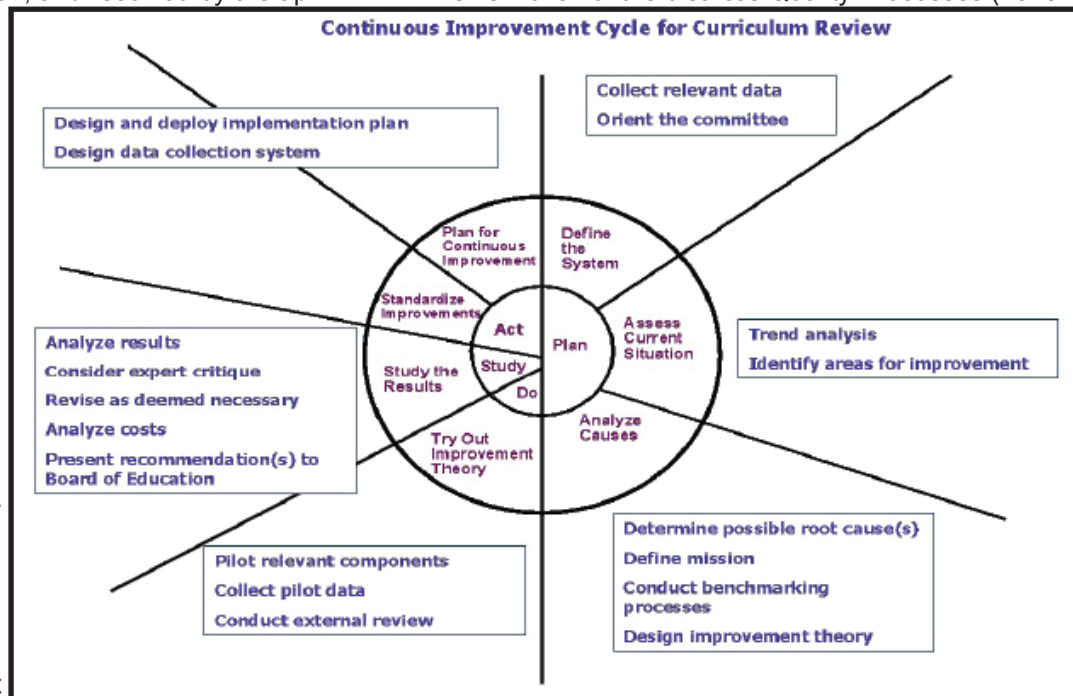A review of all of the district's Quality Processes (2013-

Figure 3.2-2 Plan, Do, Study, Act Improvement Model

2018) has provided an opportunity for AC to review and offer input to each process. Currently process owners identify a group of process users and solicited input regarding their requirement of the process.

Methods differ by student and stakeholder groups in some areas. Students, staff, and parents participate in the Satisfaction Survey. Amongst parent groups, special education surveys from CASE provide an opportunity specifically for parents who have a student receiving special education services.

The Satisfaction Survey is reviewed and updated each year by Senior leaders to ensure that the most important current issues related to satisfaction are addressed. The instrument has been revised each year, yet maintaining the majority of questions to provide comparable trend data.

Dissatisfaction information often identified through analysis of the various VOC methods shown in *Figure 3.1*. In addition to identifying strengths, the district analyzes data seeking opportunities for improvement.

An administrative guideline in CCSD93 is that anyone who has requested information, made comments, suggested improvements, and/or submitted complaints be contacted as quickly as reasonably possible, almost always by phone. Every effort is made to respond within 24 hours. Considerations are made to ensure complaints made by those who speak a language other than English are translated and addressed. Follow-up for requests and/or complaints is often delegated to the staff member with the expertise to best answer that request and/or complaint. The Director of Community Relations redirects the complaint to the appropriate person. A prompt and courteous response is what the process is designed to achieve.

Principals have the primary responsibility of following up on student issues, whether the request or complaint comes from the student or the student's parents. When appropriate, principals bring teachers or other support staff into the discussion about how to resolve student or parent requests or complaints.

The Cabinet has the major responsibility for keeping data collection approaches current with educational service needs and directions. This occurs on an as-needed basis when feedback suggests that an approach, or approaches, need to be improved or modified. Reviewing the relevancy of data collected and the usefulness of data to inform decision-making, especially related to identifying priorities for improvements and need is routine.

Another improvement is the addition of the 24-hour emergency number. This service was added after a review of the contact procedures was conducted following a complaint registered by a parent. The inability of parents to contact senior leaders during after-hour emergencies was identified as a significant opportunity for improvement in our communication tools. The 24-hour emergency answering service is an economical means of providing this option to parents. It allows the district to respond if an emergency situation is ever threatening student safety.

CCSD93 is currently in the process of preparing for a Communications Audit by the National School Public Relations Association (NSPRA). The audit process will consist of several components, including obtaining satisfaction, dissatisfaction, and engagement levels from different customer/stakeholder groups on a variety of district communication vehicles and VOC methods. This information will be obtained via survey and focus groups. It will assist CCSD93 in capturing additional actionable information to use in exceeding stakeholder/customers' expectations and securing engagement for the long term.

3.2b(2) Satisfaction Relative to Other Organizations
As a public school district, competitors include private schools and other preschools. St. Isidore Catholic School, which also serves preschool through 8th grade, is the only non-CCSD93 school located within the CCSD93 school district boundaries. Based on data provided to CCSD93 from a survey given by St. Isidore to its parents, they indicate that they choose St. Isidore's for the following reasons:
- Catholic education
- Family atmosphere
- More individual attention
- Love of the teachers

None of the data provided to CCSD93 shows that a parent indicated dislike for CCSD93 as a reason for sending their child to St. Isidore. Data relative to home school students has also been difficult to assess given the absence of state mandates requiring parents to register students as home-schooled.

A key strategy the division is pursuing is the establishment of data-sharing partnerships with other preschool systems and high-performing K-8 organizations; however, at the time of writing, there are no partnerships in place.

3.2(c) Use of Voice-of-the-Customer and Market Data
CCSD93 utilizes VOC feedback obtained through the methods shown in *Figure 3.1* to support its operations and help inform decisions.

In tracking Satisfaction Survey responses, any overall response level that deviates from the previous year by more than 0.3 points is noted as it is shared with SLs and the school board. When the change is in a negative direction, administrators are tasked with uncovering the cause of the drop through a root cause analysis. This occurred in 2018-19 as School Atmosphere levels in CCSD93's middle schools dropped noticeably. Middle school principals were tasked with uncovering the cause, examining further VOC data, such as Student Senate responses, and taking steps to correct the issues.

Another example is as senior leaders sought to transform middle school science labs into modern STEM wings to meet SP goals and provide a more relevant education to students, parents and community members were surveyed on their opinions in a STEM Survey. The vast majority of respondents indicated that they would support the changes, causing the district to pursue the construction on STEM wings. An action plan was developed with a committee of parents, teachers, Board members and senior leaders to provide input on design.

In addition to student and parent customer input, the voices of staff and community stakeholders play an important role in decision-making. Leadership groups use this information to inform priorities and decisions that are designed to improve satisfaction among all stakeholders.

4.0 Measurement, Analysis, and Knowledge Management

4.1 Measurement, Analysis, & Improvement of Organizational Performance

4.1a Performance Measurement

4.1a(1) Performance Measures

Data and information on daily operations and overall organizational performance have been identified to align to the needs set forth by the SP through the strategic planning process.

Figure 4.2-2 (page 20) shows the data used by CCSD93 in tracking daily operations. At the central office, daily operations are tracked by each department. CCSD93 tracks progress on achieving strategic objectives and actions plans through the District Scorecard (*Figure 2.1-2*, page 8), and much of it is collected and integrated through the Scorecard, while other pieces are tracked individually by department heads. The District Scorecard compiles a variety of data sources across all aspects of the District, providing a basis for users to track and analyze performance over time. Scorecard data needs are determined by the district's mission, vision, four strategic objectives, and BOE priorities. An operational definition is written for each data source to provide clarity to users. Types of data collected throughout the district, some of which is included in the Scorecard is shown in *Figure 4.2-2* (page 20). Depending on its use, data is collected daily, weekly, monthly, semi-annually, or annually.

A School Scorecard, used by CCSD93's elementary and middle schools, has been developed to be directly aligned to the District Scorecard and track individual school data. In its development, key measures were reviewed by senior leaders to determine which were District only measures or both District and School.

4.1a(2) Comparative Data

Comparative data is sought for all key data that is collected. The use of comparative data creates a constant challenge to find apples-to-apples comparisons. Whenever CCSD93 data is reported, it is accompanied, if possible, by comparison data. Information can be accessed through the Illinois Interactive Report Card (IIRC) website to track comparative data on state tests. The NWEA assessment used in CCSD93 K-8 provides national comparison data, which is utilized in gap analysis and goal setting for SIPs and CCSD93's Strategic Plan.

4.1a(3) Measurement Agility

CCSD93's Focus (*Figure 1.1-1*) is a layered approach that allows for agility in execution with stability in direction. The CCSD93 Scorecard can be revised annually as the SP is reassessed. Departmental data can be revised at any time the department head/senior leader sees an opportunity to improve the data. School scorecards are updated incrementally according to an annual implementation plan.

As the Superintendent meets with his Cabinet and individual senior leaders weekly, individual department action plans can be revised in response to changing district priorities. Senior leaders can request changes to the plan, including the introduction of new measures, through the weekly meetings. The alignment of school scorecards and department action plans with the longer-term CCSD93 Scorecard ensures that changes remain consistent with CCSD93's strategic direction.

If senior leaders identify a need through data, key vendors and resources are identified, and the consideration is brought to a committee level for a shared-decision making perspective on adoption.

CCSD93's performance measurement system is organized into an easy to read and access Scorecard. Data points are updated regularly, so that if there is rapid or unexpected organizational or external change, the Score-card user can identify current performance levels with ease. Operational definitions explicitly defining the Scorecard performance measures have been created so that all users, regardless of their familiarity with certain data, are able to understand it. Additionally, through the use of technology tools, CCSD93 has the infrastructure in place to obtain instantaneous assessment data of student performance. Measurement resources such as iReady, provide teachers with instant feedback on student performance in relation to the standards and allow teachers to personalize learning tasks for students based on the student's performance.

Financially, CCSD93 relies on the proven tools of financial partner PMA to assist in balancing cash flow and maximizing investment opportunities. With PMA's cash flow analysis tools, CCSD93 is able to instantaneously view it's cash flow and investments to make adjustments to rapid or unexpected market and other financial changes. Regular weekly telephone meetings between the Associate Superintendent and PMA also assist the district react to these changes.

4.1b Performance Analysis and Review

Performance analyses and reviews are completed regularly at the Board level, the Cabinet level, and at the building level. Organizational performance updates are provided to the BOE continuously throughout the year. Performance update topics are developed by the Superintendent in collaboration with the BOE and Cabinet, and new performance reviews are completed as requested or as data pertinent to the BOE becomes available. The BOE completes performance analyses in three ways:

1. Through a Self Evaluation document aligned to Baldrige criteria, which is completed annually
2. Through review and analysis of the District and School Scorecards, which are aligned to the strategic objectives as part of the strategic planning process.
3. Through review and analysis of individual SIPs, which are aligned to the Strategic Plan and contain action plans for implementation.

Senior leaders within each department input, review and analyze organizational performance data using the following process:

1. Examine trend data to determine which processes are working well and which ones need to be improved.
2. Implement an improvement plan and monitors progress.
3. Determine the gap between current performance and desired outcomes.
4. Identify the appropriate data and analyzes the results. Data are also used to study the results of improvement efforts over time.
5. Determine if the desired results are achieved. If not, changes are made and the PDSA cycle continues.

The same five point process is utilized by each BLT as they review SIP data. In all cases, the operational definitions developed as part of the strategic planning process inform the user how the data is to be analyzed and used in the decision-making process

The Cabinet further reviews organizational performance on all Scorecard measures in accordance with the Strategy Map. Department leaders review progress towards strategic objectives throughout the year.

4.1c(1) Future Performance

The Srategy Map identifies long-term goals and short-term objectives for achieving those goals. On an annual basis, senior leaders network and meet with national organizations to determine best practices to integrate. Future performance is predicted through the use of ECRA's ECRISS tool, which aggregates standardized test data to show student growth and is helpful in predicting future student performance.

Additionally, the Scorecard data, described in section 4.2b helps CCSD93 to see its current trends with a goal of continuous improvement, meaning that CCSD93 is constantly projecting improvement over the most recent data point.

4.1c(2) Continuous Improvement and Innovation
CCSD93 is the only school district in northern Illinois that has worked to continuously align district and building processes with the Baldrige Framework for more than two decades. The continuous improvement process exists across every level of the organization. At the central office, each department reviews its Strategic Goal action plans utilizing the PDSA cycle. These reviews enable each department to identify improvement opportunities and gaps that drive opportunities to innovate. Senior leaders utilize professional networks to learn from and collaborate with leading national organizations to identify solutions, possible improvements, and innovations to help CCSD93 continuously improve. Senior leaders share this information at the department level and seek opportunities to infuse improvement opportunities into the existing Strategy Map.

At the building level, SIPs drive continuous improvement. They are aligned with the goals of the SP and include action plans for achieving building improvement goals. Each building's BLT regularly examines their SIP Action Plans utilizing the PDSA cycle. Outcomes of the examination inform BLTs and drive building improvement efforts and opportunities for innovation. Principals share improvements with grade levels and staff members and perform a final review with the entire faculty. In order to respond to the needs identified by this review, building level COPs develop SMART Goals and action plans aligned to improvement opportunities that came out of the SIP Action Plan PDSA cycle.

4.2 Knowledge Management, Information, and Information Technology
4.2a(1) Quality
To ensure quality (accuracy, validity, integrity and reliability, and currency) of organizational data and information,

Criteria	Description
Data collection, storage, and use which ensures accuracy, integrity timeliness, security, and confidentiality.	Utilize data system vendors to manage and integrate all forms of student performance data.
Data availability for all stakeholder groups is reliable, secure and user-friendly	Information is available on demand in the right format for the right people. It also means that the data is protected by role-based access to ensure confidentiality and accountability.
Data are longitudinal, actionable, contextual and interoperable.	CCSD93 has been collecting data for multiple years, and carefully selected metrics monitor and improve performance. Data elements, which multiple systems share, align with CCSD93 priorities.
CCSD93 ensures organizational continuity by creating redundant hardware and software systems as well as offsite data storages.	A lack of data availability could even cause CCSD93 to cease functioning for a period of time. CCSD93 utilizes multiple offsite storage and databases to ensure continuous access. In addition, multiple hardware and power redundancies are in place in the event that the main network access to data sources become compromised or unresponsive.

Figure 4.2-1 Quality Data System

Data System	Functions
PowerSchool	Grading, average daily attendance, demographics, socio-economic indicators, interventions, scheduling, enrollment information
iVisions	Financial planning and fiscal responsibilities, payroll, staff credentials, and demographics
PTC Wizard	Online parent/teacher conference program scheduling, collects data on parents scheduling conference with students' teachers
School Dude	Maintenance scheduling for facilities, room setup and/or use of space, technology help desk requests, requests for supplies or equipment, requests for repair
Frontline	**My Learning Plan -** Professional development requests, pre approvals for coursework, and CPDU tracking system for license renewal **Aesop -** Staff absence approval and tracking system, substitute calling system **Applitrak -** Online application management system which assists in posting and processing potential applications
SafeSchools Alert	Anonymous bullying and safety tip reporting service
SWIS	Collects data for PBIS and MTSS analysis and interventions
Follett	Library asset management system, tracks all library materials and technology assets
SeeSaw	Activity feed for teachers and students to post classroom work
My Service Tracker	IEP reports and updates tracked through this, reviewed regularly by SST
JAMF	Mobile device management system, tracks all Macs and iPads and allows for updates and application assignment
Google Apps Analytics	Provides information on numbers of users and frequency of use for the various Google Apps products CCSD93 uses: email, calendar, and Drive. The additional info about sharing status on Google Drive items enables admins to learn about the breadth and depth of the adoption of various Google Apps products
Gaggle Reports	Measures the number of incidents of students misuse of Google Drive
Friday Morning Feedback	Collects staff member opinions weekly on questions related to SP
ECRA ECRISS Platform	A secure single sign on technology platform to consolidate software applications and facilitate data integration, validation, and advanced analytics that helps measure student success and growth
Raptor	Visitor management software that scans guests in CCSD93's schools against sex offender databases and tracks visitors to CCSD93's buildings

Figure 4.2-2 Data Systems

CCSD93 has developed a Quality Data System (***Figure 4.2-1***), based on four criteria.

CCSD93's Quality Data System is comprised of multiple independent but related databases and the processes for entering and ensuring the quality of the data in those databases. All databases include operations for back up (reliability); data validation (accuracy); manual, batch, and automatic importing (accuracy); updates (currency); error reporting (integrity); and have been designed based on stakeholder requirements (validity).

4.2a(2) Availability
With feedback, CCSD93 decided that with a smaller technology department and higher demands for the availability of user-friendly data, it is best to leave the housing and management of that data to our vendors. CCSD93 works to ensure that high levels of user-friendliness and data availability are built into its contracts with vendors who house and manage its data. All data is accessible via a secure website for any user with the appropriately designated role and access to the internet.

4.2b Organizational Knowledge
4.2b(1) Knowledge Management
CCSD93's knowledge management strategy is predicated on the understanding that the most important asset we have is our staff, what they know, and what they need to

Figure 4.2-3 CSD93 Staff Knowledge Management System		
CCSD93 PD	**Frequency**	**Evaluation Method**
Communities of Practice (COP)	3x month	Bi-Annual Peer Share Out
Building PD	2x month	BLT Annual SIP Review
District PD	2x month	Annual PD Staff Survey
Team Collaboration	Daily	In Process
Professional Learning Support (PLS)	On demand	Annual PD Staff Survey
LEAD Courses	Ongoing	Individual Course Evaluations & Annual PD Staff Survey
Mentor Program	Ongoing	Mentor Program Evaluation
Institute Days	4x annually	Institute Day Evaluations
Staff Meetings	Monthly	In Process
New Teacher Orientation (NTO)	1x annually	New Teacher Orientation Evaluation
Summer Tech Academy	2x per summer	Summer Tech Academy Evaluation
Curriculum & Instruction Committees	Ongoing	In Process
Coaching Cycles	On demand	Individual Evaluations
Independent Study	Ongoing	Independent Study Evaluation

Figure 4.2-4 Knowledge Management Data Availability		
User Groups	**Data System/Process**	**How Data is Available**
SB	SB members use the Strategy Map and the Scorecard to track progress toward the achievement of SP goals.	BoardBook and on CCSD93 website.
Departments	Department develops an Action Plan with leading measure data tied to specific strategies defined in the SP.	All department staff can access the Action Plans in CCSD93's shared Google Drive.
COPs	School administration uses data from ECRISS to inform their SIPs, and staff members then use the SIPs to determine gaps between expected and current performance for the purpose of developing COP SMART Goals.	The ECRISS Data Warehouse provides school-specific drill-down capabilities. Administrators have access anytime and anywhere, and staff accessibility is forthcoming.
Students	Students use data from the electronic gradebook and NWEA and iReady assessment systems to determine progress and work with teachers to set improvement goals.	Students receive progress updates three times a year through report cards; real-time progress also exists through an online gradebook system.
Parents	Parents use data in the electronic gradebook (PPP) to monitor their child's progress on grade level standards to ensure CCSD93 meets its goals.	Parents can access the electronic gradebook through the CCSD93 website.
Community; Suppliers; Partners	CCSD93 shares its Scorecard within the SP, making performance data transparent and supporting the accountability of CCSD93 meeting or exceeding goals.	The Scorecard and other relevant performance data are linked to CCSD93's website under the Transparency tab.

learn. The foundation of CCSD93's organizational knowledge is embedded into Goal 2, Strategy B of the SP, which identifies the criteria of high-quality PD that are applied to the design and delivery of staff development activities for all district staff. The criteria, as developed by leading international education professional development research organization Learning Forward, requires that CCSD93's PD be sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused.

CCSD93's PD opportunities are listed in *Figure 4.2-3*, including frequency and evaluation method used for each PD opportunity's cycle of improvement. Results of the evaluation methods for each are discussed annually with the PD Steering Committee and improvements are made based on feedback. A need for an improvement cycle has been identified for Team Collaboration, Staff Meetings, and Curriculum & Instruction Committees, and CCSD93 is working towards establishing a process to collect and share learning outcomes from them.

CCSD93 is in its fifth year of utilizing COPs, which operate alongside of the formal structures of the organization, making them very agile and relevant to individual staff and responsive to changing needs. Many of the COPs extend beyond the organization and exist on social media platforms, such as Twitter and Google Classroom. These virtual groups remove time and place constraints from conversations, making them responsive to staff concerns that collaboration with other professionals outside of CCSD93 is difficult. CCSD93 is also actively building an online library of Google Classrooms within its LEAD course offerings, allowing staff members to locate and join existing groups or create their own if they identify an opportunity. Central office staff participate in these online Classrooms, identifying innovative ideas to deploy and learning with group participants.

Formal PD is used to systematically transfer workforce knowledge, and best practices, build competencies, and create new knowledge. CCSD93 embeds professional learning into its daily work. Methods of evaluating the PD result in identifying opportunities to innovate and include continuous improvement of existing approaches, forming the "study" and "act" components of the PDSA cycle of improvement. Data sources and information used by CCSD93 staff for PD purposes are compiled and easily accessible to staff on CCSD93's Staff Website. They have been created and/or curated by CCSD93's TLI Department.

The data systems that are available to transfer knowledge through PD to staff; as well as those that transfer knowledge to parent and student customers and CCSD93's community, suppliers, and partners; are listed in *Figure 4.2-4*. In addition to professional learning of our workforce, we value the transfer of knowledge to all of our stakeholder groups. Knowledge is shared with stakeholders through the stakeholder-support approaches described in 3.2(2) and *Figure 3.1: CCSD93 Listening Models*.

4.2b(2) Best Practices

Organizational best practices are identified in the Desired Outcome section of the Strategic Plan, and embedded into the Strategy Map that guides CCSD93 toward accomplishing the SP goals. To identify operational best practices: 1) School Scorecard data is analyzed by Principals and Department leadership staff at all levels of the organization; 2) Instructional Walk-Throughs are used at least twice a year to identify new best practices and check for deployment of current best practices; and 3) The teachers and other instructional staff share potential best practices with through the COP process. CCSD93 shares these best practices through the knowledge management approaches described in *Figure 4.2-3*, page 21. Large-scale changes are incorporated into the SP, Department Action Plans and SMP processes for deployment.

4.2b(3) Organizational Learning

CCSD93 uses scorecard data to inform continuous improvement cycles through the SIP process, which, in turn, spark conversations through the COPs and stimulate the creation of additional PD topics. The SIP process includes root-cause analysis (using fishbone diagrams) and data-based decision-making. Quality Process documentation and materials used in PD include organizational knowledge. With the advent of the Google Classroom and online learning system, staff can access web-based, searchable knowledge sources from anywhere at any time.

5.0 Workforce Focus
5.1 Workforce Environment
5.1a Workforce Capability and Capacity
5.1a(1) Capability and Capacity

CCSD93 realizes that building and maintaining a talented workforce is critical to reaching its Mission. As a result Talent Management is part of one of the major goals of the district's Strategic Plan. Current and future workforce needs and factors are closely monitored including the number of students, new student programming, staff retirements, and regulatory changes. Staffing and Budgeting discussions are ongoing as part of the long-range planning to develop the budget that is presented to the BOE each September for approval (*Figure 5.1-2*, page 24). The Cabinet carefully assesses capability and capacity needs as the Staffing Plan is developed each year. The licensed staff job descriptions have been aligned to the Danielson Framework for Teaching used in the evaluation process for staff and have been reviewed by the BOE. Staff PD surveys and input help identify weaknesses and needs for further professional development in addition to changes in curriculum and programming. This feedback and suggestions are reviewed by the PD Steering Committee and addressed in the subsequent PD offerings. Staff evaluation data helps to identify particular areas of instructional need for further professional development for staff members. This data is monitored to address the capacity of the staff at the individual, grade, building and district levels. New requirements set by the Strategic Plan heightened the need for professional development/training.

Members of Cabinet assesses capability by determining what new knowledge and skills will be needed by staff. Capacity is determined by monitoring on a continual basis to identify how many staff members are needed to deliver programs and services. Enrollment for each school, grade level and the district as a whole is monitored monthly and projections are made. Factors impacting capability include new initiatives, curriculum revisions, resignations, retirements, anticipated and actual enrollment, student needs, licensure requirements, class size, changes in instructional models, performance evaluations, and department/school needs. The Assistant Superintendents of Teaching, Learning and Innovation and Human Resources meet on a weekly basis to monitor capability needs. Human Resources develops and reviews a plan based on capacity and capability needs annually including all of the positions within the district. In the event of new courses or programs added to the programming for students, the ROE is consulted to identify the appropriate licensure needed early in the planning stages.

An example is the recent transition from bilingual classroom to dual language classrooms at three of our elementary schools within the district quickly identified the need for two elementary endorsements. The needed licensure is different for dual language classrooms. In addition the dual language program identified the need for professional development for current staff about the philosophy of dual language. District provided Professional Development participation is tracked by members of the Teaching, Learning and Innovation Department.

Prior to posting positions the job descriptions are reviewed for the current necessary licensure, endorsements, and skills requirement. Licensed candidates are screened as part of the hiring process. The first step is review of the candidate's licensure including endorsements and the necessary skills to identify them as a viable candidate for the posted position.

Most staff retirements are usually known up to four years in advance so steps can be taken early on to screen qualified applicants and identify the best candidates to be considered for interviews. Regulatory changes such as the total amount of PD hours necessary for license renewal requires CCSD93 to constantly monitor and assess the workforce for capacity and capability for changing needs and requirements. On an annual basis, the HR department reviews licensed staff's credentials to ensure they remain valid and have the proper endorsements to teach the programs contacting those who need to renew their teaching license as a reminder.
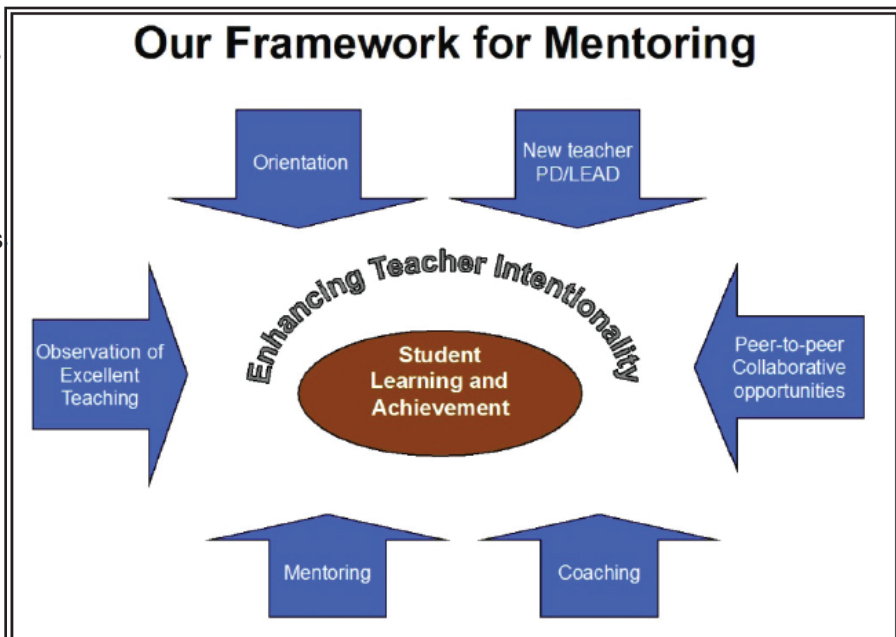

Figure 5.1-1 CCSD93 Framework for Mentoring

5.1a(2) New Workforce Members

The HR Department recruits and hires new staff members The HR Department recruits and hires new staff members based on vacancies and new programing needs. We use a variety of approaches for recruitment. Vacant positions are posted on CCSD93's website, the DuPage Regional Office of Education website, online job boards, and social media. Vacancies for some more specialized positions are also posted with local newspapers and their online counterparts. Recruiting efforts include attending college/university job fairs, hosting CCSD93 support staff job fairs, and contacting the education departments and professors of colleges and universities who place student teachers with the district for potential candidates with the appropriate licensing. CCSD93 has also advertised in academic journals. Using multiple posting methods increases the potential pool of candidates to include candidates who could reflect the diversity of ideas and cultures of the local communities. The recruiting process for administrative and teacher candidates includes a screening process that helps to identify candidates who could be a good fit with the district based on their answers to the collaboratively designed screening tool that is aligned with the district's core values, strategic objectives and goals. This provides the administrator the opportunity to share a recently developed innovative recruitment benefit. This benefit, which is part of CCSD93's Loan Benefits Program (5.1b(2)), allows non-tenured staff members with an outstanding educational loan to benefit from a CCSD93 contribution of $100 a month or $1200 a year toward repayment of that loan for up to four years.

HR and school administrators collaborate to screen applicants at college and university job fairs in order to produce a pool of qualified candidates who appear to match the profile of a CCSD93 staff member based on the screening tool. The number of job fairs attended each year depends on the number and types of positions to be filled. The specific fairs attended are determined based on identified needs for the coming school year, diversity of candidates, and the types of licensing programs the colleges and universities have to offer. After review of applications and credentials, the HR Department continues to screen applicants at the District Office or using technology for out of state candidates to maintain a substantial pool of screened candidates for the school administrators to consider for openings.

The school administrators select prescreened candidates with the appropriate licensing for first round interviews at the building level. Second and third round interviews typically include staff members from the particular grade level or team who would be most frequently collaborating with the new staff member and who may bring more diverse ideas and ways of thinking to the interviewing process. Efforts are made to hire candidates for all positions that reflect the diversity of the CCSD93 community. The HR department has identified minority recruitment as a priority.

All new licensed teaching staff members are expected to participate in New Teacher Orientation (NTO) as part of the formal onboarding process, which is an induction event designed to introduce new staff to the foundation of the district, its collaborative and communicative culture, and its Strategic Plan and goals. This weeklong event is mandatory and held just prior to the start of the school year so new staff members can begin to feel a part of the district prior to the school year starting. Their personal mentors are invited on one day to facilitate introductions and encourage retention and engagement. During this week the new staff members meet Cabinet Members who make presentations as part of the agenda for the week as well as other District staff members who they will come in contact with as an employee. Anyone hired after NTO Week is expected to attend the event the following school year. Daily feedback about

the week is collected and studied in a PDSA cycle, which has helped NTO week to be responsive to the needs of those in attendance both immediately and for future events.

CCSD93 has a Teacher Induction Program to provide support for the new licensed staff members as well as providing teacher-leader opportunities for current staff members throughout the school year. The support and guidance available through the Induction Program helps the new staff member to become acclimated to CCSD93 as quickly as possible and develop their skills as a successful professional educator within the district. New (novice with less than two years experience) teachers are in the program for three years. Teachers hired by CCSD93 with a few years of teaching experience are in the program for two years. A survey is distributed to these new staff members in late October/early November to help identify needs, engagement and satisfaction so far in the school year. These results are reviewed in order to be responsive to the identified needs. Mentor support and responsiveness is evaluated via a second survey by mentees after each year of mentorship in the spring, which helps the district gauge the effectiveness of the program and establish priorities and needs for the future. View CCSD93's framework for mentoring in *Figure 5.1-1*, page 22. Additional support is provided through a series of after school sessions for the new staff. The topics include Curriculum, Assessment for Learning, Continuous Improvement, ESL Strategies, and Working with Paraprofessionals in the Classroom. Some of these topics were identified as needs through the surveys completed by the new staff members. Fast Feedback forms have also been used after support sessions and meetings to gather immediate feedback.

New paraprofessional support staff members tend to be hired later in the summer and into the beginning of the school year as new students enroll in the district and IEP needs are identified.   These new support staff members are required to attend a paraprofessional orientation meeting presented in partnership with the CSSSA Leadership on the Institute Day in October. The purpose of this meeting is to acclimate new support staff members to the district and answer any questions they may have about the district, their position, or the CSSSA. Feedback is collected and studied in a PDSA cycle in order to make improvements for the following year's orientation meeting. Anyone hired after the date of the orientation meeting is expected to attend the following year.   The orientation is planned collaboratively with the CSSSA Leadership and HR where the previous year's feedback is considered and acted upon.

5.1a(3) Workforce Change Management

Figure 5.1-2, page 24 depicts CCSD93's workforce capability and capacity timeline for staffing. Strategic planning, professional development, budgeting and staffing are directly linked to the district's changing needs.

Recent changes in the teaching licenses issued as of May 2018 will impact the district greatly in the near future as more teachers retire and need to be replaced. Recruitment efforts had been focused for both the elementary and middle school levels on candidates with an elementary teaching license and a middle school language arts endorsement. Candidates with this license could teach Kindergarten through 9th grade classes. These credentials provided the district with maximum flexibility to move staff if necessary to accommodate overall changes in enrollment while maintaining full time employment for teachers. The new license levels have dramatically changed our thinking. We now need to consider candidates representing all three levels of licensure - Early Childhood (Prek-Grade 2), Elementary (Grades 1-6) and Secondary (Grades 6-12) to fill our positions. All teaching vacancy postings identify the required license level and endorsements as part of the qualifications. As we anticipate increased hiring in the next

Programming/Staffing Chart for Workforce Services

1. Weekly meeting between Assistant Superintendent for Teaching, Learning & Innovation and Assistant Superintendent for Human Resources to discuss anticipated new programming and/or courses as well as determining what new knowledge, skills and abilities will be needed by the staff (ongoing)

2. Conversations as necessary at Cabinet about potential new needs based on programming changes (ongoing)

3. Review and revise job descriptions as needed (ongoing)

4. Human Resources Staffing Plan begins by identifying capability and licensing needs (by winter)

5. Gather enrollment numbers from registration and programming changes to determine needs for next school year (ongoing)

6. Attend targeted university/college and specialists job fairs for needed new staff per the staffing plan and conduct screening interviews (late winter/early spring)

7. Communication of staffing plan to Building Administration based on projected enrollment (early spring)

8. New student enrollment numbers monitored (late summer)

Figure 5.1-2 Programming/Staffing Timeline

few years due to retirements, purposeful hiring now will minimize the impact of the licensure change in the future. We continue to prefer to hire teachers with multiple endorsements to provide flexibility with placement decisions. Currently all of the content teachers at both middle schools have two endorsements, so they are able to teach two different content areas supporting the middle school team philosophy.

Since the winter of 2013, all potential student teacher candidates have been screened through a screening process instead of automatically being offered a student teaching placement within the district. These approved candidates CCSD93 would look to interview through our hiring process if we needed to grow the workforce with the appropriate credentials upon graduation.

CCSD93 analyzes its student demographics, enrollment trends, and program needs on an annual basis to determine workforce needs for the future. This impacts the HR department's hiring and retention of staff from one year to the next. Workforce is supported for changes through systematic and purposeful professional development delivered through existing PD structures as well as the PLS process.

5.1a(4) Work Accomplishment
Work is accomplished through the implementation of the Strategic Plan at all of our buildings, which was developed to maximize the district's core competencies. The various district office departments lead by Department Heads manage and monitor the work. The administrative team at each school oversees the work done at their buildings as it relates to their SIP and the Strategic Plan. The Strategic Plan serves to focus CCSD93's efforts throughout the district. Each school aligns its goals or SIP to the district Strategic Plan through the work of the Building Leadership Team (BLT). Grade level teams at the schools align their goals to that of the SIP and the district's Strategic Plan.

CCSD93 organizes and manages the workforce by focusing on the mission of the district as well as the goals outlined in the Strategic Plan. Cabinet Members oversee the performance expectations identified in the Strategic Plan goals, the ideas of which were generated in part by our customers through their feedback. Cabinet members also oversee work and accomplishments at each school as it pertains to their SIP. The administrative team and teaching staff at each school monitors student progress towards achievement of their SIP goals through both formative and summative assessment data.

5.1b Workforce Climate
5.1b(1) Workplace Environment
CCSD93's Strategic Objective 2 is to have Engaged & Connected Employees. Crucial to their engagement is a workspace where they feel cared for. The BOE has established policies and regulations regarding workplace safety, security accessibility, and wellness. Workforce health, security and accessibility are regularly revisited through PDSA throughout the school year. CCSD93 is in compliance with local, state and federal safety and accessibility regulations for staff, students and visitors. CCSD93 contracts out to provide the necessary training for the custodial employee group. The Lunch Supervisors are provided hands on training for situations involving student allergies and the use of an Epi-pen in addition to the online training they complete as a compliance requirement. Each building in the district has an identified Crisis Team focused on safety and security. Members of each school team participate on the District Level Crisis Team who along with local fire and police officials, review current safety procedure on an annual basis as well as continually monitor the need for new procedures to keep students and staff safe. Each building in the district holds fire, tornado and intruder drills throughout the school year. The Crisis Team reviews the data from the drills to identify potential issues and needs.

CCSD93 continues to work closely with its three community police and fire departments for crisis and emergency planning. Safety procedures regarding accidents are carefully monitored for custodial and maintenance staff. Crisis plans have been created for all critical crises that can be anticipated. Students and staff regularly practice these plans. The crisis plans have been through numerous improvement cycles and are updated as needed. Safety and security assessments are conducted on an annual basis. Buildings are supported at a district level through the use of the CrisisGo app, which enables immediate communication with senior leaders, digital access to student and staff rosters and contact information, and electronic access to crisis plans.

Security procedures at the buildings are consistent and accomplished in part by the Raptor Visitor Management System, which was launched in the district for the 2011-12 school year. The scanning of a visitor's identification accomplishes a search of the fifty states' sex offender databases as well as puts the person in CCSD93's Raptor system for future visits. The building administration will know who is visiting during a crisis or drill time.

Each adult who enters any CCSD93 building is required to wear a badge identifying their role and/or reason for being in the building. Students and staff members are taught to look for the presence of the badge and report any adult who does not have one as a potentially unauthorized visitor. This systematic approach is reviewed annually.

All buildings have locked outside doors at all times. Employees are able to swipe in to gain access using their ID. Visitors are buzzed into the building if they are expected after they have identified who they are and their business at the door. If the visitor is not expected, entry into the building is not automatic. They are greeted by the secretary and are required to state who they are and the nature of their
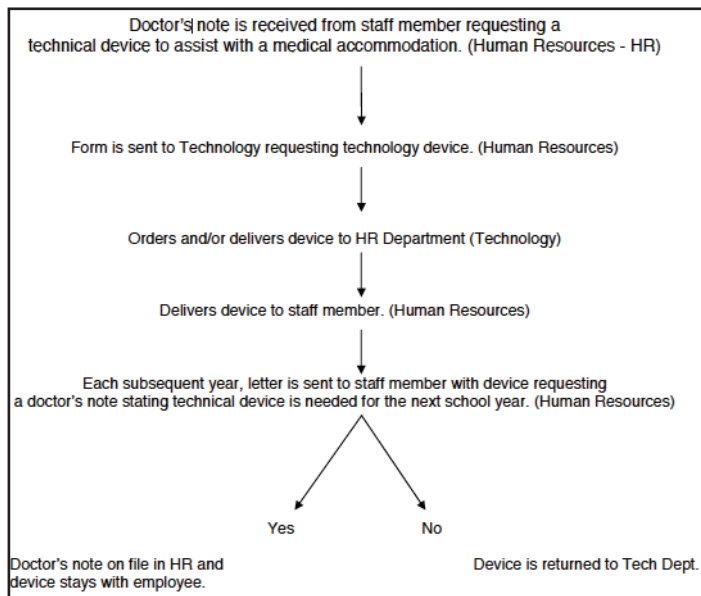
Figure 5.1-3 Medical Accommodation Process

visit. Panic buttons have been installed in the office of all of the buildings. The parking lots are well lit and the buildings do have alarm systems that are armed when the building is not in use. Security cameras have been installed at each school. Office staff and building administration are able to view the video from the cameras on a continuous basis. Based on Illinois law, signage prohibiting concealed carry has been posted at all buildings. School entry ways have been updated to ensure greater student safety by preventing entrants from gaining access to the rest of the school prior to checking in with the office using the Raptor system.

Upon hire or as accessibility needs develop, any staff member with an identified short term or permanent disability is provided with accommodations per the Process for Technical Equipment described in *Figure 5.1-3*. For example, utilization of this process has led CCSD93 to providing accommodations for staff members who have an inability to project their voice during instruction with personal microphones so students can better hear.

The district has continued to offer Employee Assistance Program (EAP) services for all employees. Contacts made to the EAP and accessing the online resources are tracked annually so usage trends can be identified with the goal to increase the use of this resource annually. Flu shots are made available each fall at no cost to the employees. The goal is to encourage more staff each year to take advantage of the flu shot in an effort to keep staff healthy. Staff is surveyed for feedback on their participation in the year's wellness activities and to solicit ideas for the future. New activities in recent years include the walking event Steptember and a blood drive in the spring of 2019.

Biometric wellness screenings are also offered to staff each fall whether they are insured under the district insurance or not. With the goal of increasing the number of staff members who are proactive with their health by participating in the wellness screenings, there has been some preliminary discussion about developing an incentive program to benefit the staff members.

A monthly wellness focus based on the results of the previous year's biometric screening results is the goal of the Wellness Committee Team. The Wellness Leader at each building promotes wellness through healthy choices and information shared with the staff members during the year.

5.1b(2) Workforce Benefits and Policies

The district supports its workforce through its policies and benefit options. Health, life and dental insurance are current key benefits. The BOE also offers a retirement

benefit to staff that qualify based on their years of service to the district. CCSD93 has continued to offer four health insurance tiers created for those who qualify, allowing employees to choose insurance coverage based on need, cost, and personal preference. New for the 2018-2019 school year was the addition of the Loan Benefits Program for staff. Non-tenured staff members with an outstanding educational loan could benefit from the school district contribution $100 a month or $1200 a year toward repayment of that loan for up to four years. The second part of the Loan Benefit Program is the opportunity for staff to qualify for an interest free loan of up to $10,500. Support staff, teachers and administrators can qualify for an interest free loan to pursue an educational degree or endorsement. We are not aware of any other district in the state of Illinois that offers a Loan Benefit Program like this. Job sharing is another benefit available to tenured licensed staff so they can spend more time with their families, but also continue to contribute to the profession. Benefits such as discounts on the park district fitness center memberships and personal phone service are conveyed to the employees through email and notices in the Insider. Both the CSEA and CSSSA members have a Leave of Absence benefit outlined in their contracts which will guarantee them a position after taking a leave of up to one year from their position.

CCSD93 has an Insurance Committee comprised of representatives from across employee groups, who collectively research options and make decisions that impact employee insurance rates and benefits. They review and analyze external data to ensure our insurance and benefits will best serve the needs our employees, regardless of work group. In supporting a variety of work groups, they expect equitability related to health, dental and vision benefits.

5.2 Workforce Engagement
5.2a Assessment of Workforce Engagement
5.2a(1) Drivers of Engagement
To determine the key elements that affect workforce engagement, the Human Resource Department uses input from all employee groups. The FMF has been used to obtain feedback specific to engagement questions posed during the school year to all staff. The TLI Department consistently surveys staff following professional development, inservice and institute opportunities for feedback and suggestions. The Human Resources Department uses surveys and fast feedback forms to gather feedback and suggestions for implementation and improvements with the Teacher Induction Program. An employee satisfaction survey is distributed on an annual basis to all employee work groups as well. Consistent questions target each identified key area, and the responses are monitored.

5.2a(2) Assessment of Engagement
Satisfaction and engagement are formally assessed through a systemic process using multiple approaches and measures. CCSD93 continues to use its Satisfaction Survey on a yearly basis to measure satisfaction rates for various groups keeping the questions the same until it is necessary to update them. Results from the survey are included on the district Scorecard and are shared throughout the district by building leadership. Additional informal engagement measures include participation in district events and surveys, sponsorship and participation in extracurricular activities at the district, and involvement in community charity drives or activities. The Wellness Committee held the first ever Blood Drive in April 2019. Our initial goal was 22 staff members donating blood to consider the event a success. We were delighted to have 34 staff members attend with the intent to donate blood. Exit interview surveys are provided to staff leaving the district to obtain feedback on their experience as an employee.

The TLI Department consistently surveys staff following Institute Days, inservices and all professional development opportunities as well as Summer Tech Academy experiences to assess their satisfaction and engagement. The feedback provided is considered as part of the planning of the next curriculum offering. Building administration with the involvement of district administrators conduct walkthroughs while staff members are teaching and working with students to assess student engagement in instruction using a rubric for consistency in an informal manner.

Other indicators used to assess workforce engagement include employee retention, absenteeism, safety and productivity all of which could indicate a lack of workforce engagement and satisfaction if the trends are determined to be negative. Individual employee performance is assessed annually. These evaluations are turned in to HR on an annual basis which helps with the monitoring of performance and productivity. Schools and departments review absentee rates and productivity as part of the performance evaluation process as this is part of the evaluation framework. Issues such as absenteeism, safety concerns, and productivity are discussed with union leadership and collaboratively addressed.

Methods and measures for determining aspects of engagement and satisfaction can differ across workforce groups. Through the common survey, CCSD93 can disaggregate data across licensed teaching staff and support staff. Feedback and discussion with other workforce groups such as lunch supervisors and support staff provides data and information pertaining to engagement and satisfaction.

5.2b Organizational Culture

CCSD93's organizational culture is centered on its mission, vision and values and the alignment with CCSD93's Strategic Plan as well as the communication of that plan. Communication with and input from numerous stakeholder groups is an important part of CCSD93's mission.

The committees are comprised of workforce groups that are pertinent to the decisions being made. Depending on the charge of the committee, members either make the decisions directly or provide input that is considered in decision-making. The work of each committee is tied directly to achieving the Strategic Plan's goals. All committees impact the In order to further assure equitable voice and diverse perspectives, all staff members are encouraged to join committees through a variety of methods.

Having a voice and impacting change are key drivers of engagement for CCSD93. One example, as noted in *Figure 5.1-4* occurs during the SP development process, as the DLT helps to narrow the focus to some key educational and environmental considerations and targets depicting high performance. Along the development process, feedback is obtained including as many stakeholders as possible through surveys and focus groups. The Strategic Plan is shared with the BOE, building administrators, and the various other stakeholder groups upon its completion. This foundation is shared with the newly hired licensed staff on their first day of work during NTO in order to share expectations of high performance and achievement. Actions and accomplishments aligning to the Strategic Plan are constantly being shared at the building and district levels and with the school communities. It is critical that all employees know and understand their role in the various aspects of the Strategic Plan so that we are engaged in common goals.

Structure	Charge	District/ Building	Compensated?	Decision /Input	How become a member?
Building Leadership Team (BLT)	Design School Improvement Plan (SIP) and professional development plan to build staff background and capacity to implement SIP	B	Staff yes Parents and Admin - no	Input	Apply at the building level
CSEA & Leadership	Share information and problem solving concerns brought to CSEA leadership	D	N	Input, Decision	Elected Officers of CSEA and Senior Leaders
CSSSA & Leadership	Share information and problem solving concerns brought to CSSSA leadership	D	N	Input, Decision	Elected Officers of CSSSA and Senior Leaders
Curriculum Committees	Design curriculum aligned with the state standards in each content area. Members review research and best practices and provided input on content, assessment and resources	D	No, for work during the school year. Paid for summer work	Input	Apply at the district level
Determine spring conference dates	Provide input regarding the date of spring conferences for their respective building	B	N	Input	Conversation of all staff at the building level
District Leadership Team (DLT)	Develop district Strategic Plan and make decisions about district-wide issues, such as the annual school calendar	B	Paid as a BLT member	Input, Decision	Selected at the building level
Dual Language Committee	Review research, best practices and provide input on content, assessment and resources to be included in the design of the Dual Language Program	D	N	Input	Volunteer
Educational Technology Committee (ETC)	Support staff in designing professional learning opportunities around instructional technology	D	N	Input	Volunteer
Performance Evaluation Reform Act (PERA)	Designed and monitors the Licensed staff student growth component of the Licensed Staff Evaluation Process	D	N	Decision	Appointed for the District, and appointment for CSEA
Evaluation committee	Created and monitors the Licensed Staff Evaluation process	D	No, for work during the school year. Paid for summer work	Input	Appointed for the District, and volunteers for CSEA
Expect Respect :	Design professional development for parents, staff and students to increase Expect Respect/extinguish bullying across all schools	D	N	Input	Volunteer
Hiring Process	Interview and make recommendations for hire for a variety of positions to include teachers and leaders	B,D	N	Input	BLT Members or team members invited to participate
Medical/Dental Insurance Committee	Review data, plan options and staff needs to determine the best health care packages for all employees	D	N	Input, Decisions	Reps from each building and each role sought
Professional Development Committee	Design professional development and annual professional development calendar for licensed staff to build staff background and capacity to implement strategic plan	D	y	Input, Decisions	Admins are appointed, teachers volunteer
Strategic planning	Consider input from more than 1400 stakeholders to design the strategic plan and measures to monitor progress of each goal	D	N	Input	DLT responsibility
Wellness Committee	Plan and promote wellness activities and events for all staff members	D	Y	Input, Decisions	Apply at the building level so each school is represented.

Figure 5.1-4 Shared Decision-Making Structure/Charge

Information is communicated to the workforce in various ways. CCSD93 regularly uses the Insider newsletters, email, Enews, Community Connections, Facebook, Twitter and postings on the district website. In-person communication methods include monthly meetings with the CSEA and CSSSA Leadership and opportunities conducted at the schools. In person opportunities for communication with building leaders exist as part of the professional development collaboration meetings conducted with each team at the schools on a consistent basis. Surveys are also regularly used to obtain feedback and suggestions. The feedback and suggestions are always considered within the PDSA cycle for improvement.

5.2c. Performance Management and Development
5.2c(1) Performance Management
The workforce performance management system acknowledges high-performance and engagement in a few different ways. The job descriptions and evaluation systems for the various workforce groups identify expectations of high performance. The conversations between the staff member and evaluator, as part of the evaluation process, acknowledges high-performance and engagement as well as opportunities for growth and improvement as we look to continuously improve in our roles. Mentoring, training (in person and online), and peer coaching are available to help support improvement or performance growth. Non-tenured licensed staff members are able to benefit from the district's Loan Repayment program for up to four years provided they perform up to expectation on their evaluations during this time.

Independent Study opportunities support high performance and encourage intelligent risks with a focus on student and parent customers while achieving the action plans of the SP. Each year, licensed staff members are invited to delve into an innovative area of their choosing that would be new to their professional practice, aligned to the SP and benefiting their students' learning. They must research, learn, and plan the implementation of the area on their own time, with regular check-ins and support from TLI department staff. Upon conclusion of their Independent Study, they share their project and findings with colleagues at CCSD93's Celebration of Learning event. Participating staff members are motivated to continually develop and refine their professional skills and earn professional development credit while also improving the education and opportunities for the students. The entire Independent Study program undergoes a PDSA cycle annually.

For some of our work groups the annual salary, rate of pay or stipends are determined by years of service, continuing education or professional development. The custodians' evaluation process provides for a pay incentive on top of the yearly increase determined by the degree to which they exceeded performance expectations on their annual performance evaluation. Administrators, at times, can earn a bonus for high performance in areas beyond the scope of their assigned duties.

Staff members are recognized for their performance receive incentives in a variety of ways. The Insider acknowledges and highlights innovative projects and practices by staff members. All principals have a process for recognizing individuals with notes, and senior leaders personally acknowledge staff members through notes as well. Staff members are recognized for milestone years of service by the district and upon their retirement. Each year, the BOE shows appreciation for all staff members by providing a staff appreciation gift in the spring. Additionally, all buildings have unique recognition systems for employees. Continental breakfasts and lunches are provided during Institute and inservice days as a regular practice as well as bagels are delivered to the schools a couple of times during the year to acknowledge all that the staff members do for the students.

Elite recognition for performance can also be earned in the forms of Board Salutes and Distinguished Innovator designation. The former are assigned by the Superintendent and awarded by the Board based on exceptional dedication to the profession on the part of the staff member. Distinguished Innovator awards, new to CCSD93, support high performance and reward intelligent risk taking and innovation on the part of licensed staff members. Staff members who regularly exemplify leading, innovative teaching practices while also contributing to a positive work environment are submitted by principals for consideration for the award. If selected, they are rewarded with a physical reward and a stipend to use for classroom improvement or professional learning.

5.2c(2) Performance Development
CCSD93 has multiple learning systems in place for the workforce to further develop skills and knowledge personally as well as to benefit the organization. Learning needs involving skills and knowledge can be identified through the evaluation process and goal setting for all staff members. One system is called Learning Experiences and Development courses (LEAD). These are courses designed in alignment with the Strategic Plan that are a result of a new initiative or identified need. The courses are typically taught by CCSD93 staff members, are held conveniently at one of CCSD93's buildings after school hours and free of charge in almost all instances. These courses are developed to provide necessary skills and knowledge to the workforce. The teaching staff can also submit a request to attend a workshop or conference held outside of the district that is in alignment with the Strategic Plan and their role in the district. Another way we promote career advancement is through succession planning for district administrative positions that are the result of retirements usually using a "grow our own" approach. The Independent Study program (described in 5.1c(1)) is an additional method of performance development.

Licensed staff members are able to pursue additional endorsements or degrees to further their educational careers.

The district utilizes two additional online training programs on a regular basis. Public School Works is used to accomplish all of the state required compliance trainings such as Blood Borne Pathogens, Sexual Harassment, Educator Ethics, Sexual Misconduct, and Bullying, etc. The Public School Works catalog contains over 300 additional trainings on various topics that the workforce can utilize at no additional cost 24/7. The Custodial and Maintenance workforce utilizes the Safe Schools online training program for their required trainings and safety concerns. In both of these online trainings specific training programs can also be assigned to a staff member in response to an identified need. Compliance and successful completion of the training modules is tracked through online reports at both the building and district levels. These completion reports serve as evidence when audited by the ROE.

Licensed teaching staff members have the opportunity to submit proposals to attend professional development workshops and conferences that support their current position and are in alignment with the Strategic Plan. Conference approval is tied to the Strategic Plan. Courses of study in CCSD93's university partnerships are co-designed to enhance the workforce capability to implement the organizational Strategic Plan.

5.2c(3) Learning and Development Effectiveness
The effectiveness of the learning is measured through the course evaluations focused on the content of the learning and workforce surveys. The comments and suggestions for improvement are requested as CCSD93 leaders PDSA the system as a whole and each course offering. The feedback

is shared with the staff members who provided the course so that continual improvements can be made. The efficiency of the learning is measured by the cost analysis of external vs. internal delivery of trainings and the variety of trainings available to the workforce.

In addition, effectiveness of learning is evaluated as district and building administrators consistently look for evidence of learning. For example, a classroom observation tool was created when administrators and staff members conduct walkthroughs of classrooms to identify the level of implementation of a new strategy or instructional resource. Ongoing monitoring of learning and effectiveness are accomplished through the use of observations and walkthroughs on a regular basis. The staff evaluation processes also provide a more formal opportunity for staff and administrators to discuss the application of new knowledge and skills as well as identify opportunities for further growth.

5.2c(4) Career Development
The district has put in place practices to ensure effective career progression for the workforce members. For the licensed teaching staff the requirement of the Language Arts endorsement is a form of cross training to help maintain experienced and knowledgeable teaching staff for students should the student enrollment change enough to impact staffing. Technology training is available to all staff members to enhance their skills and knowledge.

CCSD93 offers an Aspiring Principal Academy (APA) for current teaching staff members desiring to pursue an administrative role within the district. Sessions specific to potential administrators and aligned with the Illinois Standards for Principal/Assistant Principal Evaluation and CCSD93 processes was designed and created through collaboration of the Human Resources Department and Cabinet to share necessary skills, information and processes that CCSD93 finds critical to the success of its leaders. The Academy, designed as a cohort model, was launched during the 2015-2016 school year. It is a goal of the BOE and the administration to hire new administrators from within the district. Those who successfully complete the Academy receive support through lane movement on the salary schedule for the coursework necessary for the Administrative Endorsement. Upon successful completion of the Academy and coursework for the administrative endorsement, the staff member can be considered as a candidate for an Assistant Principal position within the district. The goal of the APA is to identify and develop a pipeline of qualified candidates for administrative positions within the district, which contributes to stronger institutional alignment to CCSD93's MVVs.

In the event that a staff member such as a secretary retires or departs with sufficient notice from the district, a replacement is sought as soon as possible so that training for the new position can be started by the departing staff member in order to transfer the knowledge and skills necessary for the position. CCSD93 has accomplished this transfer of knowledge through overlapping days and shadowing whenever possible. If timing makes this transition plan impossible, staff will similar positions have stepped in to help train and offer support to the new staff member. Custodial orientation and training are handled in a similar manner.

Another approach CCSD93 has used is succession planning which involves considering possible internal candidates based on the required licensure for the position, possible internal candidates and their current level of performance, and their current level of readiness for a new position. This process occurs when advance notice of a retirement or departure is made known. Once identified the succession process involves meeting individual professional growth needs with career goal setting. We have a few recent examples of this planning. The current Superin-tendent was named from the previous Cabinet Members to assume that role upon a retirement as year. Two Assistant Superintendents and one Director positions also have been involved in succession planning through leadership and mentoring opportunities. Naming successors to Cabinet Level positions prior to needing one provides for the sharing of knowledge and for an easier transition that would impact the whole district.

6.0 Operations
6.1 Work Processes
6.1a Product and Process Design
6.1a(1) Determination of Product and Process Requirements

The Educational and Support Process Management in District 93 refers to management of key process that are designed to support the parameters set forth from federal and state guidelines and meet the goals in our strategic plan. Development and implementation of key work processes contribute to increased consistency and reduced variation in deployment of instruction, support services and operations across all nine schools and the District Office. Processes are defined so that employees who work with the processes can document, design, and improve them. Processes are created with stakeholder input and facilitated by senior leaders.

Instructional delivery is the key work of the organization and provides a clear example of PDSA. Curriculum processes are developed through committees that review current research/best practices and assess trend data of performance in the content area being focused on. The committee creates instructional processes which provide teachers the State approved learning standards on which to focus, targeted standards to be assessed, and instructional resources to be utilized. Instructional frameworks guide in Reading and Math provide teachers with specific research-based best practices for delivering instruction. For example in English/ Language Arts (ELA), teachers provide whole group and small group guided reading and writing, interactive read aloud, shared modeled reading, word learning, independent reading and independent writing. Teachers adjust instruction based on formative assessment feedback. Through the use of districtwide NWEA assessments, teachers are provided summative data each trimester to view at the grade, class and individual student level. Additionally, each school's BLT examines this data from the building level relative to the SIP Plan. Staff meeting/grade level plan time is spent discussing the data, as well as identifying trends and discussing strategies to improve instruction and performance. Information regarding student needs, satisfaction and requirements is used to design and/or modify programs and services to better meet those requirements. One example is the recent modifying and redesign of the math intervention model. This new model was first piloted in multiple classrooms across the schools prior to full district implementation. This pilot allowed the committee to PDSA the curriculum prior to full implementation. In this model, formative assessments are given in each math session. In attempt to provide a fast response support system, paraprofessionals are deployed to each grade level for the last 20 minutes of each math period to provide additional support in the classrooms to facilitate corrections. Student achievement data, along with staff and student satisfaction data guided the decision to expand this program to all six elementary schools. Communities of Practice (COP) provide staff members time to study and discuss particular interests relative to instruction in order to enhance core teaching processes.

A variety of educational support processes exist to support the district's vision of learner centered education and operational requirements. Support processes include LLC's/ Innovation centers, registration, enrollment, placement, food services, transportation, purchasing, special programs (ELL, Gifted, Intervention, SPED). These processes are accessible to all staff on the District Google Drive. District leaders ensure that all educational support services support the Strategic Plan as well as meet the needs of regulatory and public requirements. One example is the Quality Process focused on student eligibility for Special Education aligns with the district goals of a rigorous and engaging education for all student, as well as state and federal rules and regulations.

A variety of work processes are created by specific users (individual teacher, grade level, school, department) relative to day to day operations specific to them. For example, individual teachers have processes for attendance, retrieving and returning computers to cart, using the restroom and turning in student work. Schools have processes specific to their school such as serving lunch, attendance, bus drop off and pick up. These processes are created by respective stakeholder groups (e.g. teachers, building committees, BLTs). Additionally, each District department completes the Core Service matrix on an annual basis. This includes identification of that department's core services, a description of the core services, identification of the key core processes that are utilized as that service is provided, the owner of the core service and the metric utilized to monitor the service.

These key processes are created with senior leadership and various committees/work groups across the district. When a process is identified as needing to be repeatable, predictable, and consistent across all schools, CCSD93 formalizes the process using a district-designed format known throughout the district as a Quality Process. Use of this format is determined by senior leaders based on the user group If the process is used within a department or by an individual in their role, staff flowchart or create a list of process steps. If a process is used by staff and/or parents, the process is formalized utilizing the established format. *Figure 6.1*, (page 31) illustrates the alignment of key work processes to CCSD93's core values, and the owners of those processes. Several years ago, CCSD93 has developed an electronic template that employees use to document and graphically represent all key work processes so that they are all in consistent format. First, text is entered to provide information on the process background and the Board of Education (BOE) policy that drives the process. Also included on this page is information confirming stakeholder requirements (See 6.1a(2)), improvement cycles, and the relationship of the process to the Strategic Plan. Second, any forms or procedures that are used in the process are described and actual forms/ procedures are included in the document. Lastly, a flowchart of the process is developed. Process requirements follow recommendations of Karl Wiegers and are based on three conditions:

- Conditions: "When [some conditions are true]…"
- Result: "… the system shall [do something]"
- Qualifier: "…[response time goal or quality objective]."

Customers are asked what they require of the District Quality Processes. Sample requirements are created by senior leaders during the process design. These requirements are shared with respective stakeholder groups to provide input (if they agree with draft requirements, have suggestions for revisions, and/or have additional requirements). Processes are reviewed based on stakeholder feedback to determine if changes are warranted to reduce cycle time, response time and increase educational quality. Processes are monitored based on stakeholder requirements and subject to continuous review. Corrections are monitored and communicated.

Processes are improved through the use of the Plan, Do, Study, Act (PDSA) improvement model in both the design and improvement phase. This improvement cycle is utilized in all implementations to ensure that the focus on desired outcomes is maintained and the action plan or process is revised if needed.

The School Improvement Plan (SIP) is an example of the PDSA cycle being used to improve process. In this case, BLTs complete the following steps:

- Collect relevant data
- Analyze data to identify trends, strengths, opportunities for improvement.
- Root causes are systematically identified
- Define vision
- Conduct gap analysis
- Design improvement theory

- Identify measurable goals
- Develop action plan
- Identify measure to monitor progress of implementation
- Deploy plan

New technology is considered in the action plan phase of the process development. The improvement theory and action plan provide a basis to determine resources necessary to support the implementation. Agility and service excellence remains at the forefront of process development and improvement through the consistent use of the PDSA cycle. New information is considered to determine if process needs revisions (See 6.1b(3)).

6.1a(2) Key Work Processes
CCSD93's Key Work Processes are displayed in *Figure 6.1*, page 31. They are aligned with CCSD93's core values and process owners manage their key requirements.

6.1a(3) Design Concepts
District and School Improvement goals are based on current data, state and legal requirements, current research, BOE policy, local ordinances, staff evaluation feedback, and stakeholder voice through a variety of services help define key educational program and service requirements. The ultimate goal is to deliver learner-centered programs driven by key work processes intended to produce value for students and involve the majority of the workforce. 6.1b(1) Process Implementation (page 31) depicts the key processes, their alignment with CCSD 93's core values, and the owners of those processes.

Organizational knowledge regarding process requirements is gathered through both qualitative and quantitative trend data. The District utilizes many approaches to process improvement pending program and student factors. Qualitative sources include (a) parent, student, staff and community surveys, (b) parent teacher conferences and communications, (c) feeder school meetings meeting with receiving school, (d) standardized surveys, (d) assessments over time, (e) coaches feedback (in three schools), (f) staff evaluations and (g) classroom walk throughs by building administrators and district office staff. Qualitative data includes written summaries of past decisions, focus groups, perception surveys and personal knowledge of senior leaders/staff members.

6.1b Process Management and Improvement
6.1b(1) Process Implementation
The majority of the organization's workforce is comprised of teachers and support staff charged with the key work process of delivery of instruction and student services. This key process is aligned to the district core competency of providing equitable and quality education, programs, and services to all students. Learner centered education processes include planning of lesson/units, instructional delivery, and organizing the educational environment. Formative and summative assessments of students provide evidence if students are meeting established standards. A standards based grading system establishes performance standards by which teachers gauge student progress and guide instruction. The licensed staff evaluation identifies four domains (Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities) includes 21 components amongst the various domains that establish expectation for licensed teachers.

Focused on the whole child, the district PBIS program establishes expectations of appropriate behavior for all students. PBIS Tiers 2 and 3 provide additional support processes for identified needs. PBIS data is reviewed each trimester by school level teams and district leaders. This information is used to identify students who may require additional support or if there are particular parts of the school day or locations in the building that suggest a need for additional

instruction or strategies. Extensive professional development processes focus on building the background and capacity of staff members to implement learner centered education and student services.

Day to day process work and implementation is accomplished through a variety of configurations across the district. The District Office services are divided into five departments to include Teaching Learning & Innovation, Student Services, Human Resources, Business Office and the Superintendent's Office. Organizational knowledge is incorporated as these departments further divide into additional subgroups. For example, the Teaching Learning & Innovation members have various roles to include curriculum, instruction, technology and curriculum, technology hardware and software, professional development and assessment. Student Services includes Special Education, Interventions, Prevention, and Health Offices. Many of these groups are configured further into job alike roles (Special Education subdivides to Resource, various Self Contained structures, psychologist, social workers, occupational and physical therapists). Each team works to design and improve current process and deploy action plans. Many teams have additional stakeholders involved in planning. For example, members of the Glenbard North High School staff have participated on curriculum committees. Within the school structure numerous subgroups develop and implement work plans. Some example of work groups include licensed staff, paraprofessionals, grade level teams, support staff, PBIS Expect Respect Tier 1/2/3 teams and building committees. Another work group includes work that is outsourced.

Section 6.1a(1) describes how work processes are designed. Requirements define the measure(s) to ensure that the work processes include targets used to monitor progress. Ongoing review of all CCSD93 Quality Processes included input from stakeholders regarding process requirements. Stakeholders are surveyed on the recently defined Quality Process requirements and identify if the process is in fact meeting stakeholder expectations.

Once a work system is fully defined, it is communicated in a consistent manner across the district by ensuring easy access and providing professional development to all staff members required to deliver the work system. The professional development opportunities provided during team planning time establish routine bi-weekly sessions with staff members. This time is used to significantly enhance consistency and reduce variation.

All licensed teaching staff members participate in common training experiences systematically deployed throughout the year. Paraprofessionals receive job-specific training annually. In addition, overall costs are reduced because training time is built into the day, thereby avoiding additional expenses. By ensuring that work systems are carefully designed, systematically implemented, and regularly supported, CCSD93 strives to ensure that initial instructional opportunities produce the desired student learning outcomes and rework (remediation) is minimized.

As new work systems are developed, consideration is given to whether the function should be internal to the organization. Outsourcing is determined by the BOE based on research, consideration of options available, and fiscal responsibility. The BOE operates on the premise that the district holds the primary responsibility for delivering critical work systems based on core competencies. Examples of work processes currently outsourced include student transportation services with Illinois Central Transportation Company, the hot lunch program with Organic Life and a 1:1 partnership with Apple and Discovery Education.

6.1b(2) Support Processes
Key support processes are defined as any process that promotes the mission and vision of the district to maximize the academic, social, and emotional potential of each student by

KEY QUALITY PROCESSES	CORE VALUE ALIGNMENT	OWNER OF PROCESS
Acceleration – Middle School	Q, L, C	ASST. SUP. CURR.
Band: Recruitment	L, C	ASST. SUP. SS & CI
Band: Scheduling	C	ASST. SUP. SS & CI
Band: Summer Band	Q, L, C	ASST. SUP. SS & CI
Conference Expenditures	C	ASST. SUP. BUS.
Curriculum Development Process	Q, C	ASST. SUP. CURR.
Curriculum Materials Inventory	Q, C	ASST. SUP. CURR.
Early Entrance to Kindergarten	Q, L, C	ASST. SUP. CURR.
Early Intervention Agency Referral	Q, L, C	ASST. SUP. SS & CI
ELL	Q, L, C	ASST. SUP. SS & CI/DIRECTOR
Homeless Education	Q, L, C	EXEC. DIRECTOR
Kindergarten Assessment	L, C	ASST. SUP. SS & CI
Licensed Staff Evaluation	V, C	EXEC. DIRECTOR
Licensed Staff Hiring Process	V, C	EXEC. DIRECTOR
LLC: Information Access Management	Q, C	ASST. SUP. CURR.
LLC: Instruction	Q, C	ASST. SUP. CURR.
Magnet Identification	Q, L, C	ASST. SUP. CURR.
Mandated Reporting Procedures (Board Policy 500.06)	L, C	ASST. SUP. SS & CI
Math Intervention Initial Professional Development for Instructional Aides	Q, L, C	ASST. SUP. SS & CI/RTI COOR.
Math Intervention Program	Q, L, C	ASST. SUP. SS & CI/RTI COOR.
Mentor Program: Matching Mentor and Student	Q, L, C	PREV. COOR.
Mentor Program: Mentor Recruitment Procedures	Q, L, C	PREV. COOR.
Mentor Program: Student Referral Procedures	Q, L, C	PREV. COOR.
Nonviolent Crisis Intervention	Q, L, C	PREV. COOR.
Paraprofessional Support: Determining When a Student Requires	Q, L, C	EXEC. DIRECTOR
Power School Flagging	Q, L, C, R	ASST. SUP. SS & CI/Secretaries
Preschool Registration - Tuition Based	Q, L, C	ASST. SUP. SS & CI
Preschool Screening and Referral Processes	Q, L, C	ASST. SUP. SS & CI
Preschool Transition from EC to Kindergarten Year	Q, L, C	ASST. SUP. SS & CI
Preschool: Referral – In House Referral	Q, L, C	ASST. SUP. SS & CI
Professional Learning Support	V, Q, C	ASST. SUP. CURR.
Reading Services	Q, L, C	ASST. SUP. SS & CI/RTI COOR.
Rental of Facilities	C	EXEC. DIRECTOR
Report Card Process (SAR)	L, C	ASST. SUP. CURR.
Section 504 Referral and Evaluation Procedure	Q, L, C	EXEC. DIRECTOR
Stranger Danger	C	ASST. SUP. SS & CI
Student Referral for Acceleration	Q, L, C	ASST. SUP. CURR.
Student Referral for Special Education Services	Q, L, C	EXEC. DIRECTOR
Student Referral for Special Education Services (Parentally-Placed Private School Children with Disabilities)	Q, L, C	EXEC. DIR
Student Registration	Q, C	SUPERINTENDENT
Students with Asthma	Q, C	ASST. SUP. SS & CI
Students with Bee Sting Allergies	Q, C	ASST. SUP. SS & CI
Students with Diabetes	Q, C	ASST. SUP. SS & CI
Students with Head Lice/Nits	Q, C	ASST. SUP. SS & CI
Students with Seizure Disorder	Q, C	ASST. SUP. SS & CI
Students with Severe Allergies	Q, C	ASST. SUP. SS & CI
Summer School	Q, C	ASST. SUP. SS & CI
Suspension/Expulsion	L, C	ASST. SUP. SS & CI
Teaching to a Standard	Q, C	ASST. SUP. CURR.
Technology Service Request	C	ASST. SUP. CURR.
Title I Services	Q, L, C	ASST. SUP. SS & CI/RTI COOR.
Truancy	L, C	ASST. SUP. SS & CI

Core Value Legend

V – Valuing Staff **L** – Learning-Centered Education

R – Results Orientation **C** – Continuous Improvement

Q – Quality Design of Education Programs

Figure 6.1 CCSD93 Key Work Processes & Core Value Alignment

utilizing world class educational practices in partnership with parents, staff and community. *Figure 6.1* illustrates CCSD93's key work process. Senior leaders/departments define process measures necessary to support the Strategic Plan by conducting an annual review of core services of the department, a description of core services, work processes necessary to implement the core service and the metric to measure the effective of the service/process.

Instructional delivery is the key work of the organization. All work processes support student learning and are determined based on strategies designed to achieve the strategic goal(s). For example, in order for the HR Department to attain the goal of "Employer of Choice", they must retain high quality teachers, administrators and support personnel in an increasingly competitive market. It is critical that they have processes for hiring, evaluating and remediating staff members.

Student support processes are also driven by the mission and strategies. Staff members regularly review student learning performance on formative assessments. When students are identified as not meeting standards using the key work processes, additional support systems may be provided. These support systems are designed to meet the individual needs of students. All student support processes focus on the core value of learner centered and are closely coordinated through effective teamwork and communication. Examples of support processes include:Reading Intervention, Math Intervention, English as a Second Language, Special Education, Gifted Education, Acceleration, Summer School, Section 504, Accommodations, Student registration, Student transportation, Homebound Hospital, Title I, Food services, technology

Key work process measures relate to the quality outcomes and performance of educational programs and services through alignment with strategic goals. By providing these specialized services when needed, CCSD93 ensures that all students are engaged in active learning designed to maximize their potential.

6.1b(3) Product and Process Improvement

Process effectiveness will be measured by surveying the respective user to confirm/deny if the process met the defined requirements.

Consistent reference to the process is a means to reducing variability. For example, the same process is used to place a child in reading intervention services in all schools. All Reading Specialists and teachers across the district follow the same process steps enabling equity for students across schools. Their identified requirements of the Reading Intervention process are as follows:

● Provide necessary steps for a student to be considered
for Reading Intervention
● To be effective in identifying the appropriate students for
Reading Intervention
● To be effective in providing Reading Intervention services in a timely manner

A review of process and survey to identify if the process achieved the established Reading Specialist requirements will provide a measure to monitor the effectiveness of the process in meeting customer requirements.

An annual review of school improvement plans is conducted by BLTs each year. Based on current data, schools identify progress toward goals and determine if there are changes to the action plan, or if there are additional measures to monitor progress. Ongoing use of the PDSA process at all levels of the

organization (Cabinet, Administrative Council, and staff) provides information relative to process improvement. For example, input from new teachers regarding their professional development experience is utilized to foster improvement when planning this professional development series for the subsequent year.

6.1c Supply-Network Management
CCSD93's most important supply chain is student academic growth as they progress from PreSchool to 8th grade. The ECRISS data system's growth scores help CCSD93 to know whether students are prepared academically for the next level, while the linkages highlighted in *Figure 7.1-22* (page 40) are also helpful.

CCSD93 works collaboratively with numerous vendors to obtain the necessary materials and services to run an effective school district. Vendors furnish curriculum resources, technology equipment, legal expertise, student meal services, bus transportation, computer software, professional development, education and training, consumable office supplies, uninterruptible backup power systems, architectural services and financial planning products.

Vendors are selected after a three step process is completed by the Business Office. Step one is to determine if the vendor is necessary. This is accomplished by determining if an existing vendor can provide the same material or service at a similar price. The second step is to determine if the vendor is qualified to meet the District's needs. This is accomplished by thoroughly checking references to ensure that they are a reputable organization that provides high quality materials/services at a fair price and stand behind their product. The third step is to ensure the vendor will adhere to our District's procedures: acceptance of a purchase order, payment terms net 30 and return policies. If the vendor passes the three step process they are approved by the Business Office and added to the District's vendor file.

All existing vendors are qualified through historical performance that is compliant with requirements such as product quality, timely delivery, and cost. Vendor performance is tracked in five areas: quality, cost, availability, technology, and continuous improvement. Of these, quality, cost and availability have a direct impact on CCSD93's ability to meet its customers' demands. All vendors must be entered into the district's financial software program so that orders, deliveries and payments can be tracked by staff who initiated the order as well as specific personnel in the Business Office. When a problem arises, CCSD93 notifies the vendor and they are expected to initiate corrective action immediately. If a vendor is not providing the necessary service to CCSD93 that vendor is contacted, notified of the concerns and provided an opportunity to improve their service. If the service does not improve, the vendor will no longer be an approved vendor for the district. CCSD93 remains on the cutting edge of technology and vendors are eager to tap into that knowledge and the experiences that will be necessary for future business dealings with CCSD93.

6.1d Innovation Management
CCSD93 recognizes the need for innovation leaders. The Superintendent provides oversight for all aspects of the school district while the Assistant Superintendent for Student Services and Continuous Improvement supports the core value of continuous improvement by spearheading the Quality Process development and improvement cycle. All stakeholders in CCSD93 have a leadership role in initiating and exploring strategic opportunities for the district. When strategic opportunities are identified, the Cabinet determines if the intelligent risk is acceptable to pursue innovation. The senior management team modifies the budget and staffing model to ensure that sufficient resources are available, and the Cabinet communicates priority changes through a communication plan.

6.2 Operational Effectiveness
6.2a Process Efficiency and Effectiveness
By continually negotiating contracts with employees, health/dental insurance providers, utility companies and other vendors, CCSD93 is able to ensure that it is controlling operational costs. In addition, CCSD93 participates in cooperatives designed to share costs amongst all members. CCSD93 is a member of the Collective Liability Insurance Cooperative (CLIC) who, along with numerous other school districts, participates in this comprehensive risk management pool. Coverage includes property casualty, general liability, school board liability, vehicle liability, professional liability and workers compensation. CCSD93, along with District 15, District 16, District 41, District 44, District 87 and District 89, participates in the Cooperative Association for Special Education (CASE) in order to minimize the financial impact associated with special education programming. CCSD93 has also entered into an Intergovernmental Agreement with District 87 to share the legal costs associated with property tax appeals that impact both school districts.

Additionally, the district has created a comprehensive facility renovation plan. This plan identifies all facility equipment including roofing, mechanical, plumbing, parking lots, lunchroom tables, etc., and provides a replacement cycle in order to better manage current and future operational costs. The equipment replacement cycle is based on three factors: manufacturer's anticipated useful life, installation date, and service history. Those factors are reviewed to determine when the piece of equipment will be replaced. The goal of the replacement cycle is to maximize the asset's useful life and provide dependable service while minimizing the replacement cost through systematic planning.

During the 2013-14 school year, as a result of undergoing a PDSA review, CCSD93 upgraded the financial software system to enhance effectiveness and efficiency. The district uses a financial planning program to prepare 5-year financial projections allowing the district to apply various scenarios, which assist in determining its course of action. As part of this long-range planning, fund balances, bonding strategies and facility improvements are reviewed, incorporated, and implemented. The BOE annually adopts a comprehensive budget in September. The expectation is that administration will ensure that expenditures are at or below budgeted levels. Historically, CCSD93 has expended between 97%-100% of budgeted expenditures, which documents its commitment to the efficient use of financial resources. The BOE is committed to affording all CCSD93 students and stakeholders a world-class educational experience, safe and secure facilities, reliable bus transportation and a nutritious food service program while also being a good financial steward to all district stakeholders.

CCSD93 designs and innovates work processes to meet key requirements through continual assessment of each process and its alignment to the Strategic Plan and district goals. Quality Processes are used to outline each process and provide an explanation of each step in the process. When designed, each Quality Process is reviewed relative to purpose, impact on systems and the cost-benefit of its ability to move the district toward goal attainment. Each Quality Process is systematic, based on data so deployment across the district is consistent. In an effort to reduce errors and reworks, CCSD93 supports the core value of continuous improvement and utilizes the PDSA process.

6.2b Security and Cybersecurity
CCSD93 has created a Technology Plan as part of our strategic planning process. This plan has been identified by the stakeholders with a purpose to focus on more than just hardware to ensure the learning environment is ready for the future of our students. This plan has been created with input from the ETC, which is a group of teachers, building leaders, support staff and district leaders. ETC has identified areas

of focus as: Hardware and Network, Equity and Access, Cybersecurity and Data Privacy, Digital Citizenship, Instruction with Technology, Professional Development and Review Process. When looking at cybersecurity CCSD93 is entrusted with many types of data that must be protected. Such data includes Student Records, Staff Records, Financial and Curriculum. Knowing that a data breach via hacker or accident could lead to both financial and reputation consequences. When looking at cybersecurity and data privacy there are two main issues need to be addressed, data housing and user access.

Currently, CCSD93's sensitive data is housed off-site on vendor servers. CCSD93 decided that with a smaller technology department and higher demands of the team it would be best to leave the housing and management of security to our vendors. Each vendor who houses CCSD93 has a clause in the contract requiring the vendors to protect our data and damages in case of a breach. In addition, the contract outlines who has access, when they have access and what needs to happen to the data if the relationship ends.

Even though sensitive data is hosted offsite, CCSD93 continues to build and maintain a strong network. Specific security measures are not listed but the district does have a redundant firewall system with intrusion protection, as well as anti-malware and virus protection. CCSD93 email is set up with TLS and SKIF to lower the number of malware and phishing attacks. CCSD93's technology plan has identified the following goal to better prepare for cyber and phishing attacks. Implement a phishing campaign to better provide professional development on how to keep the users safe.
CCSD93 utilizes directory services to grant different users different permissions on all network access. In addition, each secure data system uses a similar role-based access model allowing different access depending on roles and needs.

CCSD93 is part of the Consortium on School Networking or CoSN organization which is the premier professional association for school system technology leaders. CoSN provides tools and resources that provide insight into cybersecurity threats and how risk can be further reduced. CCSD93 has identified the CoSN Cybersecurity Planning Rubric as a key measure to determine growth and areas of need related to Cybersecurity.

CCSD93 has implemented that at the start of each school year students in grade 3 through 8th learn about creating strong passwords. In addition, students are then required to change their network password with the guidance of the teacher and Innovation Media Specialist. The technology plan outlines the following two goals for staff to improve their role in a more secure network: 1.) Require staff to change their password at the start of each school year with a minimum of 10 characters including a number and a special symbol. 2.) Create a password policy describing where staff can keep passwords securely.

CCSD93 requires any vendor with access or control of data to have a clause in the contract requiring the vendors to protect our data and damages in case of a breach. In addition, the contract outlines who has access, when they have access and what needs to happen to the data if the relationship ends.

CCSD93 Technology plan has identified data to be protected as data which is not available via the Freedom of Information Act which includes Student Records, Staff Records, Financial Records, and Personalized Curriculum.

6.2c Safety & Emergency Preparedness
6.2c(1) Safety
No aspect of the business is more important than providing a safe operating environment for all stakeholders while in CCSD93 facilities. All schools are locked and faculty members are required to wear photo identification on a district-issued lanyard. Visitors are required to communicate through an intercom system and answer a series of questions before being granted access to the facility. Once access has

been granted, visitors are required to check in at the front desk and have their identification scanned through a visitor management system checking against the nationwide sex offender database. All schools are equipped with panic buttons to immediately alert the police if an emergency situation exists. Each classroom is secured with a magnetic mechanism which enables staff or students to quickly lock doors in the event this becomes necessary.

CCSD93 provides workforce safety training for all employees whose job comes with an inherent risk of injury. The training is provided by CLIC and encompasses all aspects of workplace safety and prevention. Examples of specific training activities include: standing/climbing on a ladder, working on a roof and cutting the grass.

CCSD93 uses the concept of "root cause" analysis to identify problems, discuss alternatives and implement solutions. As an example, CCSD93 employs maintenance engineers. The engineers are trained and certified to work on all pieces of facility equipment in the district. Their expertise permits CCSD93 to reliably, quickly and cost effectively assess any situation that might occur with the facility equipment.

CCSD93's data is protected, as it is hosted outside of the district. Backup generators are available at every building in case of loss of power to provide energy to protect the buildings and the students, staff, and other members who are within at any given time. Thorough salting and snow removal processes are in place for sidewalks and parking lots to maintain safety in the winter elements.

6.2c(2) Emergency Preparedness
The district has a comprehensive crisis management plan that outlines procedures for 14 potential crises/emergencies/disasters. Plans are delineated by role, e.g. Superintendent, principal, teacher. They provide information regarding key responsibilities for each role in the event of a crisis. The plan describes four specific drills (Red, Yellow, Green, White), which are practiced on a regular basis and used when needed. Critical student information is kept in a rolling suitcase so that it can be easily moved and accessed if the primary source is unavailable. One of the improvements identified through the review of the procedure is to have all of this information available in an electronic format on the principals' handheld devices, and an implementation of this is currently underway for easier access and use.

Additionally, there are cases at each building with emergency cell phones for use in case of emergency. Hard line jacks are available at each building should a loss of fiber optic connection occur. An inclement weather/emergency manual is in place at the district level for communicating cancellation of school or activities in the event of severe weather or an emergency.

The Illinois State Board of Education established minimum requirements for schools to follow when conducting safety drills and reviewing school emergency and crisis response plans. District and building leaders meet annually with authorities from the three jurisdictions within the district to identify opportunities for improvement of school emergency and crisis plans. This information is then reviewed with the District Crisis Team to pursue recommended changes. Documentation of drill completion is forwarded to the Regional Office of Education annually in May. The following drills are conducted annually.
- Three fire drills
- One bus evacuation drill
- One earthquake drill
- One Severe Weather & Shelter-in-Place drill
- One Intruder/Active Shooter drill
- One evacuation drill to an alternate site is completed every two years

7.0 Results
7.1 Product and Process Results
7.1a Customer-Focused Product and Service Results

CCSD93's key measures of student learning outcomes are found in Goal 1 of the Strategic Plan which includes strategies that enable students to be prepared to function effectively in the world around them and contribute to the development of the necessary skills to achieve success in high school and in future careers. A key indicator of a relevant education is the Summative Designation each school receives by the State of Illinois under ESSA (Every Student Succeeds Act). Summative designations are calculated by the following criteria: ELA proficiency, Math proficiency, English Learning Progress to Proficiency, and chronic absenteeism. Summative designations include "lowest performing, underperforming, commendable, and exemplary". Defined, a lowest performing school is a school that is in the lowest performing 5 percent Title 1 schools in Illinois. An underperforming school is a school in which one or more subgroups is performing at or below the level of all students in the lowest 5 percent of Title 1 schools. A commendable school is a school that has no underperforming subgroups, and whose performance is not in the top 10 percent of schools statewide. An exemplary school is a school that has no underperforming subgroups and whose performance is in the top 10 percent of schools statewide. A subgroup is defined as a group of students with an n=20 from one or more of the following categories: economically disadvantaged, students from each major racial or ethnic group, children with disabilities as defined under IDEA, and English Learners. A key indicator that a relevant education exists in a learning organization is that a school designation is commendable or exemplary.

For student learning outcome comparison, CCSD93 has benchmarked against four Pre-K-8 Illinois school districts with the same relative demographic makeup as CCSD93, one of which (Palatine School District 15) is a former ILPEx

Figure 7.1-1 CCSD93 School ESSA Designation

CCSD93 School	Lowest Performing	Under Performing	Commendable	Exemplary
Carol Stream School			X	
Cloverdale School			X	
Elsie Johnson School			X	
Heritage Lakes School			X	
Roy Deshane School			X	
Western Trails School				X
Jay Stream Middle School			X	
Stratford Middle School			X	

winner. The school districts are: Palatine School District 15, Woodland Community Consolidated School District 50, Maercker School District 60, and Des Plaines Community Consolidated School District 62. CCSD93 also compares student learning outcomes to state averages. Data sets presented in *Figures 7.1-2 through 7.1-5* below are disaggregated by performance results as measured by ESSA.

For ESSA, chronic absenteeism has only been recorded for one year, so only data from 2017-18 is available in *Figure 7.1-5* (next page). When not otherwise noted, data throughout section 7 has been drawn from the Illinois Interactive School Report Card compiled by the Illinois State Board of Education.

Figure 7.1-2 ESSA Designation 2018: % Commendable/Exemplary
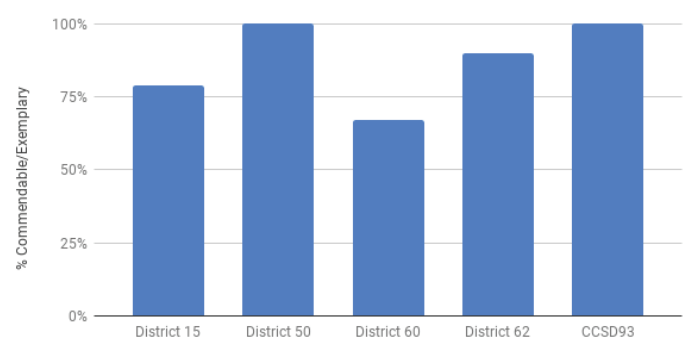
Figure 7.1-3 % PARCC Proficiency ELA
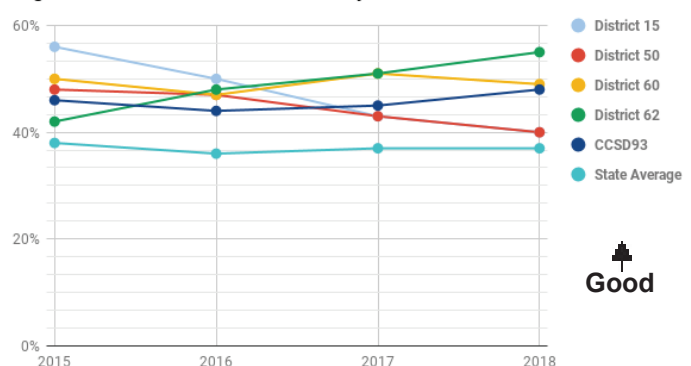
Figure 7.1-4 % PARCC Proficiency Math
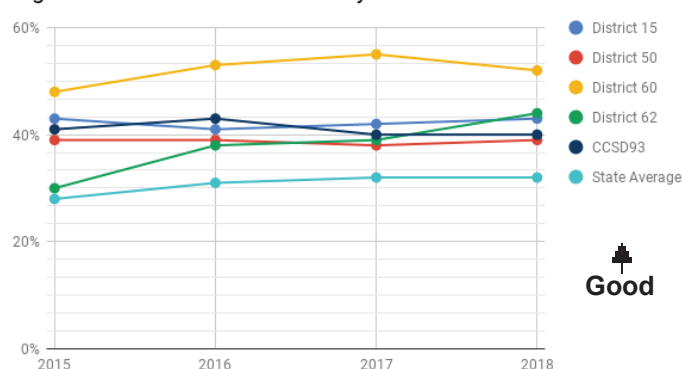
A second key indicator of a relevant education used by CCSD93 is the District Overall Growth Summary provided each year by the ECRA Group (™), which includes student Growth Scores. ECRA's local data dashboard, ECRISS, allows CCSD93 stakeholders to monitor the organization, buildings, students, and groups of students against growth expectations based on common standardized assessments that CCSD93 students take. The assessments that com-

prise the ECRISS Growth Scores are ISEL, PARCC, and MAP. ECRISS can use resulting data to calculate student proficiency and growth in because they are standardized and have normed values that can be used in their proprietary formula. This is the second year of implementation of this dashboard, and at this point in time, the senior leaders and building leaders are the stakeholder groups using ECRISS. It is planned that in the next two years, use of ECRISS will be implemented at the classroom level, and data will be available for parents. ECRISS growth is identified by the descriptors unsatisfactory growth, lower than expected growth, expected growth, or higher than expected growth, which are determined through ECRA's proprietary formula being applied to the above-listed standardized test scores for students. A key indicator that a relevant education exists in a learning organization is that district and school growth is as expected or higher than expected.

Figure 7.1-5 % Chronic Student Absenteeism 2017-18   **Good**

The following data (***Figures 7.1-6 through 7.1-17***) is presented in terms of percent of students who experienced high growth, percent of students who experienced growth, and percent of students who experienced low growth (which combines lower than expected and unsatisfactory growth). It also includes percent of students who met benchmarked scores as determined by ECRISS. You fill find 2016-17 data and 2018-19 data because ECRISS was brought on.

	Higher than Expected Growth		Expected Growth		Lower than Expected Growth		Unsatisfactory Growth
	Growth is +0.30 or above		Growth from -0.29 to +0.29		Growth from -0.30 to -0.59		Growth is -0.60 or below

Figure 7.1-6 CCSD93 2016-17 ECRISS Student Math Growth by School

School	Effective Sample Size^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth	
CAROL STREAM ELEMENTARY	229	33%	7%	65%	28%	- 0.41	🟡
CLOVERDALE ELEMENTARY	336	59%	21%	68%	11%	+ 0.16	🟢
ELSIE JOHNSON ELEMENTARY	186	38%	14%	70%	16%	- 0.10	🟢
HERITAGE LAKES ELEMENTARY	242	56%	19%	67%	14%	+ 0.03	🟢
JAY STREAM MIDDLE SCHOOL	624	44%	13%	70%	17%	- 0.11	🟢
ROY DE SHANE ELEMENTARY	179	43%	18%	70%	11%	+ 0.14	🟢
STRATFORD MIDDLE SCHOOL	587	44%	18%	66%	16%	+ 0.02	🟢
WESTERN TRAILS ELEMENTARY	257	40%	11%	70%	18%	- 0.18	🟢
ALL	2,640	45%	15%	68%	16%	- 0.05	🟢
EXPECTED			16%	68%	16%	0.00	

Figure 7.1-7 CCSD93 2017-18 ECRISS Student Math Growth by School

School	Effective Sample Size^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth	
CAROL STREAM ELEMENTARY	264	39%	14%	65%	22%	- 0.14	🟢
CLOVERDALE ELEMENTARY	430	55%	19%	68%	13%	+ 0.11	🟢
ELSIE JOHNSON ELEMENTARY	250	38%	10%	64%	26%	- 0.32	🟡
HERITAGE LAKES ELEMENTARY	293	56%	15%	71%	15%	- 0.06	🟢
JAY STREAM MIDDLE SCHOOL	609	42%	12%	66%	21%	- 0.22	🟢
ROY DE SHANE ELEMENTARY	225	47%	17%	74%	9%	+ 0.11	🟢
STRATFORD MIDDLE SCHOOL	556	41%	19%	65%	16%	+ 0.02	🟢
WESTERN TRAILS ELEMENTARY	278	42%	20%	65%	15%	+ 0.09	🟢
ALL	2,905	45%	16%	67%	18%	- 0.06	🟢
EXPECTED			16%	68%	16%	0.00	

Figure 7.1-8 CCSD93 2016-17 ECRISS Student Reading Growth by School

School	Effective Sample Size^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth	
CAROL STREAM ELEMENTARY	229	44%	17%	61%	22%	- 0.10	⬤
CLOVERDALE ELEMENTARY	336	60%	19%	69%	13%	+ 0.10	⬤
ELSIE JOHNSON ELEMENTARY	187	40%	12%	72%	16%	- 0.11	⬤
HERITAGE LAKES ELEMENTARY	242	53%	17%	65%	18%	- 0.05	⬤
JAY STREAM MIDDLE SCHOOL	624	52%	13%	71%	15%	- 0.04	⬤
ROY DE SHANE ELEMENTARY	179	42%	19%	65%	16%	+ 0.04	⬤
STRATFORD MIDDLE SCHOOL	587	48%	15%	65%	20%	- 0.11	⬤
WESTERN TRAILS ELEMENTARY	257	47%	11%	71%	18%	- 0.10	⬤
ALL	2,641	50%	15%	68%	17%	- 0.05	⬤
EXPECTED			16%	68%	16%	0.00	

Figure 7.1-9 CCSD93 2017-18 ECRISS Student Reading Growth by School

School	Effective Sample Size^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth	
CAROL STREAM ELEMENTARY	310	51%	28%	63%	10%	+ 0.36	⬤
CLOVERDALE ELEMENTARY	511	54%	15%	65%	20%	- 0.07	⬤
ELSIE JOHNSON ELEMENTARY	300	37%	18%	63%	19%	- 0.02	⬤
HERITAGE LAKES ELEMENTARY	338	51%	14%	71%	16%	- 0.01	⬤
JAY STREAM MIDDLE SCHOOL	609	50%	15%	66%	19%	- 0.10	⬤
ROY DE SHANE ELEMENTARY	268	44%	14%	67%	19%	- 0.05	⬤
STRATFORD MIDDLE SCHOOL	556	48%	18%	67%	15%	+ 0.06	⬤
WESTERN TRAILS ELEMENTARY	328	48%	21%	63%	16%	+ 0.07	⬤
ALL	3,220	49%	18%	66%	17%	+ 0.01	⬤
EXPECTED			16%	68%	16%	0.00	

Figure 7.1-10 CCSD93 2016-17 ECRISS Student Math Growth by Grade

Grade	Effective Sample Size^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth	
02	322	54%	14%	70%	16%	- 0.05	⬤
03	384	48%	14%	69%	18%	- 0.11	⬤
04	376	40%	15%	68%	17%	- 0.06	⬤
05	347	44%	18%	67%	15%	+ 0.01	⬤
06	395	45%	18%	67%	15%	+ 0.04	⬤
07	400	39%	15%	68%	16%	- 0.07	⬤
08	416	48%	13%	70%	18%	- 0.10	⬤
ALL	2,640	45%	15%	68%	16%	- 0.05	⬤
EXPECTED			16%	68%	16%	0.00	

Figure 7.1-11 CCSD93 2017-18 ECRISS Student Math Growth by Grade

Grade	Effective Sample Size^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth	
01	325	55%	15%	69%	16%	- 0.03	🟢
02	327	53%	17%	65%	19%	- 0.05	🟢
03	311	48%	12%	70%	18%	- 0.16	🟢
04	400	40%	16%	70%	14%	+ 0.04	🟢
05	377	43%	19%	65%	16%	+ 0.07	🟢
06	353	40%	18%	67%	15%	0.00	🟢
07	404	44%	18%	66%	16%	+ 0.01	🟢
08	408	40%	10%	64%	26%	- 0.32	🟡
ALL	2,905	45%	16%	67%	18%	- 0.06	🟢
EXPECTED			16%	68%	16%	0.00	

Figure 7.1-12 CCSD93 2016-17 ECRISS Student Reading Growth by Grade

Grade	Effective Sample Size^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth	
02	323	50%	17%	67%	16%	- 0.02	🟢
03	384	48%	15%	68%	17%	- 0.05	🟢
04	376	47%	14%	68%	18%	- 0.07	🟢
05	347	52%	18%	65%	16%	+ 0.03	🟢
06	395	49%	15%	70%	15%	- 0.01	🟢
07	401	50%	15%	68%	18%	- 0.09	🟢
08	415	51%	14%	68%	19%	- 0.11	🟢
ALL	2,641	50%	15%	68%	17%	- 0.05	🟢
EXPECTED			16%	68%	16%	0.00	

Figure 7.1-13 CCSD93 2017-18 ECRISS Student Reading Growth by Grade

Grade	Effective Sample Size^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth	
K	313	N/A	18%	62%	21%	0.00	🟢
01	325	N/A	13%	73%	14%	+ 0.06	🟢
02	329	50%	16%	61%	22%	- 0.13	🟢
03	311	48%	16%	63%	21%	- 0.07	🟢
04	400	49%	24%	65%	12%	+ 0.19	🟢
05	377	47%	20%	66%	14%	+ 0.11	🟢
06	353	47%	19%	65%	16%	0.00	🟢
07	404	51%	18%	64%	18%	+ 0.01	🟢
08	408	50%	14%	69%	16%	- 0.08	🟢
ALL	3,220	49%	18%	66%	17%	+ 0.01	🟢
EXPECTED			16%	68%	16%	0.00	

Figure 7.1-14 CCSD93 2016-17 ECRISS Student Math Growth by Subgroup

Group	Subgroup	Effective Sample Size^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth
Ethnicity	Asian	539	60%	18%	70%	12%	+ 0.11
Ethnicity	Black	150	13%	11%	68%	20%	- 0.25
Ethnicity	Hispanic	648	29%	15%	67%	18%	- 0.09
Ethnicity	Other	94	42%	17%	69%	14%	- 0.06
Ethnicity	White	1,209	51%	15%	68%	17%	- 0.07
Gender	Female	1,282	45%	14%	70%	17%	- 0.09
Gender	Male	1,358	46%	17%	67%	16%	- 0.01
IEP	IEP	317	18%	15%	64%	21%	- 0.18
IEP	No IEP	2,323	49%	15%	69%	16%	- 0.03
Income	Low Income	985	27%	15%	67%	18%	- 0.10
Income	Not Low Income	1,655	56%	16%	69%	15%	- 0.02
LEP	LEP	341	24%	20%	67%	13%	+ 0.08
LEP	Not LEP	2,299	48%	15%	68%	17%	- 0.07
EXPECTED				16%	68%	16%	0.00

Figure 7.1-15 CCSD93 2017-18 ECRISS Student Math Growth by Subgroup

Group	Subgroup	Effective Sample Size^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth
Ethnicity	Asian	579	60%	19%	68%	13%	+ 0.10
Ethnicity	Black	173	17%	8%	71%	21%	- 0.23
Ethnicity	Hispanic	726	27%	18%	64%	18%	- 0.04
Ethnicity	Other	102	42%	15%	70%	15%	- 0.05
Ethnicity	White	1,325	52%	14%	67%	19%	- 0.11
Gender	Female	1,395	44%	13%	69%	18%	- 0.12
Gender	Male	1,510	46%	18%	65%	17%	0.00
IEP	IEP	335	16%	18%	58%	24%	- 0.13
IEP	No IEP	2,570	49%	15%	68%	17%	- 0.05
Income	Low Income	1,110	28%	16%	67%	17%	- 0.04
Income	Not Low Income	1,795	55%	15%	67%	18%	- 0.06
LEP	LEP	513	24%	19%	63%	17%	+ 0.02
LEP	Not LEP	2,392	49%	15%	68%	18%	- 0.07
EXPECTED				16%	68%	16%	0.00

Figure 7.1-16 CCSD93 2016-17 ECRISS Student Reading Growth by Subgroup

Group	Subgroup	Effective Sample Size^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth
Ethnicity	Asian	540	61%	14%	72%	14%	+ 0.01
Ethnicity	Black	150	21%	14%	64%	23%	- 0.22
Ethnicity	Hispanic	648	32%	15%	66%	19%	- 0.09
Ethnicity	Other	94	54%	16%	69%	15%	- 0.03
Ethnicity	White	1,209	57%	16%	67%	17%	- 0.03
Gender	Female	1,282	54%	15%	69%	16%	- 0.03
Gender	Male	1,359	45%	15%	67%	18%	- 0.06
IEP	IEP	317	14%	15%	61%	24%	- 0.20
IEP	No IEP	2,324	54%	15%	69%	16%	- 0.03
Income	Low Income	985	33%	15%	67%	18%	- 0.06
Income	Not Low Income	1,656	60%	15%	68%	17%	- 0.04
LEP	LEP	342	19%	16%	69%	15%	- 0.01
LEP	Not LEP	2,299	54%	15%	68%	17%	- 0.06
EXPECTED				16%	68%	16%	0.00

Figure 7.1-17 CCSD93 2017-18 ECRISS Student Reading Growth by Subgroup

Group	Subgroup	Effective Sample Size^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth
Ethnicity	Asian	641	59%	18%	66%	16%	+ 0.03
Ethnicity	Black	184	22%	14%	67%	18%	− 0.07
Ethnicity	Hispanic	802	35%	20%	65%	16%	+ 0.08
Ethnicity	Other	118	48%	15%	60%	25%	− 0.17
Ethnicity	White	1,475	55%	17%	66%	17%	0.00
Gender	Female	1,558	55%	18%	66%	16%	+ 0.04
Gender	Male	1,662	43%	17%	65%	18%	− 0.01
IEP	IEP	375	12%	12%	60%	29%	− 0.36
IEP	No IEP	2,845	54%	18%	66%	15%	+ 0.06
Income	Low Income	1,213	34%	18%	64%	18%	+ 0.01
Income	Not Low Income	2,007	58%	17%	66%	16%	+ 0.02
LEP	LEP	616	17%	18%	64%	19%	− 0.01
LEP	Not LEP	2,604	55%	18%	66%	16%	+ 0.02
EXPECTED				16%	68%	16%	0.00

7.1b Work Process Effectiveness Results
### 7.1b(1) Process Effectiveness and Efficiency

When managing its facilities, CCSD93's goal is to be as efficient and proactive as possible, which ultimately saves the district and its stakeholders money. When there are requests that staff members have regarding facilities (which include issues such as issues with temperature of a classroom, issues with lighting, clogged pipes, etc.), a work order is entered into School Dude to have the issue addressed by maintenance staff. The goal is to resolve the issue and close the work order ticket as quickly as possible. In 2010, CCSD93 implemented a new process for work order tickets.

School Dude Data

The average number of days from when a work order is entered into School Dude to when it is closed is shown in *Figure 7.1-18*. From start to close, many of these issues require investigation, determination of the cause, ordering of parts, completion of repair, and testing of that completion before the work order is closed.

A goal of CCSD93's is to be as proactive as possible with facility management, anticipating potential facility and maintenance issues before they become an issue. The district's Facility Renovation Plan lays out the plans for this. A key measure and indicator of CCSD93 accomplishing this goal is maintaining a relatively low number of work orders placed into School Dude, which are reactive rather than proactive. *Figure 7.1-19* depicts the total number of maintenance work orders placed in School Dude in each of the last five years.

Figure 7.1-18 Work Order Average Number of Days from Start to Close
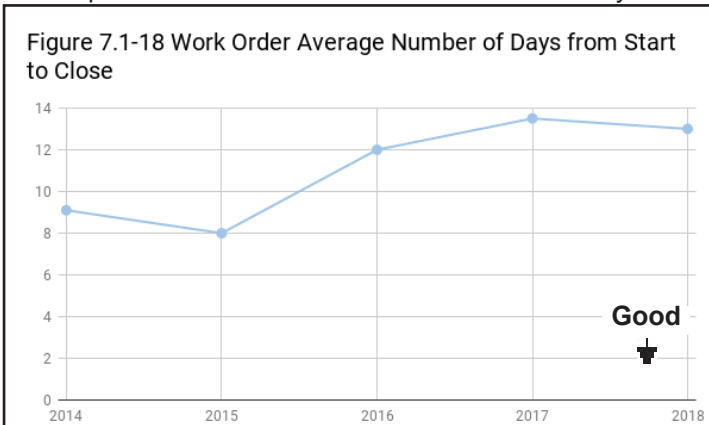
Figure 7.1-19 Total # of Work Orders
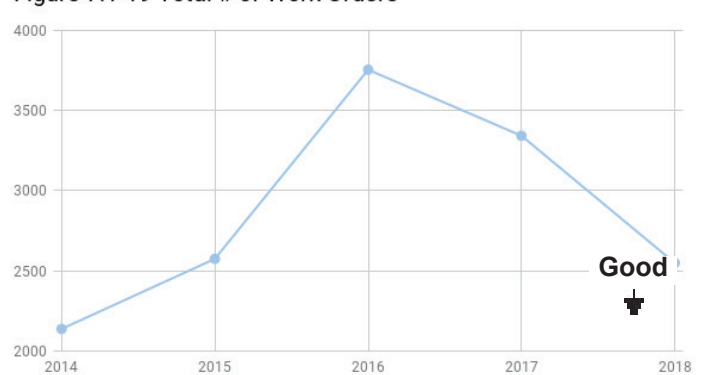
IDEA Data

When it comes to students, the Individuals with Disabilities Education Act (IDEA) requires all states to make determinations on the performance of local districts with regard to the provision of special education and related services to students. Indicators include review of suspensions, expulsions and representation of particular racial/ethnic groups, as well as timelines for evaluation and placement. *Figure 7.1-20* illustrates CCSD93's compliance for the past five years.

Figure 7.1-20 IDEA Compliance

| IDEA Compliance		
Year	Yes	No
2014-15	X	
2015-16	X	
2016-17	X	
2017-18	X	
2018-19	X	

7.1b(2) Emergency Preparedness

The Illinois State Board of Education established minimum requirements for schools to follow when conducting safety drills and reviewing school emergency and crisis response plans. District and building leaders meet annually with authorities from the three jurisdictions within the district to identify opportunities for improvement of school emergency and crisis plans. This information is then reviewed with the District Crisis Team to pursue recommended changes. Documentation of drill completion is forwarded to the Regional Office of Education annually in May.

Safety Drill Data

Figure 7.1-21 illustrates that all schools complete required safety drills to include three Fire Drills, one Bus Evacuation Drill, one Severe Weather & Shelter-in-Place drill and one supervised law enforcement drill.

Figure 7.1-21 Safety Drills Accomplished
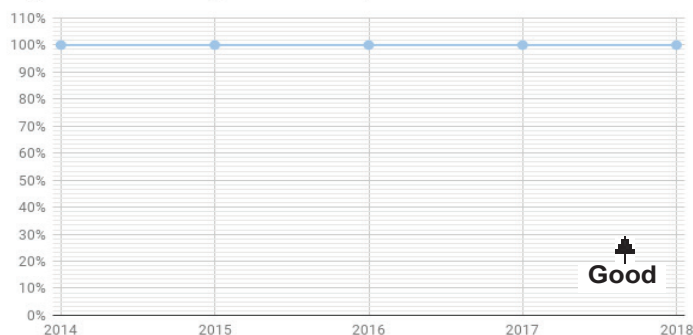
7.1c Supply Chain Management

CCSD93's most important supply chain is student academic growth as they progress from PreSchool to 8th grade. The beginning of the supply chain is a student who is ready for kindergarten, while the final step is a student who has shown appropriate growth to complete 8th grade. *Figures 7.1-10 through 7.1-13* show that all but one grade level throughout the past two years has shown appropriate expected growth in reading and in math, an indicator that they were ready to move on to the next level.

In CCSD93 supplies, products (student achievement, curriculum, assessments, materials, technology, facilities, etc.) and services (instruction, ELL, Special Education, HR, tutoring, staff development, counseling transportation, maintenance, data, etc.) are designed for the purpose of educating students. CCSD93 student end of year standards are communicated grade to grade and school to school through assessment data, staff discussions and the standards based report card.

Numerous flowcharts mapping CCSD93 processes have been created with input from customers (staff, parents and administrators). Supplier teachers spend time with middle school and high school teachers so that they clearly understand customer teacher requirements and expectations for student performance and then find out how well customer teachers believe students have been prepared for that performance level.

Teachers and students work together to optimize the components of the classroom system by applying an improvement tool (PDSA for example) on a regular basis. Student performance expectations are consistent from district to school to teacher. Fast feedback reports are used at all levels to continuously monitor how well the various components of the supply chain are working (for examples, new teachers complete an end of session feedback form each day of new teacher orientation. Focus groups of students who are graduating from one school to the next are interviewed about what helped and what hindered their learning

process for the purpose of identifying places in the supply chain that can be improved (delivery of services, technology usage and support, learning supports being available when needed, etc.)

Figure 7.1-22 depicts the components of Supply Chain Management for CCSD depicting the type of information that flows across grade levels and schools.

Figure 7.1-22 Supply Chain Management

Supply Chain Linkage	2014	2015	2016	2017	2018
Annual articulation with Middle School Principals and fifth grade teachers to discuss student needs	Yes	Yes	Yes	Yes	Yes
Annual articulation with High school counselors and 8th grade team to discuss student needs	Yes	Yes	Yes	Yes	Yes
Annual articulation between special education students' sending and receiving schools (i.e.: ECC to elementary, resource to self contained)	Yes	Yes	Yes	Yes	Yes
Annual articulation between grade levels regarding curriculum.	Yes	Yes	Yes	Yes	Yes
Ongoing articulation amongst Cabinet departments regarding action planning, associated cost and resources	Yes	Yes	Yes	Yes	Yes
100% of 5th grade students in attendance taking part in "Step-Up" days to gain familiarity of middle school.	Yes	Yes	Yes	Yes	Yes
Cross grade level representation on most committees to provide perspective regarding expectations for their respective grades (i.e. Curriculum Committees, Expect Respect Committee, Social Emotional Learning Committee)	Yes	Yes	Yes	Yes	Yes

7.2 Customer Results
7.2a Customer-Focused Results
7.2a(1) Customer Satisfaction

CCSD93's Satisfaction Survey has been used by CCSD93 from 1997 to the present to assess stakeholder satisfaction.

Figures 7.2-1 through 7.2-3 depict stakeholder satisfaction trends. This information is taken from the Satisfaction Survey, and each figure shows satisfaction trends for a different stakeholder group. Each stakeholder group is asked a series of questions about a given satisfaction area, and then they are asked to rate that satisfaction area on a 10-0 scale. It is worth noting that until this year (2018-19), stakeholders were asked to give ratings on an A-F scale, which was then converted to 10-0. Due to the fact that CCSD93 does not use A-F grades as a standard-based school district, the change was made with the new strategic plan to forego the grade letter and ask stakeholders directly for a number rating. While the letter grade system corresponded directly with numbers (A=10, A-=9, B+=8, etc.), the change is noteworthy.

The figures depict the ratings for the satisfaction areas that the various stakeholder groups are asked about. Information is included for the last five Satisfaction Surveys, and the original Satisfaction Survey from 1997. The two columns to the right indicate a positive or negative trend in the data, defined as a change of greater than 0.2. The left of those columns shows the change from the prior wave of surveys (2017-18) to the current wave (2018-19). The right of those columns depicts the change from five years ago (2014-15) to the current wave.

Overwhelmingly, all stakeholder groups indicate a vastly more positive trend than negative, both since the last wave and since the first wave (1997). CCSD93 parents have shown mostly even trends from last year and positive trends throughout the past five years.

There was a distinct downward trend from last year to this from students. 2016-17 and 2017-18 showed many all-time highs for CCSD93. CCSD93 considers the rating system from letter to number a contributing factor to lower scores, though it is not the exclusive reason. While CCSD93 seeks consistent growth in all areas, CCSD93 administrators use this data to gain insights into areas to target as opportunities for improvement or to examine specific areas of strength.

Figure 7.2-1 Executive Summary Elementary Student Satisfaction Trends

Survey Area	1997-98 (n=518)	2014-15 (n=656)	2015-16 (n=789)	2016-17 (n=705)	2017-18 (n=653)	2018-19 (n=1066)	Since Last Wave	Since 2014-15
Overall Satisfaction	7.9	8.7	9.0	8.9	8.6	8.6	-	-
School Atmosphere	8.2	8.4	8.6	8.5	8.3	7.8	⇩	⇩
Equipment & Facilities	8.4	8.5	8.8	8.7	8.5	8.0	⇩	⇩
School Bus	6.0	6.9	7.6	7.6	7.8	7.2	⇩	⇧
Computer Technology	n/a	8.6	8.9	8.9	8.8	8.4	⇩	-
Main Teacher	9.3	9.2	9.5	9.3	9.2	9.1	-	-
Environmentalism	n/a	8.9	9.1	9.0	8.8	8.4	⇩	⇩
Principal	n/a	8.8	9.2	9.1	8.8	8.9	-	-

Figure 7.2-2 Executive Summary Middle School Student Satisfaction Trends

Survey Area	1997-98 (n=947)	2014-15 (n=1392)	2015-16 (n=1242)	2016-17 (n=1250)	2017-18 (n=1145)	2018-19 (n=1153)	Since Last Wave	Since 2014-15
Overall Satisfaction	6.6	8.1	8.1	8.0	7.9	7.2	⇩	⇩
School Atmosphere	6.4	7.7	7.6	7.6	7.3	6.7	⇩	⇩
Equipment & Facilities	7.2	8.2	8.3	8.1	7.8	7.3	⇩	⇩
School Bus	5.8	7.2	6.9	8.1	7.7	7.0	⇩	⇧
Computer Technology	n/a	7.8	8.1	8.4	8.4	8.0	⇩	-
Principal	6.7	8.3	8.3	8.3	8.3	7.7	⇩	⇩
Math Teachers	7.3	8.5	8.6	9.0	8.5	8.3	-	⇧
English Language Arts Teachers	7.4	8.5	8.8	8.7	8.5	8.0	⇩	⇩
Science Teachers	7.7	8.5	8.6	8.7	8.7	8.0	⇩	⇩
Humanities Teachers	8.1	8.9	8.9	8.6	8.7	8.4	⇩	⇩
Foreign Language Teachers	5.3	8.0	8.0	7.8	8.1	7.8	⇩	-
Environmentalism	n/a	8.3	8.4	8.5	8.2	7.4	⇩	⇩

Figure 7.2-3 Executive Summary Middle School Student Satisfaction Trends

Survey Area	1997-98 (n=1429)	2014-15 (n=497)	2015-16 (n=740)	2016-17 (n=727)	2017-18 (n=847)	2018-19 (n=814)	Since Last Wave	Since 2014-15
Overall Satisfaction	7.4	8.1	8.5	8.6	8.5	8.5	-	⇧
Equipment & Facilities	7.3	8.4	8.7	8.8	8.6	8.6	-	-
Computer Technology	n/a	8.3	8.8	8.9	8.7	8.5	-	-
School Bus	6.5	7.5	7.3	7.8	8.0	8.0	-	⇧
Communication/Involvement	7.1	7.8	8.3	8.4	8.4	8.3	-	⇧
Child's Teachers	7.9	8.2	8.7	8.8	8.7	8.8	-	⇧
Board of Education	6.5	7.6	8.0	8.1	8.1	8.1	-	⇧
Superintendent/Central Admin.	6.8	7.4	8.0	8.1	8.1	8.1	-	⇧
Principal/Administration	7.8	8.1	8.3	8.5	8.5	8.3	-	-
Curriculum/Training	6.7	7.7	8.0	8.2	8.2	8.2	-	⇧
Budget/Budget Process	6.0	7.6	8.0	8.1	7.9	7.9	-	⇧
Environmentalism	n/a	8.8	9.0	9.0	9.1	8.8	⇩	-

7.2a(2) Customer Engagement
Attendance Rates
Time in school is an important factor impacting student learning and is tracked so that concerns can be identified. Engaged students are not chronically truant. While attendance concerns are addressed with individual students, *Figure 7.2-4* shows that CCSD93's students are well below the state average and even with or below like-district peers for the percentage of students who are chronically truant.
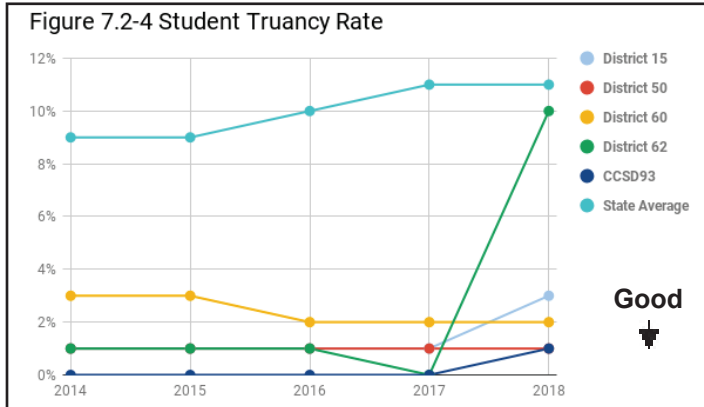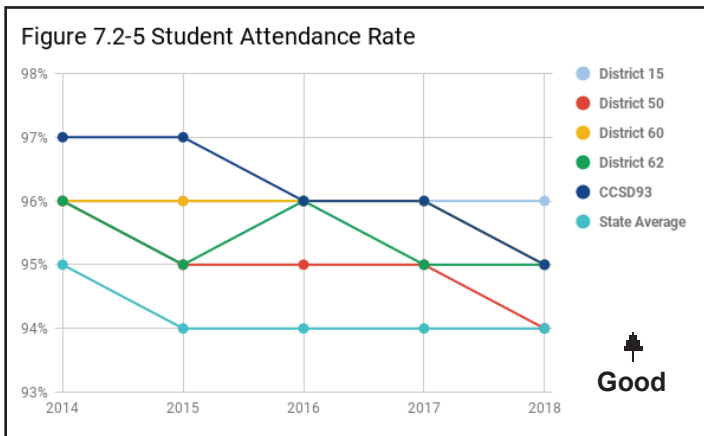

Figure 7.2-4 Student Truancy Rate

Good

Figure 7.2-5, features data showing the attendance rate for CCSD93 is consistently above the state average and even with or higher than most like-district peers.


Figure 7.2-5 Student Attendance Rate

Good

Parent Engagement Data
One way CCSD93 measures parent engagement is through open rates of Enews, its weekly email newsletter. While the email is distributed to nearly 5,000 email addresses, including all staff and other community members who have signed up, its target audience is parents. It shares relevant information on Board, district, school, and classroom stories of interest, as well as important dates, reminders, and community events. *Figure 7.2-6* shows data on email open rates from CCSD93 compared to the Primary and Secondary Education industry average provided by Constant Contact, the email marketing company that CCSD93 uses.

Another way that CCSD93 tracks customer engagement is through social media likes. CCSD93 shares relevant information, highlighting students, classrooms, schools, and the district to give its community a peek into its schools to see the relevant educational opportunities students are provided. *Figure 7.2-7* shows the total number of likes/follows between Facebook, Instagram, and Twitter accounts, represented as likes/follows per student enrolled, among CCSD93 and its like-district peers using publically available data. While all community members are invited and encouraged to follow CCSD93's social media accounts, CCSD93 recognizes that the vast majority of its social media audience is its parent customers.

Figure 7.2-6 Enewsletter Open Rates

Good
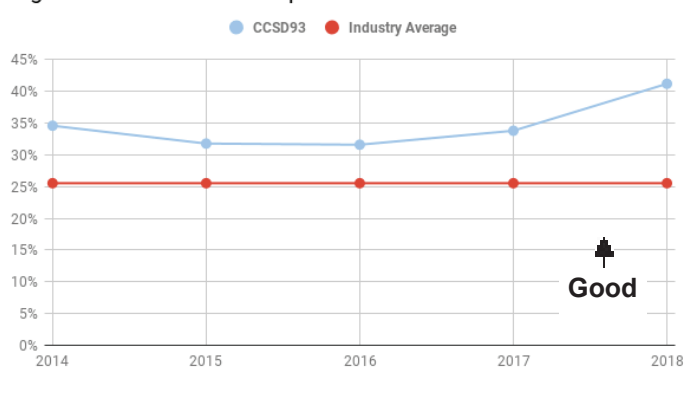
Figure 7.2-7 Social Media Likes/Follows Per Student

Good
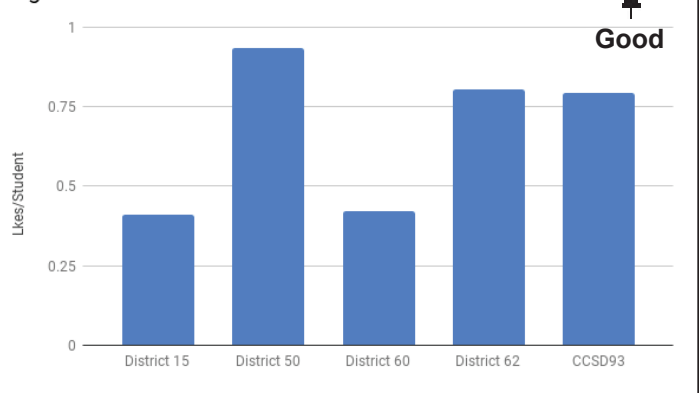
CCSD93 introduced its District App in the summer of 2017. It is used as a communications tool, as well as one-stop shop for all things CCSD93, for parents. It is a part of CCSD93's package with Blackboard, its website provider, but is very customizable. While CCSD93 has requested industry standard app download data from Blackboard, as well as individual district app download data from peer districts, it has not obtained any such data. *Figure 7.2-8* shows the total number of CCSD93 App downloads, which comes to 0.71 downloads per student enrolled as of May 2019.

Figure 7.2-8 CCSD93 App Downloads

Good
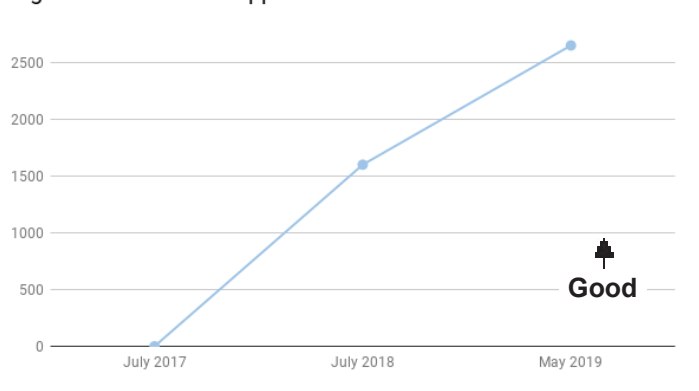
7.3 Workforce Results
7.3a Workforce-Focused Results
7.3a(1) Workforce Capability and Capacity
One of the key measures of workforce capability and capacity is the rating that employees receive on their annual performance evaluation. A four-point rating scale is used for licensed teaching evaluations: unsatisfactory, needs improvement, proficient, and excellent. In 2012 the state changed the evaluation regulations. In order for the

licensed teaching staff to be rated as excellent staff needs to consistently demonstrate their professional practice to be exceptional in Planning and Preparation, Learning Environment, Instruction/Delivery of Service, and Professional Responsibilities. It is the expectation that the majority of our staff receive a proficient rating at the end of the two year evaluation cycle. The data below in *Figure 7.3-1* illustrates the number of licensed teachers receiving each rating for the past five years. The number of staff members achieving the excellent rating has been increasing over the years.

Figure 7.3-1 Licensed Teaching Staff Evaluation Rating
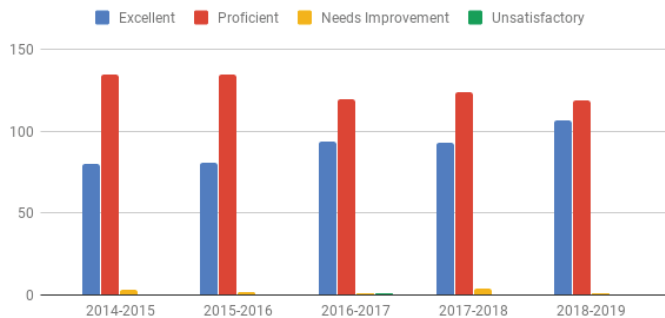
Staffing has fluctuated in the licensed category based on some declining enrollment, but we have also added some new programing for students. Starting in 2014-2015 we added new positions in the form of Instructional Coaches, multiple Title 1 teachers, Coding Teachers at the middle schools and Dual Language Teachers at the elementary level. Paraprofessional support has continued to increased due to providing additional student support at the elementary level in dual language classrooms and fulfilling the needs identified on students' IEPs. *Figure 7.3-2* shows staffing figures for the past five years.
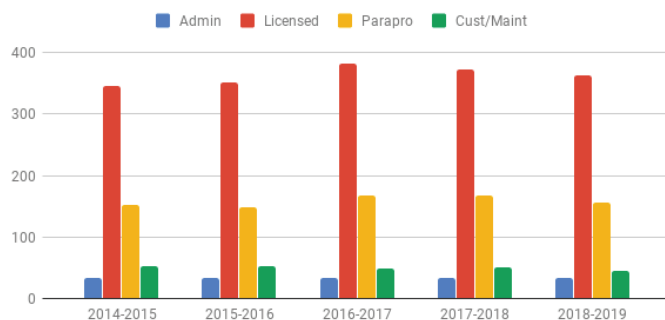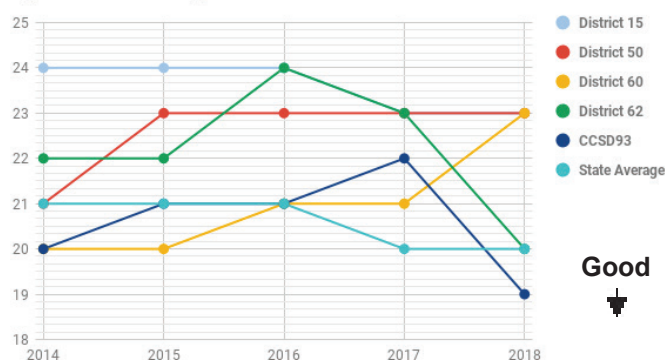

Figure 7.3-2 Staffing Levels

Figure 7.3-3 Average Class Size

The BOE has continued to prioritize small class sizes especially at the primary level as well as new programs and supports for the students. *Figure 7.3-3* illustrates the three-year trend to maintain small class sizes. Comparison data shows that we maintain a smaller classroom size than the majority of like-district peers and the average identified by the State of Illinois.

7.3a(2) Workforce Climate
Health

The district promotes the health, safety and security of staff throughout the district. We have a practice of offering biometric wellness screenings both to staff members and their spouses at no charge to the employee. We prefer our staff members to be proactive with their health and the choices they make. The Wellness Committee promotes healthy lifestyles as well as provides information and opportunities for staff. One such opportunity is the Wellness Committee's annual walking event promoting movement, family time and fun. The number of people participating each year has increased and the feedback has been positive. Both of our middle schools have Fitness Centers that staff can access for free both before and after school hours. The centers are staffed with our employees during these times. We also have a partnership with the Carol Stream Park District so staff members are able to join this Fitness Center and take advantage of all of park district facilities, classes and pool at a discounted corporate rate. Enough staff members have joined that the rate has dropped to the lowest amount possible. We have over 70 staff members and close to 50 family members and substitutes as members of the Park District Fitness Center.

Flu shots are offered each fall to all employees of the district. They are now offered on three days in three different locations within the district for the convenience of staff members. Receiving a yearly flu shot at no cost to the employee has remained a consisted benefit CCSD93 offers staff members across all work groups as shown in *Figure 7.3-4*. The participation numbers for flu shots has been studied by the Wellness Team members since they have stayed fairly consistent. Participation numbers and feedback are reviewed annually. Based on 2017-2018 feedback we made a switch of providers to improve the experience satisfaction. Also, 2018-2019 was the first time we offered a third opportunity with morning hours to accommodate staff members. The new provider also provided a coupon incentive to staff for participating. We had over 40 staff members get their flu shot in the morning before school started for the first time.

Figure 7.3-4 Staff Flu Shots Given
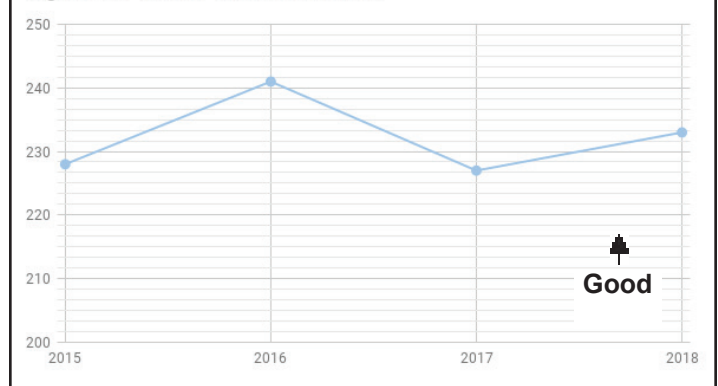
Good

Safety

A district level Crisis Committee (comprised of staff members from each building) plans, reviews, and improves district-wide crisis plans for emergencies on a continual

Good

basis. Each building also has a Crisis Team to help oversee the practice of the emergency drills and then to PDSA each practice drill in an effort to create a safe and positive work environment for all CCSD93 employees. Members of the local police and fire departments take part in our annual drills. We also meet with them on an annual basis to PDSA and discuss our crisis plans and hear their feedback and suggestions. *Figure 7.1-21* (page 20) shows the percentage of crisis drills accomplished throughout CCSD93.

Security
In 2011-2012 Raptor, the visitor management system, was installed in the district. Since that installation we have been able to closely monitor visitors to the schools. By scanning a visitor's identification, sex offender databases of all fifty states are searched to determine if the visitor might be a threat to students and staff. The system assisted the district to identify one person since Raptor was added to the district that first year who attempted to visit a school that legally should not have been there. Raptor has been established at all of our buildings for the last 7 years as a result of its success. This visitor management system is currently used in over 26,000 school across the nation. *Figure 7.3-5* shows the total number of Raptor sex offender hits since 2014.

Figure 7.3-5 Visitor Management Sex Offender Hits
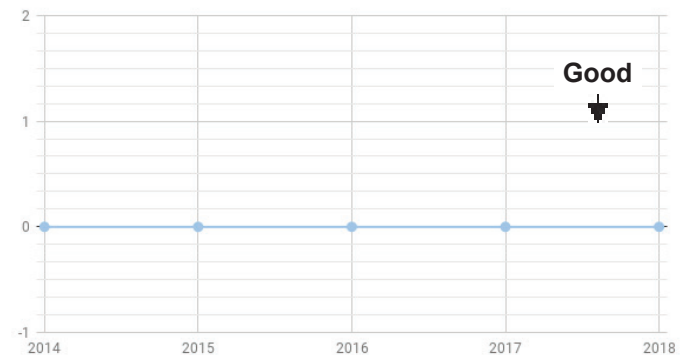
Satisfaction
Figure 7.3-6 shows staff satisfaction over the past five years, plus the initial year's data, from the Satisfaction Survey. CCSD93's staff members have shown mostly even trends from last year and positive trends throughout the past five years.

Figure 7.3-6 Executive Summary All Staff Satisfaction Trends

Survey Area	1997-98 (n=367)	2014-15 (n=526)	2015-16 (n=490)	2016-17 (n=515)	2017-18 (n=619)	2018-19 (n=618)	Since Last Wave	Since 2014-15
Overall Satisfaction	7.3	7.0	7.0	7.4	7.6	7.8	-	⇧
Students	7.4	7.3	7.6	7.3	7.0	7.2	-	-
Your Career	7.3	7.8	7.8	8.0	8.0	8.0	-	-
Involvement in Decision Making	5.5	6.1	6.3	6.5	6.9	7.0	-	⇧
Assistant Principal	n/a	8.4	8.5	8.6	8.8	8.6	-	-
Principal	8.1	8.1	8.3	8.4	8.4	8.3	-	-
Central Administration	6.5	7.7	7.9	8.0	8.2	8.2	-	⇧
Superintendent	6.4	6.9	6.8	7.5	8.1	8.2	-	⇧
School Board	6.1	6.9	6.9	7.3	7.9	8.0	-	⇧
Parent Support	6.5	6.6	7.3	7.2	7.2	7.2	-	⇧
Instructional Technology	n/a	8.1	8.1	8.4	8.6	8.2	⇩	-
Custodial Services	n/a	8.4	8.3	8.1	8.4	8.5	-	-
School Atmosphere	7.5	7.3	7.3	7.3	7.6	7.6	-	⇧
Environmentalism	n/a	8.6	8.6	8.8	9.0	8.7	⇩	-

7.3a(3) Workforce Engagement
The Strategic Plan clearly defines the need for attracting and retaining highly qualified staff. It is essential for providing the best educational services to the community. CCSD93 has maintained a strong retention rate with the licensed teaching staff. *Figure 7.3-8* describes the turnover rate for this group of employees. This figure shows the turnover rate due to retirement, mobility, medical reasons, family obligations, released for reduction in force and performance reasons, resigned/no reason given, and other job. The turnover rate for the past five years is between 2% and 8%, which is significantly below the U.S. average. The current US teacher turnover rate is 16% including changing schools or leaving the profession.

Figure 7.3-7 Licensed Staff Turnover Data

Licensed Turnover	2014-15	2015-16	2016-2017	2017-2018	2018-2019
Retirement	16	5	7	2	2
Mobility	1	0	0	0	0
Medical	1	0	0	0	1
Family	0	1	1	1	0
Releases	5	3	1	2	0
No Reason Given	7	1	1	0	0
Other Job	2	3	1	0	0
# Employed	377	370	382	373	363
Total Turnover	32	13	11	5	3
Total Turnover %	8%	4%	3%	2%	TBD
US Turnover %				16%	

Attrition rates for first year teachers during the past five years are shown in *Figure 7.3-8*. The percentage of first year teachers not hired back after their first year of employment ranges from 0% to 19%. Information from exit questionnaires and letters of resignation indicates that there is not one particular reason that stands out for the departure from the district. According to the National Commission on Teaching and America's Future, almost 30% of new teachers leave the classroom after five years. The district's average attrition rate for first year teachers over five years is 9.6%, which is more favorable than the National Commissions figure. Our attrition rate includes reduction in force and releases for performance.

Figure 7.3-8 Licensed Staff Attrition Rate

Licensed Turnover	Total First Year Hires	Left in First Year	Percent
2014-2015	18	3	16%
2015-2016	47	6	13%
2016-2017	21	1	0.50%
2017-2018	36	0	0
2018-2019	16	3	19%

7.3a(4) Workforce Development
CCSD93 uses Public School Works, an online training program, to accomplish the employee mandated training topics as identified by School Code and OSHA for anyone working within a school district. Over 95% of the staff successfully complete the mandated trainings before the end of the school year. Based on feedback collected from staff, a majority would prefer all of the trainings assigned at the same time prior to the start of the school year instead of phased in over the school year. Late in the spring updates and additions to the required trainings are reviewed on an annual basis for the following year. In addition to the mandated topics, the Public School Works program offers a catalog of over 300 trainings that staff members have available to them 24/7. Some staff members have availed themselves of trainings on Public School Works in addition to the ones that are required as a means of further development. The additional optional trainings completed include: Bed Bugs, Head Lice, Heat and Cold Stress, and Concussions.

In its fourth year, Aspiring Principal Academy (APA) was designed to identify and nurture leadership potential within our current staff. Each of the four APA cohorts have had two to six participants complete the program for a total of sixteen aspiring leaders. Since their participation ten have interviewed for leadership positions within the district. Four have been named principals at our schools and one a director. Seven others are assistant principals in the district. New this year is the creation of the Loan Benefits program offering an interest free loan to staff members across work groups who desire to continue their learning by going to college in the field of education. Up to fifteen interest free loans are available each year. In the first year of the program seven staff members applied to continue their education and are currently attending classes.

CCSD93 focuses much attention on staff professional development. Each year it holds two identical, weeklong, entirely option Summer Technology Academy, where staff attendees share and learn key technology tools, resources, and strategies. Attendees are unpaid but can earn credit hours towards lane movement for full participation. The Academy is entirely unique to CCSD93 and thus there are no comparable organizations or benchmarks to compare to.

*Figure 7.3-9* shows staff participation in the past five Summer Technology Academies. It is noteworthy that every other year, 6 credit hours are given to staff who participate fully, while 3 credit hours are given in the other years. These are represented appropriately in the following chart.

Figure 7.3-9 CCSD93 Summer Tech Academy Staff Participants
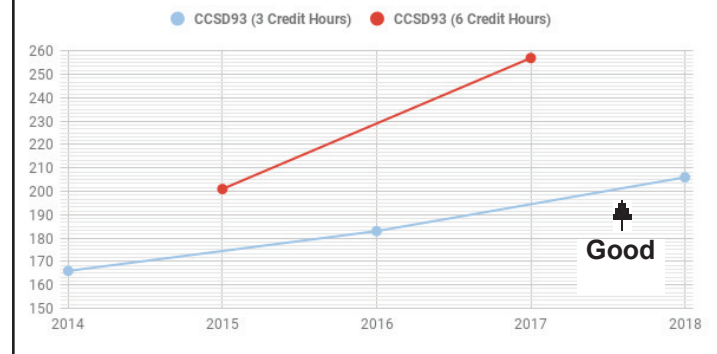
As a yearlong extension from Summer Technology Academy, staff members are invited to participate in Independent Study, another entirely optional PD opportunity described in 5.2c(1). *Figure 7.3-10* shows staff participation in each year's iteration of Independent Study since its inception in 2014-15.

Figure 7.3-10 CCSD93 Staff Independent Study Participants
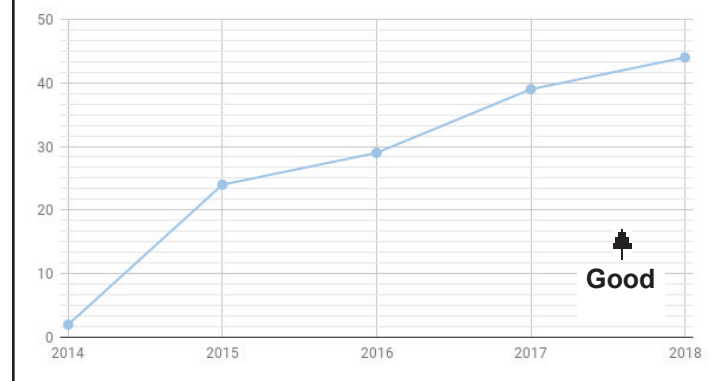
7.4 Leadership and Governance Results
7.4a Leadership, Governance & Societal Responsibility
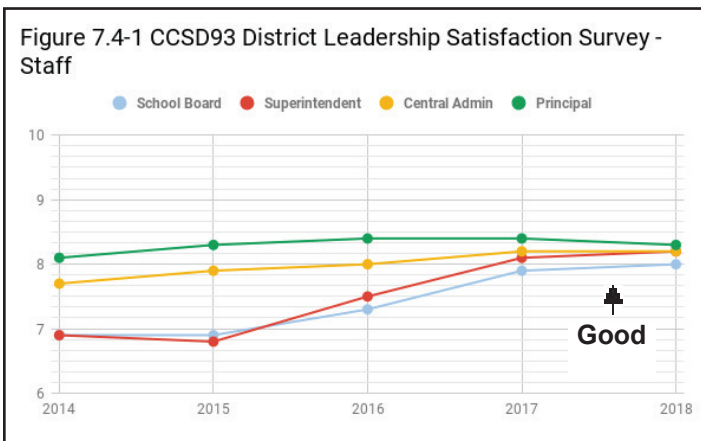**7.4a(1) Leadership**
For more than two decades, CCSD93 has been collecting satisfaction data from primary stakeholders focused on district leadership and governance. Feedback from parents, staff, and students was first collected utilizing the Harris Poll in 1997. CCSD93 has collected feedback from Teachers/Staff on their satisfaction with the BOE, Superintendent, Central Office Administration, and the Building Principal.

A series of questions is asked of the staff members participant before the overall rating is asked for. These include, "Does this person/these people:
- Provide direction for district?
- Make themselves available during the day?
- Show confidence in you?
- Ask for your suggestions/opinions?
- Provide you with feedback on your work?
- Provide you with support for your work?
- Show appreciation for your work?
- Treat you with respect?"

The results of these questions are expressed as a percentage of those who answered yes and those who answered no to a given question. The BOE and district leadership examine these results, in addition to the satisfaction ratings expressed above, to help identify future

goals for personal and professional improvement. *Figure 7.4-1* depicts staff overall satisfaction with various CCSD93 leaders on a 0-10 scale.

Figure 7.4-1 CCSD93 District Leadership Satisfaction Survey - Staff

Likewise, when parents are surveyed about district leadership, a series of questions is asked of the survey participant before the overall rating is asked for. The results of these questions are also reviewed to help identify future goals for personal and professional improvement. On a satisfactory/unsatisfactory rating these questions include, "Please rate the performance of this person/these people on each of the following factors:
- Managing negotiations with teachers/staff over salaries?
- Developing ways to maintain discipline in the schools?
- Providing for parental involvement?
- Improving the course offerings in the schools?
- Improving the overall quality of instruction?
- Responding to the needs and concerns of parents?"

Figure 7.4-2 depicts parent overall satisfaction with various CCSD93 leaders on a 0-10 scale.

Figure 7.4-2 CCSD93 District Leadership Satisfaction Survey - Parents
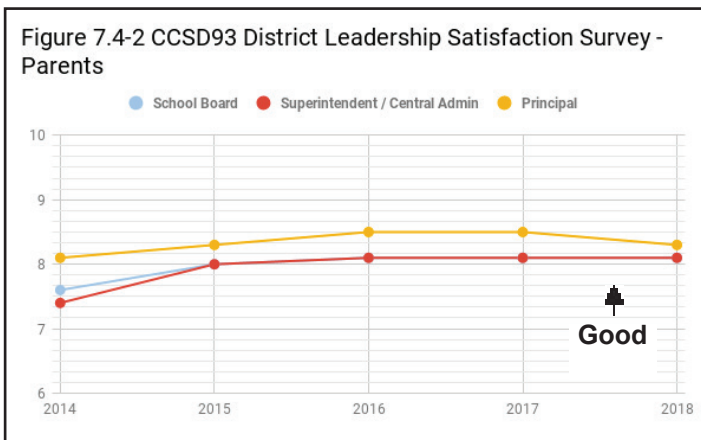
Year	Score
1997	18-118
2001	317-337
2007	375-475
2014	340-490
2016	443-593

Figure 7.4-3 Baldrige Award Scores

CCSD93 has utilized the Baldrige Process as a measure for senior leadership to evaluate the effectiveness of overall organizational performance. The district has submitted four applications to ILPEx/ Lincoln Foundation. The sole purpose of applying for the award is to continuously improve and to move CCSD93 towards truly being a "world-class" organization. The BOE goal is now to submit an

ILPEx application every two to three years. *Figure 7.4-3* shows scores and progress under the state's Baldrige criteria. There are 30 administrators in CCSD93 and an organizational goal is to have all of its leaders go through Baldrige Examiner training. Currently 46% of the leadership team (18/30) have gone through examiner training anywhere from 1-3 times.

CSD93 and its senior leadership were recognized in two publications for efforts and work towards continuous improvement. Stakeholder-Driven Strategic Planning in Education: A Practical Guide for Developing and Deploying Successful Long-Range Plans (2009) was written by Robert Ewy, a former Baldrige Examiner and Judge. Robert Ewy and Henry Gmitro also co-authored the publication, Process Management in Education: How to Design, Measure, Deploy, and Improve Educational Processes (2010). The authors cite Quality Process examples developed by CCSD93 senior leaders.

7.4a(2), 7.4a(3), 7.4a(4) Governance, Law, Regulation, Accreditation, and Ethics
CCSD93's Board of Education demands the highest level of governance, legal compliance, regulation, safety accreditation, and ethical practice throughout the organization. *Figure 7.4-4* on the following page shows numerous results for key governance, fiscal, regulatory, ethical safety, accreditation, and legal compliance for the past five years.

Each CCSD93 employee receives a handbook that clearly describes policies and procedures that define professional ethics and legal behavior. The policies and procedures are reviewed during the orientation process for all new hires and reviewed by principals at the start of each school year. CCSD93 tracks distribution of materials, participation in required orientation, and participation in state mandated training. CCSD93 has achieved a >95% completion rate for these tasks.

In the past 20 years, no CCSD93 employee has had to be dismissed because of unethical or criminal behavior. No BOE member has had to be censured or removed because he/she breached agreed-upon ethical conduct guidelines.

CCSD93 follows GAAP auditing practices. The district's external auditors follow the Government Auditing Standards issued by the Comptroller General of the United States for annual audit reports. In the independent auditor's report, CCSD93 has always received an unqualified opinion on the respective financial statements of the governmental activities, each major fund, and the aggregate remaining fund information. An unqualified opinion means that there are no significant audit exceptions and that the audit meets or exceeds the independent auditor's criteria. These criteria also validate CCSD93's internal control over financial reporting and tests of compliance with provisions of laws, regulations, contracts, grant agreements, and other matters.

CCSD93 is required by law to conduct an annual audit. The district has chosen to participate in two programs that go well beyond the requirements of state law. The two awards listed in *Figure 7.4-5* represent the highest level of achievement a school district can receive in financial operations and reporting.

The DuPage Regional Office of Education conducts site compliance audits every four years. The most recent audit in 2016 resulted in full compliance status. The Illinois State Board of Education has fully recognized CCSD93 for its compliance status. The audit examiners included several commendations. A sample of the commendations is provided below:
1. The district does an excellent job of providing parents with information regarding their rights and subsequent procedures concerning Adequate Yearly Progress (AYP) and School Choice.
2. The Paraprofessional are included in Staff Development

Process/Method	Purpose	Measure	Results 14-15	Results 15-16	Results 16-17	Results 17-18	Results 18-19
Strategic Planning	G	BOE participation Strategic Plan, Score Card, and Dashboard review	Y	Y	Y	Y	Y
Policy Review	G	BOE new and updating of Policies for community feedback	Y	Y	Y	Y	Y
BOE Action on Student Achievement and School Improvement Plans	G	Minutes showing BOE discussion of student achievement and SIP process	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y
Financial Oversight	G, F	BOE Policy & Acceptance of Independent Audit Report in Minutes / BOE involvement in Negotiations	y/y	y/y	Y/Y	Y/Y	Y/Y
Advocacy	G	Membership in Fed-ED, LEND, IASB, AASA, IASA, ASBO, IASBO, and CASE	Y	Y	Y	Y	Y
Professional Growth	G	BOE participates in annual state School Board conference	Y	Y	Y	Y	Y
Recruitment & Retention Plan	G, E, R	BOE Approval of all Certified Hires Job Shares, Leaves of Absence, Retirements & Resignations	Y	Y	Y	Y	Y
BOE Induction	G, E	Induction / ethical pledge held for New BOE Members	Y	NA	Y	NA	y
Open Meeting Laws	G, R, E, L	# Open Meetings Violations / All BOE Meeting Agendas & Minutes Posting Meets Posting Requirements Citizen Comments heard at BOE Meetings	Y	Y	Y	Y	Y
Communication Plan	G, E	Newsletter & Weekly Blog with BOE agenda and minutes items sent to Community/ BOE Discussion of Survey Results	Y	Y	Y	Y	Y
Election Laws	R, E, G	# Violations in electing, voting, canvassing, posting	0	0	0	0	0
Ethics Management	G, E	Review of ethical policies at open Board meeting	Y	Y	Y	Y	Y
Contract Maint.	G, E, L	# Employee grievances	0	0	0	0	0
Harassment Policy	G, E, L	# Harassment complaints filed	0	0	0	0	0
Satisfaction Surveys	E, S	% Employees citing CCSD93 is a safe place to work	98.6%	97.7%	98.83%	96.51%	92.9%
Test Management	E, G, R	ISAT violations concerning test security	0	0	0	0	0
HIPPA	R, E	# Sanctions due to HIPPA violations	0	0	0	0	0
Student Handbooks	G, E	% Handbooks given to students annually	100%	100%	100%	100%	100%
Expulsions & Suspensions	E, L	# Expulsions / Suspensions rate per year / Weapons and / or drug violations	0	0	0	0	0
Acceptable use of Technology	E	# Students who had technology privileges suspended due to improper use of technology on campus	1	2	2	2	3
Criminal Background Checks	E, S	% Employees with sex offender or felony convictions permitted to work with students	0	0	0	0	0
Vendor Contract	E, G	# Vendor contacts found to be awarded improperly	0	0	0	0	0
Budget Cycle, Planning & Approval	F, G, S	Minutes show BOE approval of Budget & Staffing Plan Minutes show Approval of 10 Year Capital Improvement Plan	y/y	y/y	Y/Y	Y/Y	Y/Y
Review of Budget Activity	F, E, G	Minutes show Quarterly Finance Committee & BOE Approval of Revenue & Expense Report and Check Register / Revenue Exceed Expenditures at End of Year	y/y	y/y	Y/Y	Y/Y	Y/Y
Open Enrollment	F, G	Minutes show BOE Approval of Class Size	Y	Y	Y	Y	Y
IRS Violations	F, E	# Of violations	0	0	0	0	0
NCLB Compliance	R	% Teachers Highly Qualified	100%	100%	100%	100%	100%
Kitchen Inspections	S, R	% DuPage Regional Office of Education Building Inspections Compliance	100%	100%	100%	100%	100%
Special Education	R, E	# suits filed due to IDEA non-compliance with students	0	0	0	0	0
Accidents	S, F	# Accidents or injuries w/ lost time/ total accidents	4	4	2	1	3
Instructional Time	S	# Hours lost due to unsafe conditions on campus	0	0	0	0	0
Safety Training	L	State Compliance Training for staff - Bloodborne Pathogens, Bullying Prevention, Ethnicity, etc.	>95%	>95%	>95%	>95%	>95%
Litigation	L	# Lawsuits with attorney representation	0	0	0	0	0

Figure 7.4-4 Results for Key Governance, Fiscal, Regulatory, Ethical Safety, Accreditation, and Legal Compliance

activities with the current teaching staff. This demonstrates a commitment to support personnel needs and a willingness to enhance the support staff skills.

3. CCSD93 is one of the few that provides a handbook for substitute teachers. It is well done and informative.

4. The district has already reviewed and revised its policy and procedures on student records, so they are consistent with the recently amended Part 375 of 23 IL Administrative Code.

5. The letter sent to parents with at least five days advance notice prior to any class or course in recognizing and avoiding sexual abuse to pupils in kindergarten through eighth grade is exemplary. Rather than just asking for permission for a child to attend such instruction, the letter explains that this instruction is not required, and other arrangements will be made if the parent/guardian so wishes.

CCSD93 evaluates its buildings on an ongoing basis. This process generates a ten-year facility plan to address any facility needs and have them completed within that ten-year period. This plan is fluid and is updated on an annual basis. Any item that poses a significant safety or legal concern is addressed immediately or within that year. Maintenance and improvement needs take a priority within the plan The plan is

Financial Awards

Certificate of Excellence in Financial Reporting
- Given by the Association of School Business Officials International (ASBO)
- Earned first in 1986 to present (2018)

Certificate of Achievement for Excellence in Financial Reporting
- Given by the Government Finance Officers Association of the United States and Canada
- Earned first in 1990 to present (2018)

Figure 7.4-5 Financial Awards

updated annually to ensure that all facilities are safe and in full compliance.

Currently, all schools in CCSD93 are in compliance related to the provisions of the Health/Life Safety Code for Public Schools (23 Illinois Administrative Code Part 180). CCSD93 participates in the required ten-year reevaluation to assure it meets health/life safety codes.

CCSD93 has conducted building security assessments of each school in cooperation with the local police department. In an effort to protect student and staff safety, that information is kept confidential but is available on site. In 2010, a visitor management system was put into place to ensure that no sex offender be allowed to enter a building undetected. In the spring of 2013, each building updated procedures for allowing visitors to enter buildings during school hours. These procedures do not allow a visitor to enter a school unless the office staff has confirmed that the visitor is safe to enter.

7.4a(5) Society
CCSD93 staff and students take great pride in participating in many community service activities annually. The two most impactful are CCSD93's Coats for Kids program, which provides warm winter apparel for dozens of CCSD93 students in need each year, and the Rotary Club of Carol Stream's Community-Wide Food Drive, of which CCSD93 is the greatest contributor. ***Figures 7.4-6 and 7.4-7*** indicate that every Coats for Kids student in need of a coat received one and that every CCSD93 school has participated annually in the Community-Wide Food Drive.

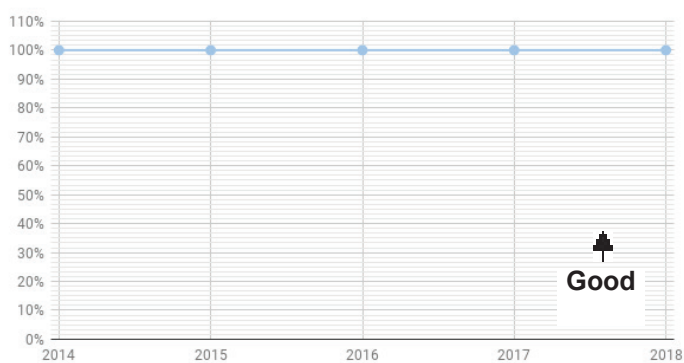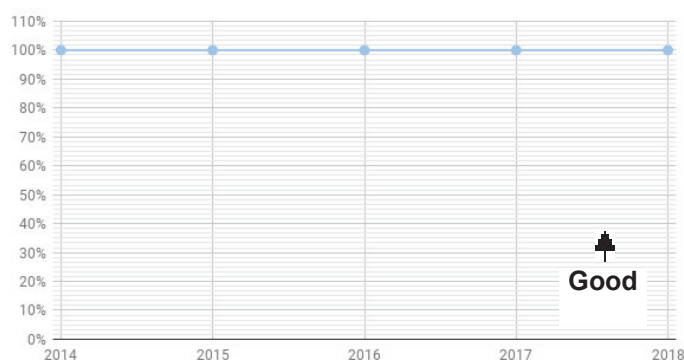Figure 7.4-6 Coats for Kids Student Coat Needs Met

Figure 7.4-7 CCSD93 School Food Drive Participation

Additionally, CCSD93 participates in the following events on an annual basis: 50 Men Who Cook Fundraiser, DuPage County Farm Bureau's Race Against Hunger food collection, the Christmas Sharing Program that collects non-perishable foods, toys, and clothing for underprivileged families.

During the school year, student councils, and PTA/PTOs participate in relief projects for natural disasters such as hurricanes, floods, tornados, and even tsunamis. CCSD93 also has a formal partnership with Windsor Park Retirement Center, which students visit every two weeks to teach seniors technology lessons.

CCSD93 students not only engage in activities to support the local community, they also focus on supporting service men and women in the armed forces by sending them cards and other items they collect. Schools hold citizenship assemblies at which military personnel speak.

While the district does not track volunteer hours or dollars, significant commitment throughout the organization, including senior leaders, is made to community volunteer efforts. Documentation is available on site regarding those efforts and experiences.

**7.5 Financial, Market, and Strategy Results**
7.5a Financial and Market Results
7.5a(1) Financial Performance
CCSD93 uses several measures to determine financial performance. Fund balance totals are a critical measure for CCSD93. Beginning with the 2001-2002 school year, the BOE became concerned with the long-range financial health of the school district. They established a plan to address the issue and included the goal in the district's Strategic Plan. The BOE determined to plan an Education Fund rate increase question on the March 2003 election ballot. The increase of 93 cents, one of the largest in the state's history for any school district, passed with 52% of the vote. The Education Fund balance hit a low point in 2004 and trended upward until 2013. At that point, the Board of Education was concerned with the accumulation of fund balance and approved a strategy to methodically spend down fund balance. Beginning in 2014 the District put into place a plan to strategically spend down fund balance. The budget deficits each year were a direct result of two things: capital improvement projects and low class sizes. The capital improvement projects were designed to improve learning spaces for students and staff as well as improve security measures for all stakeholders. Continuing to keep class sizes low has been a continuous goal of the Board of Education. Keeping class sizes low causes an increase in personnel costs and has an negative impact on the overall budget.

Another measure that the BOE uses to assess overall financial health of the school district is the financial rating that it receives from the state. The financial rating is called the School District Financial Profile and CCSD93 hit its low point in 2003-2004. The passage of the Education Fund tax rate increase was the impetus for its growth, and, coupled with CCSD93's prudent financial management and taxpayer stewardship, it has stayed strong. Last year, CCSD93 achieved a 3.65 (out of 4), providing the district with a financial profile designation of recognition, which is the highest designation possible. CCSD93 has achieved


Figure 7.5-1 CCSD93 State Financial Profile Score
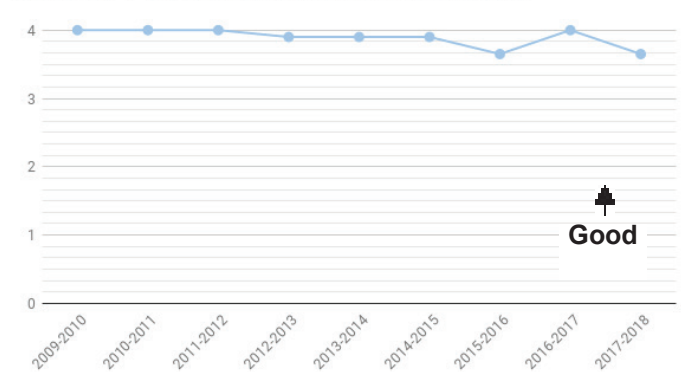
best-in-class performance in the state's assessment of its financial position. ***Figure 7.5-1*** depicts CCSD93's School District Financial Profile over the last nine years.

In addition to looking at overall dollars available, the BOE is concerned with how those dollars are spent. The BOE places a high priority on spending for instructional services. ***Figure 7.5-2*** shows the percentage of dollars spent

Figure 7.5-2 Instructional Service Expenditures as a Percentage of Total Education Fund Budget
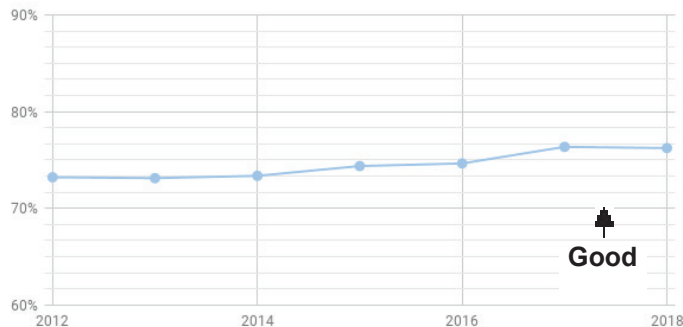
on instructional services versus total educational expenditures.

CCSD93 is proud of the fact that the percentage of total dollars spent on instructional services has been high and that it is traditionally over 74%, far outpacing the United States Department of Education (USDE) recommendation to direct dollars to classroom services at least 65% of total educational expenditures. CCSD93 has been achieving this benchmark since 2002. This measure is used by senior leadership as a method to assess the effectiveness of the school district in spending its resources on its priorities.

CCSD93 has been recognized for its excellent financial stewardship on behalf of the residents of Carol Stream, Hanover Park and Bloomingdale. For thirty-one consecutive years CCSD93 has been awarded the Certificate of Excellence in Financial Reporting from the Association of School Business Officials (ASBO). Additionally, the District has been awarded the Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association of the United States and Canada (GFOA) for the last twenty-seven years. These awards are the highest form of recognition in governmental accounting and financial reporting and its attainment represents a significant accomplishment by a government and its management. In order to be awarded these certificates, the district must publish an easily readable and efficiently organized comprehensive annual financial report, whose contents conform to program standards. Such reports must satisfy generally accepted accounting principles and applicable legal requirements. The district has also received the Certificate of Financial Recognition from the Illinois State Board of Education. This award recognizes the strong financial position of the District and its management of annual resources and fund balances.

7.5a(2) Marketplace Performance
CCSD93's key measures for marketplace performance include student performance related to ESSA. ***Figure 7.1-2*** shows CCSD93 has achieved more consistently high ESSA designation than its competitors. ***Figures 7.1-3 and 7.1-4*** shows CCSD93 outpacing the state average on PARCC ELA and Math scores while remaining competitive amongst like districts.

CCSD93 also considers its strong satisfaction scores to be high quality measures in the marketplace. ***Figures 7.2-1, 7.2-2, 7.2-3, and 7.3-6*** show strong satisfaction scores across a number of areas of measure.

Finally, ***Figure 7.3-7*** shows strong staff turnover data,

which CCSD93 Considers strong in the marketplace.

7.5b Strategy Implementation results
CCSD93's Scorecard aligns directly to its strategic objectives and the individual strategies therein as determined by the strategic planning process. It includes all relevant strategy implementation results. Find the Scorecard and the data that is able to be collected by May 2019 in ***Figure 7.5-3*** on page 50. Note that all Scorecard operational definitions can be found at the end of the Glossary under Scorecard Operational Definitions.

Strategy	Key Measures	Baseline 2016-17	Baseline 2017-18	2018 -19	2019 -20	2020 -21	2021 -22	2022 -23	Target
CCSD93 Scorecard									
Goal 1: A Relevant Education for All Students									
Apply 21ˢᵗ Century Skills and Abilities	Walkthrough Rubrics	X	X	49%**					CI
	District Overall Growth Summary Score (M/R)	58%/55%	53%/55%	56%/56%					CI
	Dare to Compare Data	X	X	X					CI
	CASEL Framework Criteria	30.5/52	44.5/52	45.5/52 *					CI
	Friday Morning Feedback	X	X	41%					CI
Deploy Computer Science	Computational Thinking Standard Data	X	X	29%					CI
	8ᵗʰ Grade Exit Survey	X	X						CI
	Friday Morning Feedback	X	X	44%					CI
Apply Visible Learning	Team Version of Visible Learning Matrix	X	X	92/145					CI
	Friday Morning Feedback	X	X	38%					CI
Apply Design Thinking	LAUNCH Activities	X	X	20					CI
	Authentic Feedback from Audience	X	X	21					CI
	Friday Morning Feedback	X	X	44%					CI
Goal 2: Engaged & Connected Employees									
Recruit, Develop & Retain a High Quality & Diverse Workforce	Percentage of Highly Qualified Licensed Professionals	100%	100%	100%					CI
	Staff Diversity A B	12% 88%	13% 87%	14% 86%					CI
	Number of Staff Members Who Apply to be a Mentor	33	28	16					CI
	Friday Morning Feedback	X	X	343					CI
Provide High Quality Professional Development	Feedback from Focus Groups on Quality & Relevancy of Staff Development	X	X	X					CI
	PD Annual Survey Results	77%	82%	76%					CI
	Friday Morning Feedback	X	X	39%					CI
Enhance Employee Connections	Engagement Survey								CI
	Friday Morning Feedback								CI
Goal 3: Operational Excellence									
Align Resources to Support Strategic Goals	District Satisfaction Survey Results	91.73%	88.68%	88.8%					CI
	Financial Profile Designation	3.65	4.0	3.65					CI
	Bond Rating	AA+	AA+	AA+					CI
	Friday Morning Feedback	X	X	43%					CI
Accelerate Innovation & Implementation	Action Plan Timelines Met								CI
	COP Impact Rubric	83%	86%	88%					CI
	Participation in Independent Study	29	40	42					CI
	Summer Technology Academy Impact Evaluation	X	X						CI
	Friday Morning Feedback								CI
Goal 4: Provide Optimal Learning Environments									
Develop Long-Range Facilities Plan	Focus Group Survey Results	X	X	X					CI
	District Satisfaction Survey Results	95.35%	95.65%	96.7%					CI
	Friday Morning Feedback	X	X	44%					CI
Maintain high Expectations for District Facilities & Technology	Focus Group Survey Results	X	X	X					CI
	District Satisfaction Survey Results								CI
	CoSN Cyber Security Rubric	X	X	125					CI
	Custodial Quality of Work Survey	88.11%	89.67%	89.2%					CI
	Actual Service to Standard Gap								CI
	Friday Morning Feedback								CI

Figure 7.5-3 CCSD93 Scorecard