

CCSD93

Working together, nurturing the potential

Community Consolidated School District 93

Application for

Illinois Performance Excellence (ILPEX)

May 2016

Board of Education

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Terry Svoboda

Superintendent of Schools

William R. Shields, Ed.D.

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

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APPLICATION PACKAGE

STEP 1.1 - INTENT TO APPLY INSTRUCTIONS AND FORMS

GENERAL INSTRUCTIONS

Before an Application for ILPEX Awards can be considered, an “Intent to Apply” package must be received by **March 4, 2016**. The forms may be downloaded from ILPEX’s 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)
- ✓ Site Listing and Description Form
- ✓ Applicant Profile (five pages maximum)

INTENT TO APPLY FORM

<p>Item 1. - Applicant – Provide the official name and mailing address of the organization applying for the Award. The Site Listing and Description Form (page 12) must also be completed.</p>	<p>1. Applicant</p> <p>Organization Name <u>Community Consolidated School District 93</u></p> <hr/> <p>Address <u>230 Covington Drive, Bloomingdale, IL 60108</u></p> <hr/> <p>Federal Employer Identification No. (FEIN) <u>36-6004530</u></p> <hr/>
<p>Item 2. - Official Inquiry Point – 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, 2016– JANUARY, 2017.</p>	<p>2. Official Inquiry Point</p> <p>Name <u>Ryan McPherrin</u></p> <hr/> <p>Title <u>Community Relations Coordinator</u></p> <hr/> <p>Mailing Address <u>230 Covington Drive, Bloomingdale, IL 60108</u></p> <hr/> <p>Overnight Mailing Address <u>Same</u></p> <hr/> <p>Telephone No. <u>630-539-3001</u> Fax No. <u>6305393459</u></p> <hr/> <p>E-mail Address: <u>mcpherr@ccsd93.com</u></p> <hr/>
<p>Item 3 Recognition Award levels determined by the panel of judges pages 3- 5</p>	<p>3. Recognition Awards:</p> <p>ILPEX Bronze Award for Commitment to Excellence</p> <p>ILPEX Silver Award for Progress Towards Excellence</p> <p>ILPEX Gold Award for Achievement of Excellence</p>
<p>Item 4 – Criteria Information – Indicate which criteria you will be using to complete the application.</p>	<p>4. Check the Criteria booklet you are using (check one):</p> <p><input type="checkbox"/> Business <input checked="" type="checkbox"/> Education <input type="checkbox"/> Health Care</p>

2016 ILPEX APPLICATION PACKAGE

PART 1 – INTENT TO APPLY DOCUMENTS

<p>Item 5. - Award Category – Select the appropriate award category based on the Applicant's size and the sector in which it operates.</p>	<p>5. a. Award Category (check one):</p> <div style="display: flex; justify-content: space-between;"> <div><input type="checkbox"/> Industry</div> <div><input type="checkbox"/> Service</div> <div><input type="checkbox"/> Health Care</div> </div> <div style="display: flex; justify-content: space-between;"> <div><input checked="" type="checkbox"/> Education</div> <div><input type="checkbox"/> Nonprofit</div> <div><input type="checkbox"/> Government</div> </div>
<p>If the Applicant is an educational institution, also indicate the category that best describes the institution.</p>	<p>b. For Educational Institutions only, Type of Applicant</p> <div style="display: flex; justify-content: space-between;"> <div><input type="checkbox"/> K-12 School District</div> <div><input checked="" type="checkbox"/> Elementary School</div> <div><input type="checkbox"/> High School</div> </div> <div style="display: flex; justify-content: space-between;"> <div><input checked="" type="checkbox"/> Middle School/Jr. High</div> <div><input type="checkbox"/> Private K-12</div> <div><input type="checkbox"/> University</div> </div> <div style="display: flex; justify-content: space-between;"> <div><input type="checkbox"/> Community College</div> <div><input type="checkbox"/> Technical School</div> <div><input checked="" type="checkbox"/> Pre-School</div> </div> <div style="display: flex; justify-content: space-between;"> <div><input type="checkbox"/> Independent College</div> <div><input type="checkbox"/> College/School in a University</div> </div>
<p>Item 6. - Highest Ranking Official – Provide the name, title, mailing address, and telephone and fax numbers of the Applicant's highest ranking official.</p>	<p>6. Highest Ranking Official</p> <p>Name <u>Dr. William (Bill) Shields</u></p> <p>Title <u>Superintendent of Schools</u></p> <p>Address <u>230 Covington Drive, Bloomingdale, IL 60108</u></p> <p>Telephone No. <u>630-539-3000</u> Fax No. <u>630-539-3459</u></p>
<p>Item 7. - 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.</p> <p>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.)</p>	<p>7. Size of Applicant</p> <p>a. Total number of employees <u>669</u> No. of students <u>3853</u></p> <p>b. Revenues (e.g., sales, taxes and/or fees collected, budget) for the preceding fiscal year (check one)</p> <div style="display: flex; justify-content: space-between;"> <div><input type="checkbox"/> 0 - \$1M</div> <div><input checked="" type="checkbox"/> \$10M - \$100M</div> <div><input type="checkbox"/> \$500M- \$1B</div> </div> <div style="display: flex; justify-content: space-between;"> <div><input type="checkbox"/> \$1M - \$10M</div> <div><input type="checkbox"/> \$100M - \$500M</div> <div><input type="checkbox"/> Over \$1B</div> </div>
<p>Item 8. - Suppliers - Summarize the number of suppliers of goods and services used by the Applicant. If the Applicant relies on external sales organizations, indicate the approximate number of each type.</p>	<p>8. Suppliers</p> <p>Total number of suppliers <u>1200+</u></p> <p>Number of external sales organizations (if applicable):</p> <p>Dealers _____ Distributors _____</p> <p>Franchises _____ Other (Type/Number) _____</p>

2016 ILPEX APPLICATION PACKAGE

PART 1 – INTENT TO APPLY DOCUMENTS

<p>Item 9. - Subsidiary Designation – <i>If the applying organization is a component of a larger organization, information about the parent organization and its highest official must be supplied.</i></p>	<p>9. Subsidiary Designation (check one): Is Applicant a unit, division, or like component of the parent organization? <input checked="" type="checkbox"/> No (go to Item 10) <input type="checkbox"/> Yes (Continue) Parent Organization _____ Address _____ Highest Official of Parent Organization _____ Title _____ Telephone No. _____ Fax No. _____ Number of Employees _____ Website address _____</p>
<p><i>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.</i></p>	<p>Percent of Business Transactions (or, for educational institutions, the number of students) as compared to Parent Organization Transactions (or the number of students)</p>
<p><i>Provide documentation detailing the parent's relationship to the subsidiary.</i></p>	<p>Describe the parent's relationship to the subsidiary. <i>Use separate sheets, if necessary.</i></p>
<p>Item 10. - 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 pages 10 through 13.</p>	<p>10. 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 by utilizing world-class educational practices, in partnership with parents, staff, and community.</p>

2016 ILPEX APPLICATION PACKAGE

PART 1 – INTENT TO APPLY DOCUMENTS

<p>Item 11. - Non-Refundable Fee – The Intent to Apply fee will be credited against the application fee. See the fee schedule on page 9.</p>	<p>11. Fee (see instructions) Enclosed is \$ 500__ to cover the Intent to Apply Fee. Make check or money order payable to: <i>Illinois Performance Excellence</i>.</p>
<p>Item 12. - Release Statement – Please read this section carefully. A signed application indicates that the Applicant agrees to the stated terms and conditions.</p>	<p>12. 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 <i>Site Visit Expenses</i> section on page 9.</p>
<p>Item 13. - 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.</p>	<p>13. Signature of Authorizing Official Date <u>March 4, 2016</u> Name <u>William R. Shields</u> Title <u>Superintendent of Schools</u> Address <u>230 Covington Drive, Bloomingdale, IL 60108</u> Telephone No. <u>630-539-3000</u> Fax No. <u>630-539-3459</u> Signature _____ E-mail Address: <u>shieldw@ccsd93.com</u></p>
<p>Item 14. – Please select two weeks for potential site visit starting September 18 – November 11, 2016. Please make sure that all top executives will be available during the week of the site visit.</p>	<p>14. 1st Choice: November 7-11, 2016 2nd Choice: October 31 - November 4, 2016 Please hold these dates until August 23, 2016.</p>
<p>Item 15. - Eligibility Determination – The Award Office approves or disapproves eligibility and notifies the applicant by phone and by letter.</p>	<p>15. Eligibility Determination. For official use only.</p>

ILLINOIS PERFORMANCE EXCELLENCE 2016

PART 1 – INTENT TO APPLY DOCUMENTS

SITE LISTING AND DESCRIPTION FORM

Address of Site	Size Relative to Applicant		Description of Programs, Products, or Services
	% of total # of employees, and for educational institutions the # of students	% of total operating budget	
1. Early Childhood Center 280 Old Gary Avenue Bloomington, IL 60108	%Emp. 6%	%St. 5%	Provide a comprehensive education to preschool age students.
2. Carol Stream School 422 Sioux Lane Carol Stream, IL 60188	8%	8%	Provide a comprehensive free public education to kindergarten through 5th grade students within the school's boundaries.
3. Cloverdale School 1182 Merbach Drive Carol Stream, IL 60188	11%	16%	
4. Elsie Johnson School 1380 Nautilus Lane Hanover Park, IL 60133	13%	9%	
5. Heritage Lakes School 925 Woodhill Drive Carol Stream, IL 60188	12%	11%	
6. Roy DeShane School 475 Chippewa Trail Carol Stream, IL 60188	8%	8%	
7. Western Trails School 860 Idaho Street Carol Stream, IL 60188	10%	11%	Provide a comprehensive free public education to 6th through 8th grade students within the school's boundaries.
8. Jay Stream Middle School 283 El Paso Lane Carol Stream, IL 60188	12%	16%	
9. Stratford Middle School 251 Butterfield Drive Bloomington, IL 60108	13%	16%	
10. District Office 230 Covington Drive Bloomington, IL 60108	7%	-	Support the education of all CCSD93 students.



1501 W BRADLEY AVE
428 JOBST HALL
PEORIA, IL 61625

March 7, 2016

Ryan McPherrin
Community Relations Coordinator
Community Consolidated School District 93
230 Covington Drive
Bloomington, IL 60108

Dear Ryan,

This letter is to confirm the receipt of your organization's ***Intent to Apply*** and to confirm the eligibility for the 2016 Illinois Performance Excellence Award Cycle.

Attached is a summary of key dates relevant to the 2016 cycle.

The full application package and final fee must be received (not postmarked) by May 20, 2016. The total amount due with your application is: **\$5,500.**

Please carefully review the requirements for the Application Report, outlined in the ***Application Instructions and Forms (see Step 2)*** pages 17-18 in the Award Application attached. The ***Application Profile*** section is particularly important. Please see Step 1.3 in the ***Application Instructions*** which will explain the format of your **Organizational Profile** so that it meets the criteria and page limits described. The **Organizational Profile** you submitted with the ***Intent to Apply*** form was used to determine eligibility for the ILPEX Award program.

The application should not exceed 50 pages and any pages beyond the page maximum will be excluded from the review process; this includes any information that is added to the **divider pages**. The **Organizational Profile** in your submitted application will be used to "set the stage" for your applications review by the examination team and is not considered part of the 50 pages.

To facilitate readability for the Examiners and Judges we require the use of ***10-point, Arial-type font, in a two column format, with even page margins.*** **ALL** applicants are required to send in **1** bound document along with 5 **pdf** formatted copies of your application on CDs.

Your organization has chosen the following weeks for potential site visit dates: **Nov. 7-11** and **Oct. 31 – Nov. 4**. Please have your leadership team mark these dates on their calendars so that they will be available for the site visit.

If you should have any questions, please contact me, Carol Fisher at (630) 244-8434.
Thank you for your participation and look forward to working with you and your organization.
Please remember to include this letter with your application.

Sincerely,

A handwritten signature in cursive script that reads "Carol L. Fisher".

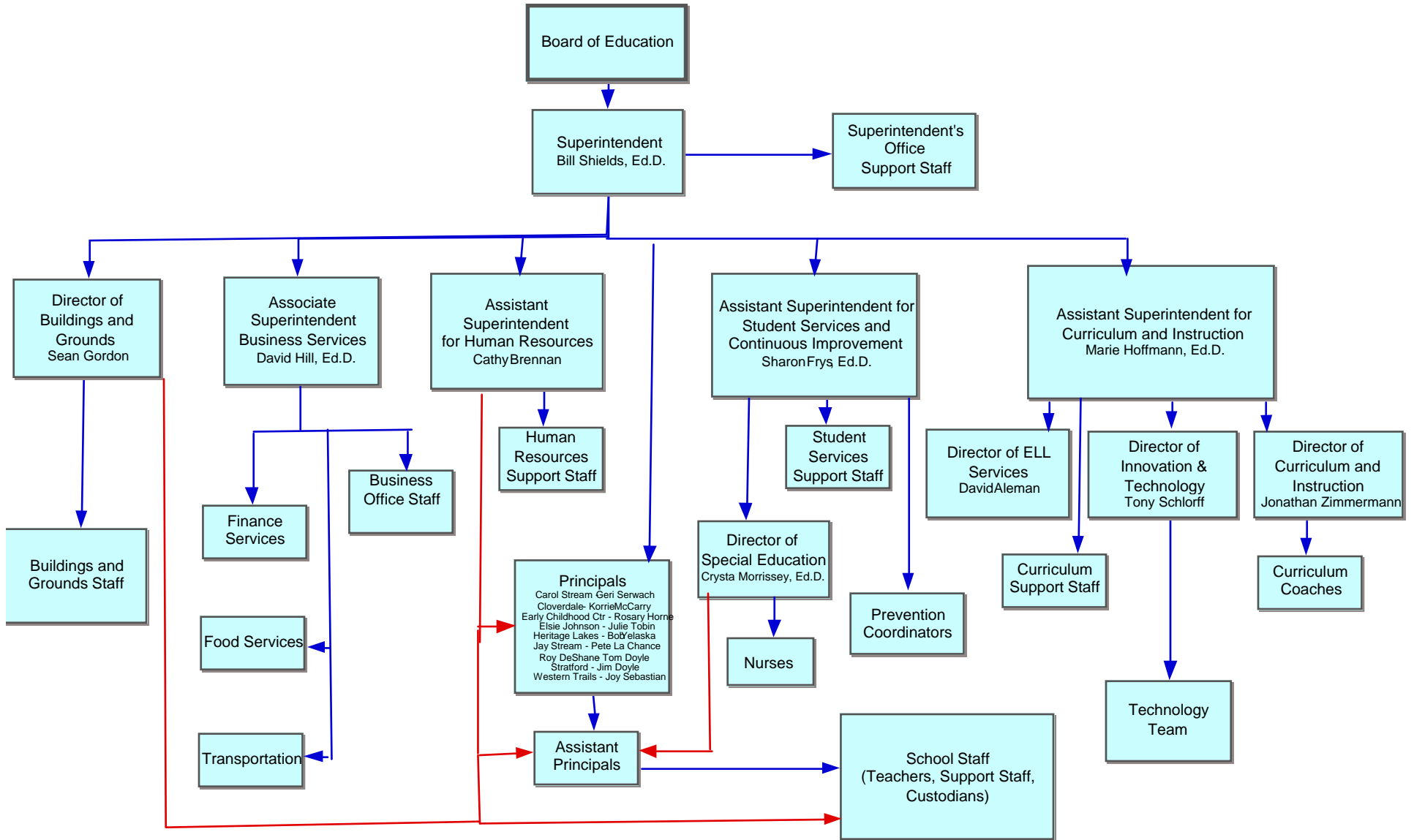
Carol L. Fisher
ILPEX Recognition Cycle Coordinator

Enclosure

TOGETHER WE CAN **Achieve Excellence**

WWW.IMEC.ORG | WWW.ILPEX.ORG

Community Consolidated School District 93



Legend

Blue = Supervisory Relationship

Red = Major Communication Relationship

Glossary of Terms and Abbreviations

AASA - American Association of School Administrators

AASPA – American Association of School Personnel 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

BTF - Bullying Task Force

Cabinet - District-level administrators. The Cabinet includes the Assistant Superintendent for Business Services, 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 for Curriculum and Instruction, the Instructional Technology Coordinator, Network Administrator, 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

COSN - Consortium for School Networking

CSEA - Carol Stream Education Association

CSPD - Carol Stream Park District

CSSSA - Carol Stream Support Staff Association

CurTech93 – CCSD93's Curriculum & Technology Blog

DCCD - DuPage County Curriculum Directors

DLT - District Leadership Team

EAP - Employee Assistance Program

ECC - Early Childhood Center

EFF - Education for the Future

ELL - English Language Learning

Enews - CCSD93's weekly email newsletter

ETC – Educational Technology Committee

GAAP - Generally Accepted Accounting Principles

GASB - Governmental Accepted Accounting Principles

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

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

IASPA – Illinois Association of School Personnel Administrators

IBC - International Building Code

IDEA - Individuals with Disabilities Act

IIRC – Illinois Interactive Report Card

ILPEX - Illinois Performance Excellence Process

ISB - 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

NSPRA – National School Public Relations Association

NTO – New Teacher Orientation

OSHA - Occupational Safety and Health Agency

PARCC – Partnership for Assessment of Readiness for College and Careers

PBIS – Positive Behavioral Interventions and Supports

PBL – Problem Based Learning

PD - Professional Development

PDSA - Plan, Do, Study, Act

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

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

SAMR – Substitution, Augmentation, Modification, Redefinition

SBR - Standard Based Reporting

SCARCE - School & Community Assistance for Composting & Recycling Education

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

SMART Goal – Smart, Measureable, Attainable, Results-based, Time-bound

STEM - Science, Technology, Engineering & Math

Satisfaction Survey – District tool to measure stakeholder Satisfaction. Formerly the Harris Interactive School Poll.

Strategic Directions - 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.

Summer Technology Academy – Week-long technology conference offered by CCSD93.

TBE - Transitional Bilingual Education

TBI - Traumatic Brain Injury

TPI - Transitional Program of Instruction

VOC - Voice of the Customer

P Preface: Organizational Profile

P.1 Organizational Description

P.1a Organizational Environment

P.1a(1) Educational Program and Service 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 15 years. In the past five years, student enrollment has ranged from 3800 and 3900, and is currently 3853. Presently, 46.7% of CCSD93 students are White, 23.2% are Hispanic, 19.8% are Asian/Pacific Islander, 7% are Black, 3.2% are Multi Racial, and 0.1% are Native Americans. District data indicates that 43% of enrolled students are considered low-income and 15% considered English Learners proficient. The student attendance rate is 96% and student mobility rate is 10%. Educational services are provided to students by 348 licensed staff and 321 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, 2016, the district operated on total revenues of \$63,204,375.

Language arts, mathematics, science, humanities, physical development, health, and fine arts are core learning areas taught to all CCSD93 students. Instruction in all areas focuses on maximizing student potential in the Common Core Standards in English language arts and math, along with developing concepts in science and humanities. Additionally, foreign language is offered at the middle school level, along with a comprehensive related arts program that features rotating study of visual literacy, global language studies, career and technical studies, information and media literacy, and music in society. 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 using a variety of tools including standardized testing, and district and state assessments. The State School Report Card and district assessments detail the results of student achievement at each school for community review.

CCSD93 recently implemented a three-year phase in of **1:1 Personalized Digital Learning, or simply 1:1 Learning**. With 1:1 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 1:1 Learning are flexible, anytime/anywhere 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, 1:1 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. Each program is designed to enhance

student ability in applying necessary skills to close gaps between actual and potential performance. Programs include gifted education, special education, reading support services, math support services, and English language learning services.

Students whose learning needs are well beyond the score of differentiation of the regular classroom are identified for a **Magnet/advanced classroom or acceleration**. Students in kindergarten through grade 5 have the opportunity for grade or subject acceleration. In grades 4 and 5, a pool of students is initially formed after a review of test results and program screening. These students learn the major subject areas in a homogenous Magnet classroom setting from a teacher who has training and teaching experience in gifted education. Students placed in the Magnet classroom in grades 4 or 5 continue to an advanced class in grades 6, 7, and 8. Students in the advanced middle school class have opportunities to collaborate with students in the regular program through participation in related arts and lunch. In grades 6 to 8, students identified from test score data may also participate in subject differentiation in language arts, mathematics, social science and/or science. Students will study the same topics as in the regular curriculum using advanced texts and resources and participating in research-based unit projects. Students who demonstrate above grade level proficiency based on standardized test scores, classroom performance evidence, and who have evidenced a need beyond classroom differentiation can be considered for grade level or subject acceleration. This decision is made by collective agreement between the special services team at the school, the teacher, administrator, parents, and student.

The **Special Education Department** provides a range of programs to meet the needs of students with learning challenges. Programs include 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.

CCSD93 offers **reading and math support services** to 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. The middle school reading support program is a replacement for general classroom reading instruction. All reading and math support services are aligned to the district mission.

CCSD93 has several programs for students whose first language is not English. The purpose of the **English Language Learning (ELL) program** is 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.

The Dual Language Program began in 2015-16 and is designed to teach English and Spanish speakers using both languages for instruction in one classroom so that all enrolled become fluent in both languages. It began with a classroom of kindergarteners and will grow with that group each school year while adding a new class or classes of kindergarteners. Over 616 students are currently enrolled in the TPI, TBE, and Dual Language programs.

As stipulated in a five-year contract between the CCSD93 Board of Education (BOE) and the Carol Stream Education Association (CSEA), beginning in the 2015-16 school year, additional time at all schools has been allocated for interventions with students at risk of lacking academic progress for reading and/or math. During this time, science, technology, engineering, and mathematics (STEM) and 21st century learning opportunities for general education and high achieving students is made available.

P.1a(2) Vision and Mission The mission of CCSD93 is to *maximize the academic, social, and emotional potential of each student by utilizing world-class educational practices in partnership with parents, staff, and community.* This mission is CCSD93's overall function.

The vision of CCSD93 is to teach our students to become digital learners and digital citizens. 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 competencies, referred to as 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.

In order to translate the mission into day-to-day activities, strategic objectives have been identified that describe the general direction and priorities that must be addressed if CCSD93 is to realize its mission. The five strategic objectives are:

- **Providing a Rigorous Education for All Students** In order to satisfy the many stakeholders in the community, CCSD93 seeks to provide a rigorous education to all students that maximizes their potential by teaching using 1:1 Learning, standards-based instruction, and project/problem-based learning practices.
- **Providing an Engaging Education for All Students** In order to satisfy the many stakeholders in the community, CCSD93 seeks to provide an engaging education to all students that maximizes their potential by engaging and empowering student learning, collaborating with parents, and focusing on the development of the whole child.
- **Being Employer of Choice** CCSD93 must build the capacity for rapid change and continuous improvement by attracting and retaining high quality licensed and support staff with the skills and abilities to support students in achieving their academic, social, and emotional potential. CCSD93 seeks to provide a meaningful staff development environment that champions professional growth, values diversity, promotes individual talent, and recognizes and rewards the contributions and achievements of team members.
- **Creating Optimized Learning Environments** CCSD93 must optimize its facilities and support services to create learning environments with the capacity to be readily available for any student needs, and that are always open and always available.
- **Performance Excellence and Fiscal Responsibility** To create performance excellence, CCSD93 must use data-based decision making and visual process management to strive for continuous improvement while remaining fiscally responsible. To succeed financially, CCSD93 needs to ensure that the resources of people, facilities, capital, and technology are effectively and efficiently aligned in order to maximize productivity and manage costs while achieving the mission.

P.1a(3) Workforce Profile CCSD93 employs 669 total employees. Of those, 348 are licensed teaching employees that include teachers, social workers, psychologists, licensed school nurses, and administrators. More than 73% 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). Licensed teachers possess an average of 15 years of experience. CCSD93 employs 148 non-licensed instructional support staff. These staff members serve in a variety of paraprofessional roles including: library learning 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 173 non-instructional support personnel including secretaries, custodial and maintenance staff, lunchroom supervisors, and crossing guards, 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 1:1 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 2,800 MacBook laptops, 1,700 iPads, 30 MacBook carts, 85 iPad carts, and 12 technology servers leased or purchased between 2012 and 2016. 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 eight pick-up trucks, two food delivery trucks, and one box van.

P.1a(5) Regulatory Requirements 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 Partnership for Assessment of Readiness for College and Careers (PARCC) 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.

Stakeholder Group	Key Requirements & Expectations
Students	<ul style="list-style-type: none"> • Learn in a caring, safe, and orderly environment • Take responsibility for learning • Be treated by adults and peers with respect and fairness • Behave and treat others with respect • Feel engaged and empowered to learn
Parents	<ul style="list-style-type: none"> • Provide high quality curriculum and instruction in a safe and caring environment • Share information in a timely manner about issues and activities affecting their children
Staff	<ul style="list-style-type: none"> • Work in a safe, secure, and caring environment • 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	<ul style="list-style-type: none"> • 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(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 (formerly the Harris Interactive School Poll), along with a district-developed interim

survey, are utilized as tools 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.

Key Collaborators	Volunteers, PTA/Os, local police departments (Carol Stream, Bloomingdale, Hanover Park)
Key Partners	CASE, DuPage ROE, NCC, CSPD, Pearson, Apple, SCARCE
Key Suppliers	OrganicLife, transportation services (Illinois Central and Septran), AESOP, My Learning Plan, SafeSchools Alert, Applitrak, Infinite Visions, SchoolDude, Edline, medical/health insurance (Benefit Solutions and Blue Cross & Blue Shield), Canna & Canna Law Firm, ARCON Architects, PMA Financial Planning and Investments

Figure P.1-2 Collaborators/Suppliers/Partners

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 or Organization (PTA/O), which is comprised of all parents within that school, and each PTA/O 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. Pearson and Apple both assist with hardware and/or software, as well as professional development, related to 1:1 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. Illinois Central and Septran are 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.

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. Of its 270 students, 41 of them from 28 different families, or 15 percent of the school's enrollment, reside within CCSD93's boundaries. It is believed that its families choose to attend the school primarily for religious reasons. Through CCSD93's informal research, 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 recent shift toward 1:1 Learning affects its competitive situation as far as its ability to remain a high performing district that its community views as an asset. 1:1 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 Key sources of comparative data in the academic community include the Illinois Interactive Report Card (IIRC) website that is a database of state demographic and achievement information for all schools in the state. This database is regularly used to identify comparative data. Additionally, the State Board of Education provides annual report cards for all schools in the state. The CCSD93 Satisfaction Survey provides comparative data for other high performing school districts that use their satisfaction survey. The BOE has determined that CCSD93 should seek academic performance as well as financial comparisons with the five other districts that feed Glenbard District 87 high schools.

CCSD93 belongs to the Glenbard Curriculum Council (GCC) and the DuPage County Curriculum Directors (DCCD) groups of suburban school districts that share both instructional best practices and results information. These groups benchmark best practices, share information, and review performance data. National organizations (AASA, ASCD, COSN, & Learning Forward) and state organizations (IASA, IASCD, CEC) provide perspectives and examples of high performing learning organizations that can be used as comparisons for program and service issues. Private partners such as Pearson and Apple have users that meet frequently to share best practices. Key sources for

comparative data outside the academic community are few because of the difficulty in obtaining these data.

P.2b Strategic Context The CCSD93 *Strategic Plan 2013-2018* (Strategic Plan) was formulated using input solicited from community members and district staff. The first question asked during the data collection process was, "In order to provide the highest quality education to all CCSD93 students, what trends and issues will the district have to address in its Strategic Plan?" By carefully analyzing responses, the following five strategic challenges were identified:

- **Provide a Rigorous Educational Program that Will Prepare Students for Success in High School 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** 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.
- **Address Broadening Academic and Social Needs of an Increasingly Diverse (Language, Culture, Special Needs, All Levels of Exceptionalities, Income, Etc.) Student Population** Related to this challenge are the needs to meet the increasing mental, physical, and social emotional health needs of students; maintain the current breadth of extracurricular programs under current economic and funding constraints; increase opportunities for collaboration among and between all district stakeholders (students, parents, professional and support staff, administrators, community members, businesses); and to capitalize on the wealth of knowledge, experience, and skill found in these groups, and accelerate interactions that create new levels of innovation, productivity, and responsiveness.
- **Maintain District Standards of Excellence While Responding to Local, State and National Economic Conditions that Affect District Financial Support** Related to this challenge are the needs to support the continual improvement of district performance, maintain a workplace culture that delivers a consistently positive experience for students, create an environment for innovation and risk-taking, and maintain manageable class sizes.
- **Maintain and Invest in Physical Facilities** Related to this challenge is the need to address the issues of aging facilities, optimize student and staff safety systems, and manage and conserve resources.

Strategic advantages include:

- **1:1 Personalized Digital Learning** As CCSD93 has shifted towards creating 1:1 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.
- **Standards Based Reporting** CCSD93 offers standards-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 and Mission

1.1a(1) Vision and 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 for Curriculum and Instruction, the Director of Innovation and Technology, Network Administrator, 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 2013-18 and is in its third year of implementation.

A leadership system was designed that created strategic organizational linkages necessary to achieve the mission and student mastery in the five skill areas. The CCSD93

Strategic Directions 2013-18	
<i>Mission</i>	
Maximize the academic, social, and emotional potential of each student by utilizing world-class education practices in partnership with parents, staff, and the community.	
<i>Vision</i>	
Teach students to become digital learners and digital citizens.	
<i>Core Values</i>	
<ul style="list-style-type: none"> • Learning-Centered Education • Continuous Improvement • Quality Design of Educational Programs • Valuing Faculty and Staff • Results Orientation 	
<i>Strategic Objectives</i>	
<ul style="list-style-type: none"> • Rigorous Education • Engaging Education • Employer of Choice • Performance Excellence While Practicing Fiscal Responsibilities • Optimized Learning Environments 	
<i>Student Learning Goal Areas</i>	
Students will have the ability to:	
<ul style="list-style-type: none"> • Master CCSD93's standards-based curriculum • Collaboratively solve academic and relevant challenging problems through problem-based learning • Effectively communicate the results of their work through appropriate formats and media • Critically think and solve problems • Be creative and innovative while developing entrepreneurial skills • Make decisions that will support safe and secure learning environments that are free from any form of bullying • Become environmental stewards in a global economy • Become digital citizens to effectively communicate, access, and share information, conduct research, and analyze data • Use performance data as a springboard to self-reflection and goal setting for improvement 	
<i>Key Quality Measures</i>	
<ul style="list-style-type: none"> • Student Achievement • Stakeholder Satisfaction • Financial Health 	
<i>Deployment</i>	
Department Action Plans and School Improvement Plans	

Figure 1.1-1 CCSD93 Focus

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 stakehold-

ers 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
- 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.

In 2011, the Superintendent initiated a Bullying Task Force (BTF), interchangeably known as the Expect Respect Task Force, which focuses on eliminating all forms of bullying throughout the district. CCSD93 has utilized a systemic approach implementing Expect Respect at the district, school and community level. Expect Respect is integrated throughout the wider community through CCSD93

efforts in spearheading a community wide Expect Respect Community Coalition, featuring private behavioral health systems and governmental agencies such as police, fire departments, park districts, public libraries, elementary and high schools, and YWCA. The Strategic Plan of the Expect Respect Community Coalition identifies its vision to integrate positive and respectful behaviors through active sharing, teaching and supporting the common message, promoting a healthy, safe and engaged community for all.

A component of this initiative, Safe Schools Alert, has provided students and staff with an outlet for anonymously reporting any form 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.

CCSD93 implemented a Social Emotional Learning (SEL) Committee at the start of the 2015-16 school year, whose charge is to recommend a plan for SEL to be integrated further into CCSD93’s culture. CCSD93 is utilizing five interrelated sets of cognitive, affective, and behavior competencies, to include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

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 20 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

1.1a(3) Creating a Sustainable Organization

The main strategy CCSD93 senior leaders use to create an environment

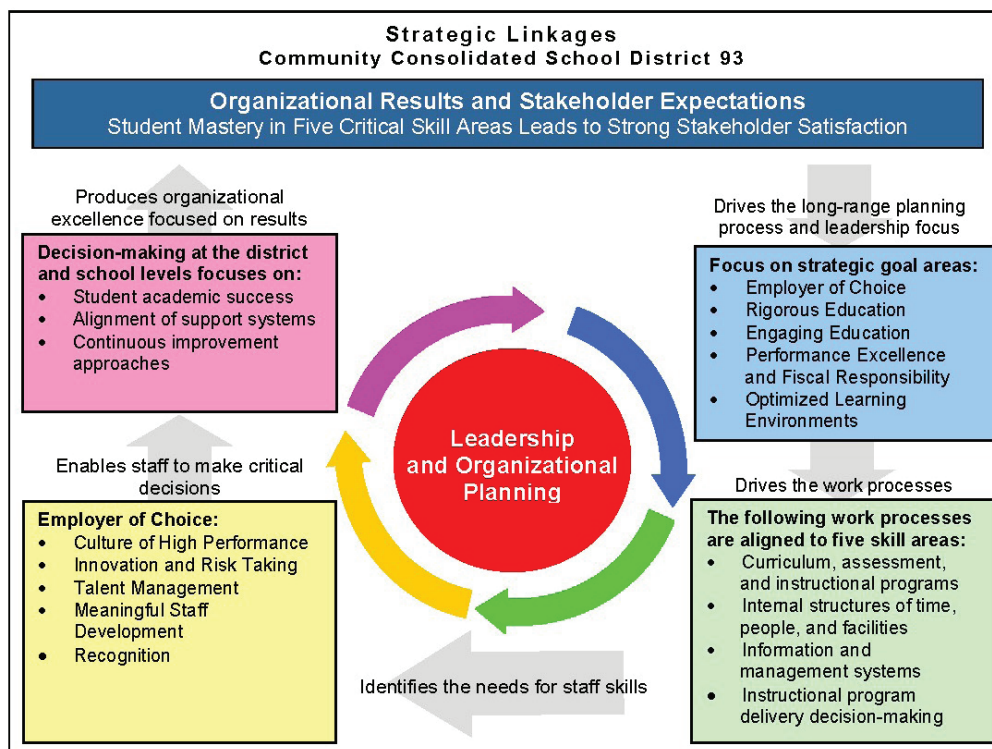


Figure 1.1-2 Strategic Linkages Leadership System

of sustainability, performance improvement, and workforce learning is the development of cross-functional workgroups of stakeholders for shared decision-making on important issues (**Figure 1.1-3**).

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**, 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.

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 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. A newly designed District 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.

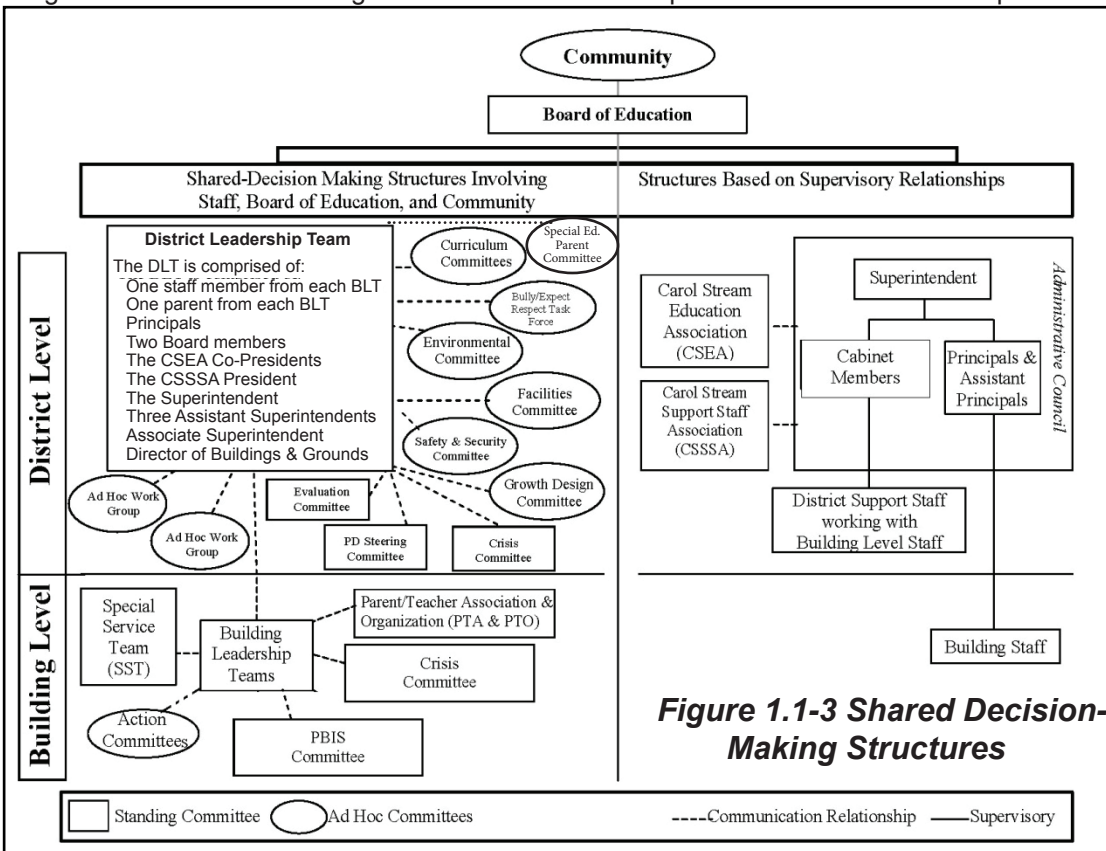
Another strategy deployed throughout the district to support succession needs is cross-training. The district operates by ensuring that no critical organizational function remains the sole knowledge and responsibility of an individual. For example, business personnel cross-train in all critical business 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.

1.1b Communication and Organizational Performance

1.1b(1) 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 sent home with students four to six times per year in order to share important timely information. Within the letters, parents are encouraged to contact the Superintendent's office with questions or comments regarding the information shared. All of these letters are sent home in both English and Spanish to reach the sizable population of Spanish speaking parents within the district.

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 in Spanish to engage and seek two-way communication with as many parents and community members as possible. Additional translators in Polish and Gujarati have also been made available when appropriate.

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 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 a Twitter account, and the Superintendent, the Assistant Superintendent for Curriculum and Instruction, the Director of Innovation and Technology, several principals, and other key administrative staff members maintain Twitter accounts as well. Many teachers connect with one another via Twitter, especially during the District's Summer Tech Academy summer PD sessions. Due to the nature of social media, two-way communication occurs as parents and community members respond to posts and tweets. In turn, district senior leaders respond to these parents and community members in a timely manner, addressing the concern or question posed to them. Plans are also underway to develop a social media calendar through the Human Resources Department (HR) for 2016-2017 as

a means to keep current staff informed but also as a means to share information with prospective candidates.

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, along with operational issues such as tips for using technology, important HR events and deadlines, Curriculum Department happenings 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. Communication from the Curriculum and Innovation Department is regularly sent 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.

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, and formal acknowledgement at BOE meetings called Board Salutes. 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.

Students receive recognition at the school level for perfect attendance, the Presidential Academic Fitness Awards, honor roll at the middle schools, and an extensive recognition at the middle school for eighth graders prior to graduation. The BOE also provides Board Salutes for students on a regular basis for special recognition.

CCSD93 BOE recognizes its volunteers. Community volunteers who give time schools receive recognition through Board Salutes and appreciation events at the schools. BOE members, who are themselves volunteers, are recognized with gifts at the conclusion of their service.

1.1b(2) 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 detailed in the district's Strategic Directions document, the timeline portion of which is shown in **Figure 2.2-2** (page 11). Strategic Directions breaks down 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 Strategic Directions. 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 associated 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. 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 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 & approvals
High quality staff	--NCLB 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 preference, 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 Responsibilities

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 recently initiated 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.

The Expect Respect Community Coalition integrates positive and respectful behavior through active sharing, teaching and supporting the common message, promoting a healthy, safe and engaged community for all. Membership includes intergovernmental agencies, social service and private organizations focused on extinguishing bullying across the larger community. The focus is to increase respectful behavior throughout CCSD93's communities, not just for students, but for all stakeholders. The reach of both coalitions extends beyond what is traditionally thought of an elementary district's role within its community.

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 competency, or 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 received enough environmental education to earn Earth Flags. 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. Four district schools and the DO have added begun composting lunch and snack waste, with the remaining schools beginning composting in the near future. 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. Over the last five years, 462 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**, page 7) 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 listed under the

category of Goals and Professional Development in **Figure 2.2-2** (page 11). The strategic outcome of Stakeholder-Driven Strategic Planning is to determine what both external and internal stakeholders require and expect of students and the district for the short term (1-2 years) and long term (3-5 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, 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. Their leadership role, along with the work of the BOE and Cabinet, ensures that all stakeholder groups are engaged in the strategic planning process.

2.1a(2) Innovation

CCSD93 prides itself on being solution focused and innovative. The system is designed to support innovation through the vision, mission and Strategic Plan. The mission statement identifies utilizing world-class educational practices, which means that everyone in the district is constantly seeking out sources of recognized best practices of excellence. District level innovation begins in Cabinet discussions of the Strategic Plan. Each of the strategic objectives identifies district priorities and strategies are identified for each objective. This often leads to the formation of committees, which foster a collaborative process where parent and staff stakeholders from a variety of grade levels, schools, and roles collaborate to share ideas intended to challenge the status quo to create meaningful change.

Evidence of innovation includes the recent movement to 1:1 Learning. The district has been in the forefront of innovation in technology for many years, the three year 1:1 roll out has increased momentum. The proliferation of mobile-computing devices, social media, online-learning resources, and classroom based tools such as whiteboards, document cameras, digital literacy has become a reality for CCSD93 students. Not only have students continued to develop strong technological skills, but they are mastering subject matter using these devices. Students are using mobile devices to communicate, access, and share information, conduct research and analyze data. This increase in use of devices is the gateway to 1:1 Learning. 1:1 learning also supports teachers in expanding their repertoire of innovative instruction and assessment strategies. Technology has enabled teachers to view instruction and assessment through a very different lens, prompting the use of new and exciting approaches to teaching and learning that were not available to staff and students before 1:1.

2.1a(3) Strategy Considerations

During Phase 1 of the strategic planning process (**Figure 2.1-1**), 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 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 1000 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 2 and 3, stakeholder groups were surveyed providing CCSD93 with written feedback to a series of questions:

1. What are the greatest challenges or issues CCSD93 will face over the next five years? (Identified the district challenges described in Phase 2.)
2. What are the most important skills and abilities students must master to be prepared for a successful future?
3. What evidence should CCSD93 use to evaluate the quality of education in the district? (Identified Scorecard measures of quality performance.)
4. What are the financial priorities that CCSD93 should focus on over the next five years?
5. If you have any other advice you want to share with the DLT about the development of this Strategic Plan, please record it here. (A further elaboration of stakeholder priorities and expectations.)

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. This 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 4 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 5 identified key district processes to generate the results stakeholders wanted. The short- and long-term timelines and actions (**Figure 2.2-2**, page 11) clearly describes what the organization must do in order to achieve the strategic objectives. The Cabinet, AC, and DLT identi-

Stakeholder-Driven Strategic Planning Process Phases	
1	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.
2	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.
3	Identify constituent requirements and expectations through the analysis (categorizing and prioritizing) of survey data.
4	Identify current district performance levels using an internal audit process.
5	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 student learning and organizational processes that improve effectiveness and/or efficiency.
6	Develop a Balanced Scorecard based on data from Phase 3. Operationally define all Scorecard measures.
7	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

fied strategic objectives and the short- and long-term and actions. The Superintendent's Cabinet identified critical measurements that became part of the Scorecard Summary.

Phase 6 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?"

2.1a(4) Work Systems and Core Competencies

The primary purpose of education in CCSD93 is to develop in each student the ability to realize their full potential academically, socially, and emotionally. CCSD93's educational programs and support services allow it to achieve its first core value, or primary core competency, of providing a learning-centered education to all students by enabling each to develop to his or her maximum potential. CCSD93 defines three levels of work systems to include support to instructional programs and services, support to the engagement of students, parents and staff and support to program and service delivery. The Cabinet works collaboratively to carry out the work of each department. For example, the departments of Curriculum and Instruction and Student Service focus on design of instructional program and services along with engagement of students, parents and staff. HR exists to provide high quality staff to execute instruction. The Business Office ensures fiscal stability, provision of resources and maintenance of buildings and grounds to provide an optimal learning environment. This unified focus on student learning contributes to stakeholder value because the stakeholder groups have defined student mastery in critical skill areas as a key requirement of the system. All departments focus on the organization's five core values to include Learning-Centered Education, Continuous Improvement, Quality Design of Educational Programs, Valuing Staff and Results Orientation.

At the district level, the Strategic Plan is designed with these same three priorities and the core values driving strategic goals. Action plans at the school level SIPs are designed using these priorities and values. District and school subsystems necessary for students to master the five skill areas and for the district's mission to be accomplished are identified.

Development and implementation of key work processes contribute to increasing consistency and reducing variation in deployment. The majority of the organization's workforce is comprised of teachers and support staff charged with the key work process of delivery of instruction. This work

process is aligned to the district's core value of providing equitable and quality education, programs, and services to all students. Processes are reviewed to determine effectiveness through the defined improvement cycle. Success and sustainability are achieved by having these key work processes systematically deployed and repeatedly delivered throughout the organization.

Suppliers change based on instructional needs. For example, over the past three years of 1:1 Learning, new suppliers have been added to support the needs of this instructional shift.

Future core competencies are determined by remaining current with educational and business research to keep abreast of instructional changes necessary to prepare

OBJECTIVE DESCRIPTION	DATA SOURCES
STRATEGIC OBJECTIVE 1: A RIGOROUS EDUCATION FOR ALL STUDENTS	
In order to satisfy the many stakeholders in the community, CCSD93 seeks to provide a rigorous education to all students that maximizes their potential by teaching using Personalized Learning, standards-based instruction, and project/problem-based learning practices.	State Assessment - Reading
	State Assessment - Math
	Northwest Evaluation Association (NWEA) % of Students Meeting Growth Targets in Reading
	NWEA % of Students Meeting Growth Targets in Math
STRATEGIC OBJECTIVE 2: AN ENGAGING EDUCATION FOR ALL STUDENTS	
In order to satisfy the many stakeholders in the community, CCSD93 seeks to provide an engaging education to all students that maximizes their potential by engaging and empowering student learning, collaborating with parents, and focusing on the development of the whole child.	EFF Student Survey Statements relative to Engaged Learning
	# of Students Participating in Extra-curricular Activities
	# of Students who received Academic Recognition for more than one content area
STRATEGIC OBJECTIVE 3: EMPLOYER OF CHOICE	
CCSD93 must build the capacity for rapid change and continuous improvement by attracting and retaining high quality licensed and support staff with the skills and abilities to support students in achieving their academic, social, and emotional potential. CCSD93 seeks to provide a meaningful staff development environment that champions professional growth, values diversity, promotes individual talent, and recognizes and rewards the contributions and achievements of team members.	Staff Professional Development Statements relative to Communities of Practice
	Staff Participation in Shared Decision Making
	New Employee Orientation Satisfaction Rates and Trends
	Staff Overall Satisfaction Area
STRATEGIC OBJECTIVE 4: PERFORMANCE EXCELLENCE AND FISCAL RESPONSIBILITIES	
To create performance excellence, CCSD93 must use data-based decision making and visual process management to strive for continuous improvement while remaining fiscally responsible. To succeed financially, CCSD93 needs to ensure that the resources of people, facilities, capital, and technology are effectively and efficiently aligned in order to maximize productivity and manage costs while achieving the mission/vision.	# of Quality Processes Reviewed
	Balanced Budget
	% of parents who report that tax dollars are being well spent on schools
STRATEGIC OBJECTIVE : OPTIMIZED LEARNING ENVIRONMENTS	
CCSD93 must optimize its facilities and support services to create learning environments with the capacity to be readily available for any student needs, and that are always open and always available.	% of parents who report satisfaction with environmental/green initiatives
	% of students who report satisfaction with environmental/green initiatives
	% of staff members who report satisfaction with environmental/green initiatives
	Staff satisfaction with Instructional Technology
	% of students who report satisfaction with food quality in the lunchroom

**Figure 2.1-2 District
Balanced Scorecard**

students to be college and career ready in the 21st century. Satisfaction data enables the district to know the requirements of stakeholders. Success in student learning results ultimately leads to high stakeholder satisfaction.

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 as part of the planning process. The initiatives are updated on an annual basis, and can be found in **Figure 2.2-2** (page 11) along with the timetables. The timetable and actions are defined around five strategic objectives shown in **Figure 2.1-2** (page 8).

2.1b(2) Strategic Objective Considerations

CCSD93 challenges were identified through the strategic planning process. They are listed in **Figure 2.1-3** in priority order.

The strategic objectives are directly aligned to the five challenge areas. As district leadership developed the strategic objectives, discussions focused on current organizational strengths and weaknesses (Phase 4 information) and what strategies would address those strengths and weaknesses. The accomplishment of all strategic objectives leads to students achieving their academic, social, and emotional potential, the mission of CCSD93. By aligning the strategic objectives to the challenges, CCSD93 is ensuring that stakeholder expectations and all segments of the student population are being addressed.

Strategic Challenges	
1.	Providing a rigorous education that will prepare students for a successful high school and future careers.
2.	Hiring and retaining quality teachers, administrators, and support personnel
3.	Addressing the broadening academic and social needs of an increasing diverse student population
4.	Maintaining the district's standards of excellence while responding to local, state, and national economic conditions that affect financial support
5.	Maintaining and investing in physical facilities

Figure 2.1-3 Strategic Challenges

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 created every five years. Department, School Improvement and Committee Improvement plans are created annually and considered short term. The Strategic Plan is developed with a focus on learner centered education and operational performance. The process included a review of the district mission, guiding philosophy, core values and data sources. During the formulation of the most recent Strategic Plan (2013-2018), A survey was administered to parents, community members without students in the district, chambers of commerce, and other governmental entities within school boundaries (library, police, fire, park district). The 1556 respondents provided guidance in the direction of the Strategic Plan regarding what was felt to be the greatest concerns and challenges over the next five years.

Following the formulation of the 2013-2018 Strategic Plan, the Annual Administrative Retreat allowed all members of the AC to complete the CCSD93 Strategic Plan and School/Department Improvement Plan Crosswalk form, which asked administrators to view each strategy on the Strategic Plan and its desired outcome. Leaders then completed a rating for their school on each strategy and identified areas for their BLT to consider in SIP discussions. The

Crosswalk form is reviewed/completed by each school's BLT prior to the creation of their SIP.

Closely aligned to the District Strategic Plan with focus on learner centered education, each department of the District Office (Curriculum and Instruction, Student Services, Human Resources and Business) also completed the Crosswalk exercise with members of their department prior to the development of the annual Department Plan. Departments have initial discussions first about the Strategic Objectives in the District Strategic Plan and how to best focus on achieving each during the current year. The multiyear perspective is also shared at this time. Departments review the progress toward the goals of their Department Plans and identify activities that need to be completed in order to achieve their goals. After determining which strategic objectives will be priorities for this year SMART (specific, measurable, attainable, results-based, and time-bound) Goals and implementation steps are developed.

Department leaders work with various district level committees to develop action plans to move the organization closer to specific strategic objectives. For example, the Professional Development Committee creates an annual plan focused on building background knowledge and capacity of staff members to implement various strategies identified in the Strategic Plan such as Communities of Practice.

On an individual school building level, each school's BLT is charged with developing and implementing a SIP to drive instruction that is aligned with the district Strategic Plan. Upon completion of the Crosswalk exercise, 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 annually and updated if necessary. There may or may not be a necessity to change the plans, but it is a requirement that they be evaluated annually to measure effectiveness. The SIP requires process data to be collected so that improvement hypotheses can be evaluated multiple times throughout the year to ensure that improvement goals will be reached. SIP goals in process data are monitored at least once a trimester to determine how well the plan is improving student performance.

Figure 2.2-1 (page 10) illustrates the timeline for 1:1 Learning as an example. A process plan was created for each major task on the action plan (e.g. process to create and deploy needs assessment, professional development, device deployment). In this example, the alignment was to the strategic objectives from the previous 2008-13 Strategic Plan.

2.2a(2) Action Plan Implementation

Deployment of the Strategic Plan involves three approaches:

1. An effective communication plan
2. The comprehensive design of action plans
3. Full alignment of department and school strategic plans to the District's plan

An effective communication plan using a variety of formats is in place to communicate the Strategic vision, plan and goals to stakeholders. Examples include DLT meetings, various district committees, Insider Staff Newsletter, AC, BLT, and unique state of the organizational messages from the Superintendent. The Superintendent shares a common message to reach all staff simultaneously using a combination of live speaking and live online streaming.

Department plans are shared at Cabinet and Administrative Council. School Improvement plans are shared with the Board of Education, staff and parents to ensure that each individual understands how his/her work contributes to achieving the organizational and school level goals and plans.

Deployment is also achieved by defining goals in measurable terms, clearly defined strategies and action plans, commitment of resources and the development of a plan and timeline to ensure all stakeholders are informed. **Figure 2.2-2** (page 11) illustrates the timeline of action and the work defined under each strategic objective. Subsequent steps include deployment of resources and building the capacity and capability of stakeholders to implement the action plan. For example, in the previous example of the 1:1 Learning roll out, staff access to technology was essential. In order to make the system readily available to all staff and students, it was necessary to assess the overall infrastructure to determine upgrades necessary for the system to have capacity and capability to support the plan. Each teacher received a MacBook Air laptop several months before students. In order to build the capacity and capability of staff members to implement the initiative, the district offered a variety of learning opportunities, which included: Learning Experiences and Development (LEAD) in house courses, grade/team level professional development, Institute Day time, and a 40-hour Summer Technology Academy to support staff in their learning. Paraprofessional Help Desk staff have been hired at each PreK-8 school to support staff in troubleshooting technology challenges at the building level. Confidence in sustainability is based on building the capacity and capability of staff and leaders along with the monitoring of performance data and resources.

Department and School Improvement Plans are aligned and focused on CCSD93's Core Values (Learner Centered Education, Continuous Improvement, Quality Design of Educational Programs, Valuing Faculty and Staff, and Results Orientation), which enhances deployment to all levels of the organization. The Superintendent meets with senior leaders to identify the vision along with potential action plan themes for deployment of the short- and long-term actions. Senior leaders facilitate committees to design the implementation plan to the classroom. Committee membership is typically cross-functional work groups often representing all schools, most grade levels and roles.

An example of an action plan implemented in CCSD93 would be the introduction of the district's Early Childhood Center (ECC).

Driven by the first three listed CCSD93 Core Values and the first two listed CCSD93 Strategic Goals (**Figure 1.1-1**, page 1), as well as BOE and administrator belief in early intervention, CCSD93 opened its ECC in the fall of 2013 to focus on the readiness of future students. Though the district has operated a quality program for many years, the school site has been specifically constructed for preschool age children.

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. 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. 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

There are action plans to address the strategic objectives described in the "Employer of Choice" and "Communities of Practice" Strategic Goals and Professional Development section of the district's Strategic Directions. Those action plans include addressing current professional development practices and services and making sure they are aligned to the strategic objectives. Action plans include attracting and retaining highly qualified staff and designing and implementing communities of practice. The overarching goals for the HR Department are to: Hire and retain high quality teachers, administrators, and support personnel in an increasingly competitive market: Related to this challenge is the need 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
- 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 district positions
- Provide meaningful staff development to build staff capacity and capability to implement action plans in order to reach strategic goals.

Each strategic objective is assessed to determine necessary steps to build background knowledge and capacity for staff members to successfully deploy the action plan. The Departments of Human Resources, Curriculum and Instruction and Student Services work closely to design PD for various teachers and paraprofessionals. For example, the PD Steering Committee creates an annual plan for

Date	Action	Stakeholder Satisfaction	Employee Development	Alignment of Support Systems	Fiscal Responsibilities
May 2012	Provide needs assessment survey	X			X
May 2012	Assess and improve current infrastructure			X	X
May 2012	Develop three year personalized learning implementation plan	X	X	X	X
2012-13	Begin training staff grades 6 and kindergarten		X	X	X
Fall 2013 and on going	Share vision through parent Information Sessions			X	
February 2013	Roll out technology for students grades 6 and kindergarten			X	X
Winter/Spring 2013	Begin professional development with preschool, and grades 3 and 7 staff		X	X	X
2013-14	Roll out technology for all students in preschool, kindergarten and grades 2, 3, 6, and 7			X	X
October 2013	Superintendent to share new Strategic Plan with all staff		X	X	
Winter/Spring 2014	Professional development for staff in grades 4, 5, and 8 during		X		X
2014-15	Finalize roll out for all students in grades K-8			X	X
2014-15	Summer Technology Academy, LEAD Courses and Grade level PD		X	X	X

Figure 2.2-1 CCSD93 1:1 Learning Timeline Aligned to Strategic Objectives

<i>Goals and Professional Development</i>	<i>2013-2014</i>	<i>2014-2016</i>	<i>2016-2018</i>
Communities of Practice	<ul style="list-style-type: none"> Build professional knowledge through plan time/institute days focusing on: <ul style="list-style-type: none"> Personalized Learning Common Core Standards/NGSS Standards-Based Assessment Investigate and define Communities of Practice. 	<ul style="list-style-type: none"> Build professional knowledge through plan time/institute days focusing on data analysis relative to: <ul style="list-style-type: none"> Personalized Learning Common Core Standards/NGSS Standards-Based Assessment Social-Emotional Learning Standards Provide a variety of learning opportunities for staff that enhance their ability to engage in Communities of Practice including the utilization of data to inform and adjust instruction. 	<ul style="list-style-type: none"> Fully implement Communities of Practice that focus on professional learning and data utilization to inform and adjust instruction.
A Rigorous Education for All Students <ul style="list-style-type: none"> Standards-Based Instruction Personalized Learning Project/Problem-Based Learning 	<ul style="list-style-type: none"> Build foundation for implementation of standards-based instruction and assessment. Expand opportunities for personalizing learning through the use of technology and digital resources. Explore resources and content to support project-based learning. 	<ul style="list-style-type: none"> Align and articulate standards and learning targets through instruction and assessment practices. Focus on implementing a blended instructional approach based on best pedagogical practices and achieved learner outcomes. Provide students with authentic learning activities designed to reflect relevant, challenging problems. 	<ul style="list-style-type: none"> Fully align and ensure that curriculum, instruction, assessment, hardware, and software are compatible with the tenets of a standards-based learning system. Fully integrate core standards in all aspects of the teaching and learning cycle. Collaboratively partner students in various local, national, and international settings to solve issues or problems of interest.
An Engaging Education for All Students <ul style="list-style-type: none"> Engaged and Empowered Student Learning The Whole Child Parent Collaboration 	<ul style="list-style-type: none"> Clearly articulate the Common Core competencies each student should master by the end of each grade level. Build capacity for personalized learning through the use of technology. Build parent/guardian and community knowledge through communication focusing on CCSS and SBR. 	<ul style="list-style-type: none"> Focus instructional pedagogy on student mastery of academic and social-emotional core competencies through a multi-tiered approach. Provide learning experiences that require students to utilize 21st century skills to solve relevant, challenging real-world problems. Expand connections with families and communities to broaden and extend student learning beyond the school day. 	<ul style="list-style-type: none"> Integrate 1:1 technology consistently in all classrooms as a tool for teaching and learning the academic and social-emotional core competencies through a multi-tiered approach. Immerse students in personalized learning environments that foster self-directed and reflective learning. Collaboratively partner with families and communities to ensure all students learn to the highest standards.
Employer of Choice <ul style="list-style-type: none"> Talent Management Meaningful Staff Development 	<ul style="list-style-type: none"> Re-examine current trends in recruitment for all staff to update and maintain hiring processes. Explore uses of social media as a communication tool. Examine future substitute needs and supply. Expand New Teacher Orientation professional development Expand Mentor Program professional development. 	<ul style="list-style-type: none"> Focus marketing efforts on recruitment and retention. Create a Social Media Calendar. Explore strategies to enhance quality and quantity of substitutes. Provide a variety of learning opportunities for new staff Formalize on district Strategic Plan. 	<ul style="list-style-type: none"> PDSA best practices in recruitment and hiring of staff. PDSA Social Media Calendar. Monitor efforts to maintain the quality and quantity of the Substitute Pool. PDSA stakeholder satisfaction of professional development activities for new staff.
Performance Excellence and Fiscal Responsibilities <ul style="list-style-type: none"> Data-Based Decision Making Visual Process Management Continuous Improvement Improve Productivity and Manage Costs 	<ul style="list-style-type: none"> Implement new information management systems for improved data collection. Identify key processes that need to be formalized. PDSA all quality processes and define requirements. Conduct CSSA contract negotiations. Examine communication methods and techniques to solicit feedback on the District's budget. 	<ul style="list-style-type: none"> Formalize key processes and begin triennial review of quality processes. Build capacity and capability of building administrators on SIP process and data analysis. Implement a variety of venues or mechanisms (forums, written, digital) to obtain feedback on the District's budget. 	<ul style="list-style-type: none"> PDSA the effectiveness of new information systems and decision making process. Continue the triennial review of 33% of quality processes. PDSA the effectiveness of the climate and culture utilizing fact-based decision making. Prepare for contract negotiations. Review and evaluate stakeholder satisfaction with the District's budget/spending.
Optimized Learning Environments <ul style="list-style-type: none"> Environmental Stewardship "Always On" Learning Optimized Facilities and Support Services 	<ul style="list-style-type: none"> Explore opportunities for becoming more environmentally friendly and waste-free at all buildings. Re-examine safety/security measures at all schools. Explore innovative ways to offer a quality and effective food service program. Evaluate the effectiveness and efficiency of the transportation program. Evaluate network reliability and equipment. Create an equipment replacement schedule. Increase district-wide bandwidth by 100%. 	<ul style="list-style-type: none"> Explore opportunities to obtain Energy Star recognition for all facilities. Implement expanded recycling opportunities. Collaboratively partner with staff and community on best practices for school safety and security. Implement a quality and effective food service program. Make determination on transportation providers. Replace network equipment per schedule. Evaluate network effectiveness with full implementation of 1:1. 	<ul style="list-style-type: none"> Obtain Energy Star recognition for 40% of District facilities. Evaluate the effectiveness of the recycling initiatives. Fully integrate school safety and security best practices. Monitor efforts to sustain a high quality and effective food service program. PDSA the effectiveness and efficiency of the transportation program with all stakeholders. Continue equipment replacement schedule. Monitor network reliability and bandwidth to continue to support personalized learning.

Figure 2.2-2 CCSD93 Short- and Long-Term Actions Aligned to Strategic Objectives

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. The inside cover of the Strategic Directions document provides an outline of actions and professional development necessary to achieve the stated goals. For example, in order to implement the various goals, the district will provide professional development in the areas of 1:1 Learning, Common Core State Standards (CCSS), Standards Based Assessments, Communities of Practice, Social Emotional Learning and utilization of data.

2.2a(5) Performance Measures

The Scorecard template provides a structure for development of key performance measures to be entered (per goal area). Organizational alignment is ensured by School scorecards closely aligning with the District Scorecard which reinforces organizational alignment. 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 and by the BLT at each school.

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.

CCSD93 subscribes to the "all time bests" approach to performance projections. This means that all activities in the district are focused on the core value of continuous improvement and that 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

Modification of action plans requires evidence based data that the current system/process is not working. Given new information, senior leaders identify the benefits and repercussions of plan modifications relative to the impact on student learning. For example, new schedules were designed at both the elementary and middle school levels during the 2014-2015 school year with implementation in fall, 2015. The goal of the new elementary schedule was to afford increased weekly plan time, a longer school day for students, consistent scheduling of interventions, and increased Problem Based Learning (PBL) opportunities. PBL was scheduled as a separate period of instruction from other core instructional areas. Midyear feedback suggested that PBL should be integrated into the core instructional areas rather than taught independently. Consensus was that the new information that the staff brought forth supported a schedule change for future years after PBL instruction became solidified. A schedule committee has been formed for 2016-2017 school year to make schedule recommendations for the Board for fall, 2017.

3.0 Customers

3.1 Voice of the Customer

3.1a Listening to Students and Other Customers

3.1a(1) Current Students and Other 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 13) 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 (formerly the Harris Poll). It gives district decision-makers information about the experiences and satisfaction levels of key stakeholders by separately polling students in grades 3, 5, 6, 7 & 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 offered standard questions, with an additional 10 questions available for the district to create. The resulting data is separated by stakeholder group and can be disaggregated further by school, grade level, ethnicity, etc. The poll was first given in 1997 and then administered in 1999, 2001, 2002, 2004, 2006, 2008, 2010, and 2012, all as the Harris Poll. It began as a paper and pencil poll and was then given electronically in 2010 and 2012. It was not given every year nor given to all grade levels due to cost considerations. An abbreviated CCSD93-developed Interim Survey was offered in 2011 and 2013 to obtain essential data in the years when the Harris Poll was not given. 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 to closely align questions to provide comparable data. It also gave CCSD93 the opportunity to add many additional questions relative to the Strategic Plan. The District Survey was given in 2014 and 2015 electronically to the same grade levels to which the Harris Poll was given so that comparable data would be obtained, and the data is disaggregated in the same ways as the Harris Poll.

CCSD93 obtains actionable information from customers who are residents of its community but do not have students attending its schools through use of a Telephonic Survey every three-years. The survey has been conducted by professional pollsters via telephone in 2012 and 2015 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 Education for the Future (EFF) student survey is used to collect student perception and climate data. This survey is given at primary, intermediate, and middle school levels. Students respond to questions regarding their perceptions of how they are valued by staff and peers. This perception data provides actionable information to principals, BLT and staff members to work toward improvement of school climate and culture. For example, the EFF question, "I have choice in what I learn" provides a basis for the BLT to consider professional development on how teachers may afford students increased choice and differentiations in work tasks, as well as enabling the teachers to reflect and identify opportunities for improvement in their teaching. In addition, the Curriculum Department uses data from the EFF student survey as a measure of the extent of 1:1 Learning's use by CCSD93 staff members and to design additional professional learning experiences for teachers to address opportunities for improvement in this area.

Web-based technologies and social media play a key role in obtaining input from stakeholders. The District has added a "webmaster" position to provide more current online communications 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 and Twitter accounts, as well as Twitter accounts belonging to the Superintendent and other Cabinet members, 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,

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
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
Surveys (Harris Poll, EFF, etc.)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	All
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

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. The subjects of such streamed forums have included 1:1 Learning, Common Core Learning Standards, Standards Based Learning, and a change to CCSD93's daily schedule, along with parent and staff workshops. The video is then 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** 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. A Zero to Three Program Coordinator at our ECC was put in place during the 2014-2015 to focus 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.

Though current students at the time, high school placement meetings provide a forum for eighth grade teachers and service providers to dialogue with staff from Glenbard North High School to provide information regarding CCSD93 students who will transition to high school. Qualitative data shared at these meetings (regarding strengths and opportunities for improvement) along with student Explore Assessment ratings drive course placement for each student. Glenbard North Administrators provide an annual update to the Board of Education regarding courses and strategic actions.

The Curriculum Department in CCSD93 and the Curriculum Department in District 87 (namely Glenbard North High School) hold quarterly meetings during which actions plans are developed to ensure the alignment of program goals and outcomes. Over the past two years, the focus of these meetings has been on creating avenues through which eligible students can excel, entering 9th grade with high school credit in math.

3.1a(2) Potential Students and Other Customers

Figure 3.1 depicts a variety of 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. Recent contacts with parents of students in parochial and homeschool provided perspective of parents' choice of these educational options versus public education for their child. 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. Determination of Student and Other Customer Satisfaction and Engagement

3.1b(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.

Education for the Future (EFF) student survey is used to collect student perceptions and satisfaction information. This survey is given at primary, intermediate, and middle school levels. Students are asked to respond to 18 to 31 questions regarding perceived value and relationships in the organization. This perception data provides actionable information to principals, Building Leadership Teams and staff members to work toward improvement of school climate and culture. For example the EFF question, "I have choice in what I learn" provides a basis for the BLT to consider professional development on how teachers may afford students increased choice and differentiations in work tasks, as well as enabling the teachers to reflect and identify opportunities for improvement in their teaching. The Curriculum Department uses data from the EFF student survey as a measure of the extent of 1:1 Learning's use by CCSD93 staff members and to design additional professional learning experiences for teachers to address opportunities for improvement in this area.

A review of all of the district's Quality Processes (2013-2015) 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.

Qualitative and quantitative methods differ by student

and stakeholder groups in some areas. Students, staff, and parents participate in the Satisfaction Survey, while only students participate in the EFF 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.

The EFF survey was added as a second instrument after a review of the Educational Consultants & Research Associates tool indicated that it was not providing detailed, actionable data. AC decided the EFF be given once per year. Currently the Behavior Intervention Monitoring System (BIMAS) provides actionable information of teachers' perception of students' social emotional status.

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. District administration is also equipped to provide feedback to speaks of languages other than English. Some requests, because of their complex nature, need more time to develop a response. CCSD93 staff pride themselves on their ability to respond quickly to requests, even if those requests are demanding or unpleasant. 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 Community Relations Coordinator 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. Re-viewing 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.

3.1b(2) Satisfaction Relative to Competitors

Competitors include private schools. St. Isidore Catholic School, which also serves preschool through 8th grade, is the only non-CCSD93 school located within the CCSD93 school district boundaries. Of its 287 students, 43 of them, or 15 percent of the school's enrollment, reside within CCSD93's boundaries. St. Isidore is located centrally within CCSD93's boundaries, so CCSD93 takes pride that only 15 percent of its students live within CCSD93's 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. A method that CCSD93 uses to determine satisfaction versus this competitor is by tracking the number of students who transfer from CCSD93 to St. Isidore. During the past five years, an average of exactly one CCSD93 student has transferred to St. Isidore, during which time CCSD93 has averaged 3,813 students.

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.

CCSD93 belongs to the Glenbard Curriculum Council (GCC) comprised of all of the Glenbard High School feeder districts. Benchmark and other forms of data are shared amongst cooperative members as a matter of practice. Trust among these districts has been built over time, which allows frank and honest discussions about comparative performance and levels of satisfaction. Annually, the GCC districts review NWEA math and reading student growth data. Strengths are identified per district as well as areas of improvement. District Curriculum leaders share proven approaches to facilitate growth and to meet the challenges of improved performance on these assessments.

CCSD93 has identified a number of school districts that it believes is comparable to it. Whenever possible, comparative information is shared, mostly related to student performance. However, some information about levels of stakeholder satisfaction is also shared.

3.2 Customer Engagement

3.2a Program and Service Offerings and Student and Other Customer Support

3.2a(1) Program Services and Offerings

The requirements of CCSD93 stakeholders are determined from their input and feedback. **Figure 3.1** (page 13) depicts methods implemented to listen and learn customer requirements, build relations and/or manage concerns.

Figure 3.2-1 (page 16) 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. A current study of all intervention programs (which included examination of performance data, as well as staff and parent survey and interview data) provided a basis for change in both our summer school and math intervention programs this school year. 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. The STEP special education program, focused on social thinking skills, was developed in 2014-2015 to address the needs of a very specific market segment.

Student needs are determined and progress is moni-

tored 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. Attendance and discipline data along with observations of teachers and administrators are analyzed to identify opportunities for improvement relative to student engagement.

The BOE, Cabinet, Administrative Council, DLT, BLTs, union representatives, PTA/PTOs, and other groups all use VOC data for student and customer requirements to assess what is working and what needs improvement. The input collected by these listening and learning approaches is channeled to existing district committees for review and analysis. The BOE is the primary group responsible for the review and analysis of parent and community feedback. As data from these two stakeholder groups is collected, the BOE spends time determining what the information means and how it might inform priorities and decisions. BOE members make themselves available to parents and community members by conducting "Listening Posts" prior to four BOE meetings per year.

Whenever a program change (addition, removal, or modification of existing program) is considered, a systematic process is implemented to include problem identification, customer input, and action plan. For example, despite having a very strong band program, the district identified that the high school did not have a strings program as students were not offered this in their elementary years. Parent input was sought via Satisfaction Survey if they would support the addition of a string orchestra program. Eighty percent of respondents expressed interest, causing the district to pursue the creation of a strings program. An action plan was developed to include the district seeking additional grant funds, designing curriculum and hiring a strings expert. These actions enabled all interest students (20 percent of fourth grade) to participate in the strings program.

Senior leadership pays attention to student and staff input. This means that in addition to parent and community input, the voices of students and staff 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.

Senior leaders remain current with state and federal mandates; participate in professional and civic organizations; and are members of local, state and national professional organizations. Information gathered through these organizations is shared with BOE and Cabinet members to develop new program parameters.

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

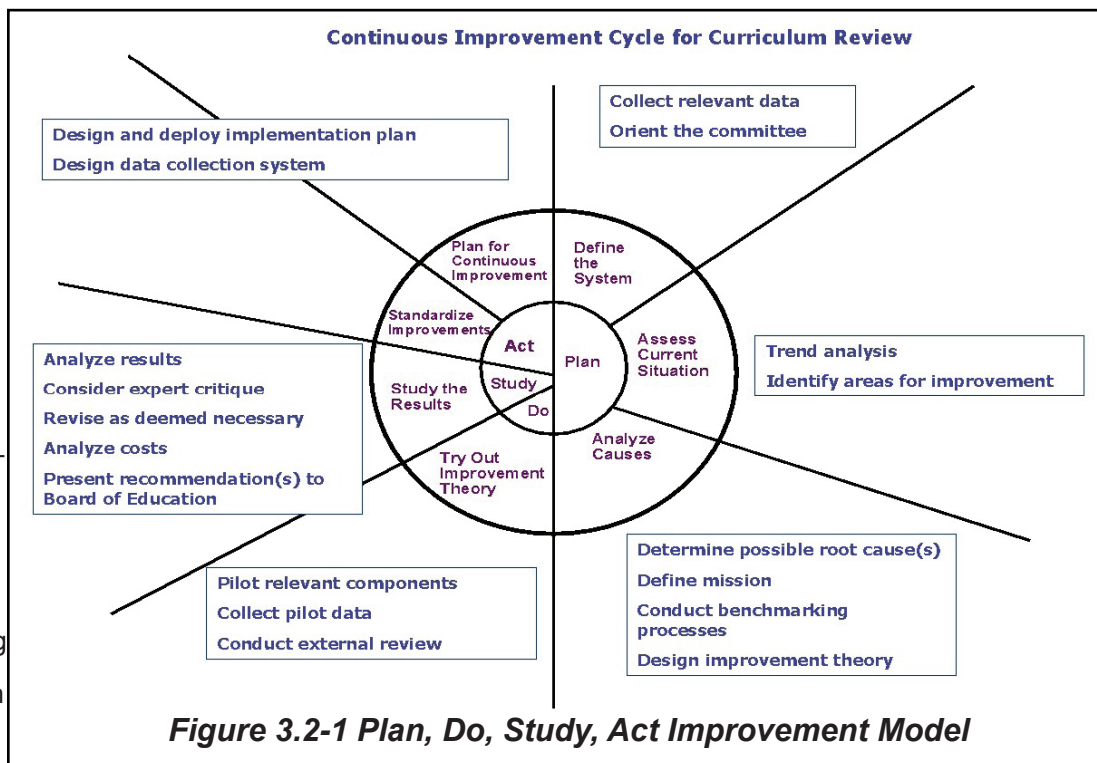
the high school level, on CCSD93 curriculum committees during the review process to assure alignment between the two districts. In addition, the Superintendent, Cabinet members, and BOE members meet with high school counterparts periodically; sometimes as often as monthly, to coordinate and align services 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 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. One example is the implementation of 1:1 Learning, which was established to prepare current and future students to be college and career ready for the 21st century.

Though parents choose public education for a variety of reasons, Satisfaction Surveys indicate that overall satisfaction is at an all-time high for the overall school year for 2015-16 of 8.5/10 and an overall rating of 8.3/10 for the school's communication and involvement.

3.2a(2) Student and Other Customer Support

Key access mechanisms for CCSD93 stakeholders to seek information and pursue common purposes are shown in **Figure 3.2-2**. 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. Stakeholder 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.

Figure 3.2-2 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

Stakeholder Segment	Communication Strategies and Access Mechanisms
Parents	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Student assemblies • Student Council • Homeroom Meetings • Morning Announcements • Safe Schools Alert • District and School Websites
Staff	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Administrative Meetings • Articulation Meetings • Staff Participation on CCSD93 committees

Figure 3.2-2 Communication & Access Strategies

experiences.

- Principals meet with students during Student Council or Town Hall Meetings and schedule student focus groups 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 3.2-1**, page 16) is utilized throughout the district to examine performance relative to requirements.

A key instructional focus for the district is the shift to 1:1 Learning, which is responsive to student needs and requirements. 1:1 Learning requires a shift in the design of schooling. It is the reason CCSD93 has converted its traditional schools into dynamic, digital learning centers by incorporating the newest technology into students' day-to-day instruction. With 1:1 Learning, children are able to learn at their own pace and be challenged consistently to utilize critical thinking, communication, and collaboration skills. The essential elements of 1:1 Learning or personalized learning are:

1. Flexible, anytime/everywhere learning,
2. A redefinition of the teacher role from one as the giver of information to student/teacher-guided explorations of learning,
3. Authentic problem based learning (PBL),
4. A student-paced learning path driven by day-by-day assessments of strengths and opportunities for improvement,
5. Mastery of competencies using multiple styles of assessments that reflect national and international standards.

At its essence, 1:1 Learning ensures all students gain proficiency independent of time, place, and pace of learning.

Quality Processes provide information on eligibility requirements and referral processes for student registration and all student intervention programs and support services allow common access and eligibility criteria for each program in all CCSD93 schools. Feedback is attained through direct and survey methods.

Figure 3.2-2 identifies key Communication and Access Strategies per stakeholder group.

3.2a(3) Student and Other Customer

Information from students and other customers is used to identify current and anticipate future segments. Customer requirements from over 1000 stakeholders are linked to key strategic objectives outlined in **Figure 2.1-2** (page 8). Satisfaction data is reviewed to determine changes at the school and district level. Enrollment data is utilized for projections and program offerings.

Ongoing communication with local governmental and civic groups provides another forum for stakeholders for reciprocal sharing of information. Senior leaders hold the responsibility of remaining current on key local, state and federal issues and trends affecting public education and the community at large. This information is key in ensuring district programs are in compliance with state and federal mandates. Departments meet on a routine basis to discuss feedback and identify changes necessary to program.

Current research regarding trends in education is rou-

tinely reviewed. 1:1 Learning is built on research, which outlines the knowledge and skills students will need to be college and career ready in the 21st Century. Other examples include research of Response to Intervention and Instruction to special populations (autistic spectrum, ELL students).

3.2b Student and Other Customer Relationships

3.2b(1) Relationship Management

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.

CCSD93 fosters the development of new relations through the numerous service community service activities. During the past decade, CCSD93's Coats for Kids Jeans Day fundraiser has raised thousands of dollars to provide warm winter apparel (coats, snow pants, boots, gloves and hats) for every CCSD93 student who has been identified by school nurses, social workers, and other staff members as in need. Funds also furnish nurses' offices at all schools with sweatshirts, sweatpants, underwear, gloves, and coats to loan or give out as needed. The district schools support 155 community groups through service projects over the past four school years.

1:1 Learning was implemented in partnership with Pearson Publishers, and additional partners such as Apple and Discovery Education have been added. The coupling of their expertise in design and implementation of 1:1 Learning with the district's expertise in educating children has enabled strong momentum in the engagement of staff and students in implementation.

CCSD93 has leveraged social media to enhance customer engagement by 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 to establish connections with stakeholders. This is evidenced by the more than 1000 likes its Facebook page has accrued since its inception. It is clear that the community likes to read about and see photos of staff and students learning in unique ways and making a positive impact in the community.

3.2b(2) 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 complaints 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 Community Relations Coordinator 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.

Safe Schools Alert, an online reporting and tracking systems 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.

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.

4.0 Measurement, Analysis, and Knowledge

4.1 Measurement, Analysis, & Improvement of Organizational Performance

4.1a Performance Measurement

4.1a(1) Performance Measures

CCSD93's data process is driven by the Strategic Plan at every level of the organization and measured through the District's balanced Scorecard. The Scorecard is the map that charts the performance of all District strategic objectives. It compiles a variety of data sources across all aspects of the District, providing a basis for users to track and analyze performance over time, which is then used to determine if change of strategy is warranted. Data needs are determined largely by the district's mission statement, the five strategic objectives outlined in the Strategic Plan, the Strategic Plan short- and long-term actions and timelines, BOE priorities, and the State of Illinois. Senior leaders achieve Scorecard balance by ensuring that there are short and long term measures, leading and lagging indicators, and internal and external perspective of customers. An operational definition is written for each data source to provide clarity to users if the measure is a specific survey or survey question, an assessment, or a count. Identified measures are compiled into the District Scorecard. Goals and measures are reviewed to determine which are District only measures or both District and School. The measures identified as District and School become the measures for School Scorecards. Types of data collected, shown in **Figure 4.1-1**, include: district/school/classroom level student achievement, district/school level student discipline,

Organizational Performance Measurements
• Standards Scores kept by teachers
• NWEA data
• Department/Building/Classroom Surveys
• School-Wide Information System (SWIS) Data
• National Educational Technology Standards (NETS) Data
• Monthly and Quarterly Budget Reports
• State Assessment data
• Harris Poll Results
• Fund Balances

Figure 4.1-1 Organizational Performance Measures

financial, compliance, HR, and operational data. Depending on its use, data is collected daily, weekly, monthly, semi-annually, or annually.

PowerSchool is the student information system that manages all student data and allows for daily tracking of a variety of data points (attendance, demographics, status of student assignments, student summative and formative performance data). PowerSchool provides teachers and parents with anytime, anywhere mobile access to track these data points. PowerTeacher is the electronic grade-book that teachers use to track student classroom summative and formative performance and to generate report cards. This software allows teachers to link assignments and assessments to learning standards taught in the classroom. The curriculum and technology departments are presently field testing a learning management system and assessment creator that will provide access to student achievement data at all levels of the organization and support decision-making by providing teachers and administrators with a real-time data dashboard. Student performance data is reviewed annually by the BOE as well as one to three times per year by the Superintendent's Cabinet, Administrative Council, and school BLTs, depending on the variety of data being reviewed. Grade level teams analyze data to determine adjustments to daily instruction.

Bus arrival time is tracked daily. School secretaries report bus routes that do not conform to CCSD93 standards to the Associate Superintendent, who logs the information and contacts the transportation provider as necessary. Substitute need and fulfillment is tracked daily with Aesop. Student meal consumption is tracked monthly, as schools report to the Associate Superintendent the number of meals (breakfast and lunch) consumed each day of that month. This data is reported to the State of Illinois in order to apply for reimbursement as part of the National School Lunch Program.

The Professional Development Steering Committee is comprised of an equal representation of administration and teaching staff who convene monthly to develop professional development plans for the District. The district collects data from the staff that participate in professional development activities throughout the year. There are four main avenues for professional development in CCSD93. Institute Days, Collaboration Time meetings, LEAD courses, and Monday PD. Survey data is collected following each PD opportunity. This data is reviewed at the end of each school year and used to develop goals for professional development connected to the Strategic Plan. The survey results are shared with the (PD) Steering Committee and used to adjust the future professional development plan.

All financial data, including purchasing and accounts payable are collected and maintained through Infinite Visions (iVisions). This software first began being used during the 2013-14 school year. Budgets are estimates of projected revenues and projected expenditures for a specified period of time. HR collects and maintains data on personnel including employee credentials, positions within the district, demographic information, and emergency contact information in iVisions as well. This assists HR to make day to day and long term staffing decisions and recommendations. Information in AESOP provides daily information on substitute teacher need and fulfillment. Professional development information for staff is captured and managed through My Learning Plan, a web-based system that enables staff to access and monitor their professional de-

velopment PD clock hours for state licensure renewal. This system also provides a vehicle for senior leaders to monitor and ensure that all professional development opportunities align with the goals of the Strategic Plan. Course proposals must include how they support the Strategic Plan and what goals they align to. My Learning Plan also provides a scorecard measure regarding the number of staff participating in district LEAD coursework.

Figure 4.1-2 lists applications used for data collection by the district. The data process also undergoes improvement as determined by the strategic planning process. For example, the district engaged in a year-long process to select its new financial software. This began first with identifying a committee of key eventual users of the software, which consisted of representation from CCSD93 administration, HR and business office personnel, and building level secretaries. Second, the group identified four potential software providers based on initial research, and all were granted initial demonstrations and interviews with the committee. From there, the potential providers were narrowed down to two. The committee performed reference checks of districts using each type of software, and a subcommittee performed site visits of school districts using the software to see them in practical action. Then these providers were brought in for a final demonstration of their product and another set of interviews. Finally, the committee developed a pros and cons list based on all of the information that had been collected, and iVisions was ultimately chosen unani-

Data System	Functions
Power School	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 the amount of parents scheduling conferences with students' teachers.
School Dude	Maintenance scheduling for facilities, room set up and/or use of space; technology help desk requests; requests for supplies or equipment; requests for repair.
My Learning Plan	Professional development requests, pre approvals for course work, and CPDU tracking system for license renewal.
AESOP	Staff absence approval and tracking system, substitute calling system
Mastery Manager	Standardized assessment collection and analysis linked with state and national standards
SWIS	Collects data for PBIS and RtI analysis and interventions
Follett	Library and asset management system; tracks all library materials and technology assets
School Net	Student assessment data management system
Jamf	Mobile device management system; tracks all macs and ipads and allows for updates and application assignment
SafeSchools Alert	Anonymous bullying and safety reporting service.
Applitrak	Online application management system which assists in posting and processing potential applications.
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 (word processing and sharing application). The additional information about sharing status of Google Drive items enables administrators to learn about the breadth and depth of the adoption of the various Google Apps products.
Gaggle Reports	Measures the number of incidents of student misuse of Google Drive.

Figure 4.1-1 Organizational Performance Measures

mously.

Student discipline data is recorded in School-Wide Information System (SWIS). SWIS offers a variety of reports for schools to review at each PBIS Tier 1 and 2 meeting. Data is tracked by student and includes average referral per day, per month, location of problem behavior, time of day, grade level, day of week. SWIS provides the opportunity to disaggregate data by gender, race and ethnicity, disability, perceived motivation, staff member and involvement of others. If an issue at a particular grade level is present, data can be drilled down to identify specifics allowing teams to plan interventions and supports. Each Tier team utilizes multi-year reports to plan. Comparison data across the nation is available to buildings. All schools are PBIS Schools beginning in 2014. The district is currently working on a process to compile all schools into one report and develop a data based over time. Suspension and expulsion reports are recorded in SWIS as well as the Illinois State Board of Education.

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. Regional school system data is tracked to make comparisons as well as to benchmark schools and services on a national scale. 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. CCSD93's participation in the Glenbard Curricular Council (GCC) results in a forum through which comparison data is gathered and shared among the local high school's feeder districts. Once a year the members of the Glenbard Curriculum Council gather to review NWEA growth data for their districts. All districts in the Council feed into the Glenbard High School District 87. Once growth data are shared, Curriculum Directors and Assistant Superintendents share successful strategies for improvement that have been used to increase growth on the NWEA tests. National Journals (American Association of School Administrators, Association for Supervision and Curriculum Development, Learning Forward) provide perspectives that can be used as comparisons on program and service issues. 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) Student and Other Customer Data

CCSD93 keeps its performance measurement system current with educational service needs by reviewing data related to strategic indicators on a yearly basis. Administrators and Board of Education members are able to see trends in leading indicators such as standardized test results, discipline data, employee work environment data, financial management data and survey data (EFF, Satisfaction Survey, staff exit interviews, etc.) aligned with Scorecard measures used in monitoring the Strategic Plan and SIPs. The findings are used to make adjustments to the appropriate plans.

Likes and follows of CCSD93 social media sites are tracked, with a goal of showing consistent growth in numbers, which increases connections with CCSD93's customers. Comments, likes, favorites, and re-tweets of individual social media posts are monitored to gain insight into subject-matter and posting times that elicit high responses from customers.

4.1a(4) Measurement Agility

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 Scorecard 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 1:1 Learning, CCSD93 has the infrastructure in place to obtain instantaneous assessment data of student performance. For example, NWEA assessment data is currently able to be compiled instantaneously, which allows teachers to see inconsistencies in student performance immediately and modify instruction to better meet the needs of students. Resources in Math, such as Ten Marks provide teachers with instant feedback on student performance in relation to the standards. Resources in English Language Arts such as Compass Learning allow teachers to track student performance on standards based assessments. Discovery Education provides teachers with electronic assessment tools that enable them to review performance data across all content areas, but especially in Science.

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 its 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

Organizational performance reviews are done by the BOE annually and when new or requested data is available. The Cabinet reviews all Scorecard measures in accordance with the timeline set within the operational definitions. Schools review their performance at the start of and during the study phase of the SIP process. The data collection and analysis plan describes when data is gathered. The operational definitions tell how the data is analyzed and used in the decision-making process.

At the school level, BLTs begin the PDSA process at the data collection and analysis stage. This process includes BLT:

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

The district's conversion to 1:1 Learning is moving towards having all data gathered in real time. The Building and Grounds Department is currently gathering data in real time by utilizing School Dude. School Dude tracks maintenance scheduling for facilities, room set up and/or use of space; technology help desk requests; requests for supplies or equipment; and requests for repair. These data are collected daily and analyzed for trends that might show work related problems or issues about timeliness or quality. Technology help desk requests are used to track request to completion time.

The Curriculum Department analysis usage data from implemented technology based curriculum resources that have been put in place to support the goals of the Strategic Plan. The department completes a comparative analysis of the user data across buildings to identify gaps in order to rapidly respond with professional development in those buildings evidencing low usage. Members of the PD Steering Committee provide input as to delivery of the professional development in low usage buildings as the usage data is shared with its members. Members of the

Educational Technology Committee use data from Technology Walk-throughs to identify high and low usage in classrooms and in buildings. Three times a year, the data from these walk-throughs enable members of the Curriculum and Technology departments to assess the level of implementation of instructional technology across the buildings, in grade levels and in classrooms. Levels of technology implementation are identified as from the lowest level, substitution to the highest level, redefinition.

All district staff knows and understands the importance of the Strategic Plan and how the plan determines direction and defines short and long-term initiatives. Cabinet members and administrative council use the plan to guide their daily, short-term and long-term decision-making. The PD Steering Committee aligns district professional development activities to the goals of the Strategic Plan. The school buildings then use the Strategic Plan to align their SIPs, as well as to design a school-level Scorecard.

4.1c Performance Improvement

4.1c(1) Best Practices

The strategic goals and objectives of the Strategic Plan provide the indicators that are used to define high performance for each department in CCSD93. Key Scorecard measures are determined based on research of best practices designed to achieve the strategic goals and objectives. Best practices are research-based and benchmarked by reviewing data from other high performing school districts. Key CCSD93 Scorecard measures are reviewed quarterly by each department and annually by the BOE to identify opportunities for improvement. Each school's BLT develops a SIP plan directly aligned to the district Strategic Plan. Uniform Scorecard measures that align with district Scorecard measure are identified for all schools allowing all members of the organization to work toward the same vision.

Ninety minutes per week is set aside for staff for the sole purpose of professional development as it relates to the goals of the Strategic Plan. During this time, teachers gather in Communities of Practice (COPs) to study best practices in instruction and assessment. Teacher groups determine the topic to study during this time, and must receive approval from the building administration in order to pursue this study. The topic must be aligned to a goal of the Strategic Plan or school improvement plan and be written in the form of a SMART goal. Teachers then pursue independent study or work with District leaders or other administrators to learn and to improve practice. In addition to weekly professional development on best practices through the Communities of Practice, Instructional Coaches are in place in three of CCSD93's nine schools. Instructional Coaches assist staff as they study and implement best practices as aligned to the goals of the Strategic Plan. The intention is to expand the number of Instructional Coaches so that there is one for each of CCSD93's nine schools after successfully piloting the position in 2015-16.

Best practices are also shared across the district via the district staff webpage. Specifically, the CurTech93 webpage provides sharing of resources such as completed PBL templates, PBL resources, technology integration resources, standards based grading resources, as well as SAMR and technology integration resources. Curriculum resources and committee recommended instructional activities are also shared on the district webpage and through a digital curriculum portal called Build Your Own Curriculum for the new science curriculum. Successful PBIS and prevention approaches being implemented in various buildings are shared on a district Weebly webpage. Best practices are also shared through professional development opportunities such as Summer Technology Academy where teachers share their expertise with each other by teaching courses at the academy. Teachers submit course proposals that are reviewed and approved by the ETC before they are added

to the Summer Technology Academy course catalog.

Visual process management is a standardized approach to designing and documenting department and school processes. It creates an easily accessible visual document for each process with related contextual information and allows anyone in the district instant access to current process information, including improvements that have been made over time. All CCSD93 processes have been recently reviewed and revised with process requirements being defined by process users. A review cycle has been developed to ensure that all processes are reviewed every two years or sooner if determined necessary. Measurement and analysis of performance is a part of the decision-making process and continuous improvement of all aspects of CCSD93. Data is utilized on four levels to identify change within the organization to include district, school, grade level and individual students. New data systems have been implemented to respond to the information needs of all district stakeholder groups including students, staff, administrators, and parents.

4.1c(2) Future Performance

The Strategic Plan identifies long-term goals and short-term objectives for achieving those goals. While the goals express desired outcomes, specific performance projections are not explicit, as CCSD93 subscribes to the "all time bests" approach to performance projections, consistently striving for improvement. CCSD93 has worked hard over the years to develop a reputation described as a "standard of excellence" in education. This standard of excellence is constantly threatened by local, state, and national economic conditions, by state and national unfunded mandates, by technological innovations, and by societal demands and pressures. CCSD93 works to understand and manage threats and vulnerabilities as well as capitalize on their strengths and opportunities to enhance current and future performance. These factors guide strategy development, support operational decisions, and align measures and actions. Ongoing continuous improvement results in and leads to innovation throughout the district. CCSD93 wants to address the many attacks on its "standard of excellence." Utilization of the Plan, Do, Study Act Process provides a consistent framework for improvement.

4.1c(3) Continuous Improvement and Innovation

CCSD93 uses its performance review findings to make recommendations for process development, improvement, and ultimately redesign. For example, performance review findings of Least Restrictive Environment data showed that a disproportionately high percentage of black and Hispanic students have been identified as qualifying for special education. As a result, schools will be focusing their instructional and social emotional practices on ensuring that teachers understand how to work with these demographics of students who may be struggling before moving to the identification process for special education. Priorities and opportunities are deployed to staff through institute days, professional learning opportunities, and building staff meetings. In many cases, information is disseminated to building-level administration from senior leaders at AC meetings, and then from building-level administration to their staff at staff meetings.

4.2 Knowledge Management, Information, and Information Technology

4.2a Organizational Knowledge

4.2a(1) Knowledge Management

CCSD93 uses a systematic approach to manage knowledge and information. Workforce knowledge on both operational information and best practices are shared through a variety of person-to-person structures and publications. For example, "The Insider Newsletter" is published monthly by the Superintendent's office to keep all workforce informed of events, information, and to recognize

individuals or groups. The Superintendent also publishes a weekly Enews to all stakeholders, including community members, that includes district news and events as well as information from monthly BOE meetings. The Curriculum and Technology Department publishes Curriculum Connections as a best practice newsletter that is shared with all CCSD93 staff. Knowledge sharing structures and vehicles are shown in **Figure 4.2-1**.

These structures make relevant knowledge available to students, stakeholders, and community members. For example, teachers or teams share classroom newsletters and post critical information regarding classroom content online so that it is more accessible to students and parents.

4.2a(2) Organizational Learning

The format and placement of the organizational learning can be designed using any of the structures above given the breadth, intensity, and timeliness of training and discussion required. The needs related to organizational learning, especially those related to deployment considerations, are always part of the department action plans and part of the strategic planning process. Knowledge sharing is woven through every aspect of the Strategic Plan in the form of Communities of Practice. Communities of Practice are considered critical to maintaining a highly qualified workforce and are characteristic of a learning culture within an organization. CCSD93 has chosen this format to allow the workforce to share information, knowledge, and expertise on a regular basis. Instructional Coaches (4.1c(1)) are utilized to model-teach consult with teachers regarding instructional planning, assessments, and resources.

The Curriculum Department is using an online learning portal, Google Classroom, for all staff that will allow them access to professional development courses and the ability to join in professional learning communities studying topics related to the goals of the Strategic Plan. This is available for staff to access 24/7.

4.2b Data, Information, and Information Technology

4.2b(1) Data and Information Quality

CCSD93 ensures data and information accuracy, integrity, reliability, timeliness, security, and confidentiality through established procedures that include authorized access and password requirements for all users and internet filters that monitor all network transactions. Required field entry screens control accuracy, along with standard definitions for field entries and continual training for all staff who are responsible for data entry. PowerSchool downloads, especially student performance data is cleansed by the provider and re-checked by the Student Data Coordinator. Reliability and timeliness are addressed using backup protocols, system testing, and the constant monitoring of the information technology system.

4.2b(2) Data and Information Security

Sensitive student information is stored in the PowerSchool student information system. The information is stored offsite from CCSD93 on a server owned and managed by PowerSchool dedicated exclusively to CCSD93. CCSD93's Director of Technology and Innovation ensures that language is included in CCSD93's contract with PowerSchool that requires PowerSchool to do its due diligence to protect student data. Data is protected by multiple levels of redundancy, and PowerSchool employs dedicated specialists to ensure security.

Any vendor that is given access to any information from PowerSchool is given access from CCSD93 to only the information that is necessary for that vendor to have. CCSD93 also works with these vendors to ensure that language is included in contracts that the vendors do their due diligence to protect student data.

For information that is kept on site on CCSD93 servers, CCSD93 has installed and manages a firewall, which enables the district to control which ports are open to outside users, limiting access to what information can be reached

from servers outside of CCSD93. The firewall also limits what access is sent out from its servers.

4.2b(3) Data and Information Availability

All segments of D93 decision makers use multiple sources of data. The BOE uses an assessment report, survey information, and regular updates. The Cabinet and Administrative Council use state reports, NWEA reports, School Dude reports, survey information, and various department reports and updates. Teachers use state reports, NWEA reports, and Power Teacher reports as well as classroom based data to make instructional decisions. Most of the data needed for planning and operational purposes is electronic. Staff have access to curricular information on the district intranet site. Access to dynamic data is accomplished through Power School, Power Teacher, and iVisions. Every licensed teaching staff member has received a laptop computer and a wi-fi network ensures that data can be accessed anywhere, anytime. The implementation of Google Drive during the 2013-2014 school year ensures that staff have access to all files, folders, and data from any location.

4.2b(4) Hardware & Software Properties

Replacement schedules for hardware exist to ensure that all equipment is up to date. When researching new equipment and software, focus groups of various stakeholders are called together to assess the new product's user friendliness and applicability. Additionally, CCSD93 speaks to current school or district users of systems about reliability and receives demonstrations from providers to further determine user friendliness and security features. Specifically, when CCSD93 brought on 1:1 Learning, iPads and MacBooks were chosen as the hardware because of their user friendliness and their ability to meet the needs of their intended purposes. Length of battery life, ease of use, low weight, and durability of the devices were all key factors in this decision.

Once a hardware or software is in place, requests for service are received through the School Dude system and

Organizational Knowledge Sharing
• Building PD Days (2X month)
• District PD Days (2X month)
• Team Collaboration Time (Daily)
• Professional Learning Support (PLS) Process
• LEAD Courses
• Mentor Program
• Institute Days
• Staff Meetings
• New Teacher Orientation (NTO)
• Summer Tech Academy
• District and Building Committees
• Superintendent's eNews
• Insider
• Curriculum Connections
• In-Service Days (Rock N Roll Out trainings)
• District Website

Figure 4.2-1 Knowledge Sharing Structures

are responded to by the district's in-house Technology Department based on priority, and all within 12 to 24 hours.

4.2b(5) Emergency Availability

Monitoring systems alert the Technology Department support staff by both text and email 24/7 if there are problems with the network. All equipment, the server and the network have generator and UPS backup and were purchased with redundancy. In addition, CCSD93 has an emergency telephone system, which allows any stakeholder to reach a district administrator after hours at any time, day or night, in case of emergency.

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 25). The Cabinet carefully assesses capability and capacity needs as the Budget and 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. 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 on a consistent basis 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 in the area of 1:1 Learning.

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 Curriculum 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. In the event of new courses or programs added to the programming for students, the Regional Office of Education is consulted to identify the appropriate licensure needed early in the planning stages. For the 2015-2016 school year CCSD93 created new technology class at each middle school. As the course objectives and standards were identified during the development of the course, Human Resources consulted with the ROE for the licensure necessary for the staff members who would teach the course at each building early in the process. Additional examples include the expansion of bilingual classrooms for third grade students at two schools within the district quickly identified two elementary bilingual Spanish teachers as an immediate need as well as the addition kindergarten and first grade

dual language programs identified the need for professional development for current staff about the philosophy of dual language programs. Another example was the roll out of Problem Based Learning for the 2015-2016 school year at the elementary level. Professional Development for staff started in the 2014-2015 school year to prepare them for the addition of PBL to the curriculum. Identified needs for increased staff capability is accomplished through implementation of Professional Development (PD) so staff can be prepared. District provided Professional Development participation is tracked by the Curriculum 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 change from teachers possessing a certificate to now a license and preschool teachers needing an ESL endorsement for fall 2014 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.

5.1a(2) New Workforce Members

The HR Department recruits and hires new staff members based on vacancies and new programming. Vacant positions are posted on CCSD93's website and that of the DuPage Regional Office of Education. Some more specialized positions with potentially fewer viable candidates are posted with newspapers and their online counterparts of indeed.com, careerbuilder.com and K12jobspot.com. Recruiting efforts also include contacting the education departments and professors of colleges and universities who place student teachers with the district for potential candidates with the appropriate licensing. Using multiple posting methods increases the potential pool of candidates to ensure that reflects 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 anywhere in the district based on their answers to the collaboratively designed screening tool that is aligned with the district's core values, strategic objectives and initiatives. In an improvement cycle the screening tool questions have been revised and updated through collaboration with building administrators.

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 has increased over the last few years. The 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 from late winter through the summer at the District Office or by phone 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. CCSD93 has also advertised in journals.

All new licensed teaching staff 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 district and its Strategic Plan and initiatives. This week long 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. The CSEA Leadership has a role in the week. During this week the new staff members meet the Teacher Induction Facilitator as well as Cabinet Members who make presentations as part of the agenda for the week. 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.

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 two years, but they have an option of participating for three years. Teachers coming to CCSD93 with a few years of teaching experience are in the program for one year with the option of a second year. 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 by HR and the Teacher Induction Facilitator 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**. 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 more 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 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 also acclimate new 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.

5.1a(3) Work Accomplishment

Work is accomplished through the implementation of the Strategic Plan. The Strategic Plan serves to focus CCSD93's efforts throughout the district. Each school aligns its initiatives or School Improvement Plan (SIP) to the district Strategic Plan through the work of the Building Leadership Team (BLT). The BLT is responsible for identifying and determining professional development goals, making building decisions, and monitoring progress toward increased student achievement efforts for the building. Members on the BLT include the building administration, staff and parents. Each BLT seeks input and obtains feedback at the building level pertaining to the decisions made. Each BLT has representatives serving on the District Leadership Team (DLT) as well as district level administrators. The DLT makes decisions that impact the district as a whole. Traditional work of the DLT has included setting the direction for the Strategic Plan after surveying various stakeholders and community members for their input and determining the school calendar from one year to the next.

CCSD93 organizes and manages the workforce by focusing on the mission of the district as well as the goals outlined in the Strategic Plan. Shared decision-making, the communication of information through the Insider Staff Newsletter, and the sharing of information at staff meetings at the buildings enables staff to understand District and School goals. See **Figure 5.1-3** (page 26) for a depiction of shared decision-making structures in CCSD93 and the charge of each one. The mission statement to maximize the potential of all students is visible throughout the district reminding staff of CCSD93's purpose. The mission is explicitly shared with the new staff members during NTO and at the paraprofessional orientation as well. Discussion helps to solidify their understanding of the collective mission. Other workforce groups have had the District Mission Statement and the Strategic Plan shared with them at staff meetings or department meetings. For example, all of the Lunch Supervisors are brought together so the Strategic Plan and how they contribute to this plan can be shared and discussed. The goals of the Strategic Plan drive action plans throughout the district including the schools. Job descriptions identify the responsibilities, skills and duties

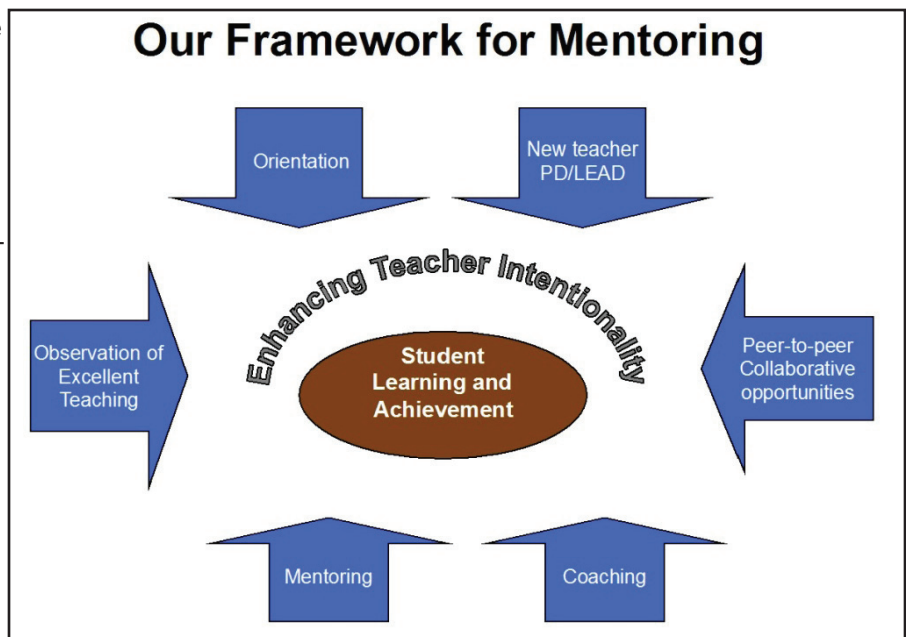


Figure 5.1-1 CCSD93 Framework for Mentoring

necessary to accomplish the district's mission. The performance evaluation systems support the work of the district as well. Staff members with overall evaluation ratings of Needs Improvement or Unsatisfactory receive assistance and support in a collaborative structure with the goal to meet or exceed performance expectations on their next evaluation.

The schools use staff meetings as the vehicle to share information with staff members on a more regular basis. Professional development that is in alignment with the building's SIP and student data has also been accomplished during staff meetings. Future planning for services and programming as well as some of the orientation for new programming takes place at the staff meetings. Staff members attend these regularly scheduled meetings that are held either before the school day starts or at the end of the day depending on the school. Work began during the middle of the 2014-2015 school year to introduce and provide professional development for the Communities of Practice (COP) structure and purpose. COPs were fully implemented in 2015-2016. This structure provides staff with the opportunity to work and learn together in flexible groups as needed to study a particular area of interest or need within the work day on Mondays.

5.1a(4) Workforce Change Management

Figure 5.1-2 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. The CSEA leadership has been involved in creating the vision for 1:1 Learning in the district from the very beginning. Through 1:1 conferences and site visits, both local and nationwide, employee skills and new staffing opportunities were identified that would be critical to contribute to the success of 1:1 Learning initiative. Technology professional development offerings during the school year and the Summer Tech Academies were developed as a result of these newly identified needs. Cabinet members as well as the Curriculum and Technology Departments continuously study current trends in educational technology to determine which trends align with the Strategic Plan.

Nearly eight years ago, licensed teaching staff was encouraged to add a language arts endorsement to their credentials due to declining enrollment and increased emphasis on language arts and the Common Core instruction. If staff already had the ELA endorsement, they were encouraged to have dual endorsements by adding another content area endorsement in either math, science or social science. Occurring at this time, recruitment efforts have been focused for both the elementary and middle school levels on candidates with an elementary teaching license and a middle school language arts endorsement. These credentials provide the district with flexibility to move staff if necessary to accommodate overall changes in enrollment while maintaining full time employment for teachers at the middle school level. All teaching vacancy postings identify the required endorsements as part of the qualifications. CCSD93's online application specifically asks each applicant if they possess a language arts endorsement, as that is what the district prefers.

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 are the candidates CCSD93 would look to consider for hire if it needed to grow the workforce with the appropriate credentials upon graduation.

Teams of building administrators have attended job fairs to conduct screening interviews of potential educator/administrator candidates based on identified staff needs. Consistent screening questions have been developed as the screening tool. The Assistant Superintendent for HR

continues to conduct screening interviews throughout the late winter, spring and summer months, as staffing needs change and vacancies are posted. These screening interviews result in a pool of qualified candidates that is continuously updated for the building administrators to consider. All licensed applicants must go through the screening process to determine if he/she is a qualified candidate who can be called for an interview at the building level.

Aesop, the online substitute placement service, is used to automatically replace staff members who require a qualified substitute on a daily or short term basis. If the substitute need turns into a more long-term need, HR will proceed with the hiring process by offering a teaching contract for that substitute for the duration of the school year. Substitute fulfillment rates are tracked on a monthly basis for the positions requiring a substitute. Using a continuous improvement cycle, staff absence trends are tracked to help identify higher than normal substitute usages for particular days of the week and months of the year. During the last couple years, the statewide substitute shortage has impacted the district in that its fulfillment rate for substitutes has dropped. This shortage has impacted professional development efforts during the school day as CCSD93 cannot

Budget/Staffing Chart for Workforce Services	
1.	Budget/staffing timeline developed (fall)
2.	Weekly meeting between Assistant Superintendent for Curriculum and Instruction and Assistant Superintendent for Human Resources to discuss anticipated new programming and courses as well as determining what new knowledge, skills and attitudes will be needed by the staff (ongoing)
3.	Budgeting process for staffing needs (ongoing)
4.	Human Resources Staffing Plan identifying capability and licensing needs in development (by winter)
5.	Staffing plan proposed to the School Board – staffing changes identified (late winter)
6.	Communication of staffing plan to Building Administration based on projected enrollment (late winter/early spring)
7.	Returning registrations and new programming begin to determine workforce capacity (late winter/early spring)
8.	Attend targeted university/college and specialists job fairs for needed new staff per the staffing plan to conduct screening interviews (late winter/early spring)
9.	New student enrollment (late summer)
10.	Budget approved (September)

Figure 5.1-2 Workforce Capability & Capacity Timeline for Staffing

always guarantee a substitute will be available to replace a teacher attending professional development. During the identified high need days of Monday and Friday, professional development within the district is not offered. Also the months of November and December have become high needs months for substitutes for staff who are out sick so professional development opportunities are not scheduled at this time. A Substitute Summit was held the summer of 2015 to review trend data, discuss possible root causes for the shortage, and to brainstorm possibilities that would become an action plan to address the shortage. Staff members from all work groups were invited to participate in the summit. Adjustments have been made to the timing of the Aesop system in order to contact as many substitutes as possible quicker when an absence is posted in Aesop. CCSD93 now conducts its new substitute process three times during the school year to add new substitutes instead of two times. Additional actions now in the planning stages as a result of the Substitute Summit include designing and making consistent the content and information provided to substitutes in the sub folders at the schools as well as reviewing the pay. Even though CCSD93 is currently one of the highest paying districts in the county for substitutes, a review of substitute fulfillment rate data was recently identified by senior leaders as an opportunity for improvement. In order to increase appeal of substitute fulfillment, the daily pay rate for all substitutes will increase in fall 2016 for substitutes. In order to sustain teachers who have a background in CCSD93's curriculum and technology, a special daily rate will be implemented for CCSD93 retirees.

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.

5.1b Workforce Climate

5.1b(1) Workplace Environment

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 on-line training they complete as a compliance requirement. Each school has an identified Crisis Team. One or two 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 a consistent 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 on a regular basis. The Crisis Team reviews the data from the drills to identify potential issues and

determine solutions. A health enhancement for the district was the introduction of Company Nurse. This service provides medical support and advice through a phone call for staff members who become ill or injured while at work. Security improvements are systematically addressed for all buildings. The Sonitrol system for proximity card access to buildings was updated at all of the buildings during the 2013-14 school year which also involved updating every staff member's photo ID. Identical blue lanyards for the photo IDs are now in place further identifying CCSD93 staff members from visitors wearing a red visitor lanyard. Panic buttons were installed in all offices for use in case of emergency, and school entry procedures have been updated

Shared Decision Making Structures (Membership of all structures include administrators & staff)	Charge	District Wide (D) or Building Wide (B)
Building Leadership Team (BLT)	Design School Improvement Plan (SIP) and professional development plan to build staff background and capacity to implement SIP	B
CSEA Leadership and District	Share information and problem solving concerns brought to CSEA leadership	D
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
Determine Spring Conference dates	Provide input regarding the date of spring conferences for their respective building	B
District Leadership Team (DLT)	Develop district Strategic Plan and make decisions about district-wide issues, such as the annual school calendar	B
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
Evaluation Process (PERA) Committee	Design Licensed staff Student Growth component of the Licensed Staff Evaluation Process	D
Evaluation Steering Committee	Design Licensed Staff Evaluation process	D
Expect Respect: Prevention, Intervention and Planning Committee	Design professional development for parents, staff and students to increase Expect Respect/extinguish bullying across all schools	D
Hiring Processes	Interview and make recommendations for hire for a variety of positions to include teachers and leaders	D, B
Kindergarten Committee	Collaborate on updating parent information regarding kindergarten and mission statement to indicate beliefs, indicators and examples to attain consistency across all schools regarding their instructional approach Kindergarten	D
Medical/dental Insurance Committee	Review data, plan options and staff needs to determine the best health care packages for all employee	D
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
Strategic Planning	Consider input from 1556 stakeholders to design the strategic plan and measures to monitor progress of each goal	D

Figure 5.1-3 Shared Decision-Making Structure/Charge

so that visitors must be buzzed in to gain entry to CCSD93 buildings after identifying themselves and their purpose for visiting. The secretaries have been provided with a script to use to increase consistency with the greeting.

CCSD93 continues to work closely with its three community police and fire departments for crisis and emergency planning. Performance measures include the annual assessment results and Harris Poll results from staff members. Some measures, such as workers' compensation claims, are segmented for workgroups. Safety procedures regarding accidents are carefully monitored for custodial and maintenance staff. Behavior intervention and student safety evaluation approaches are supported and data are closely monitored for staff members that deal with high-risk student populations. Crisis plans have been created for all critical crises that can be anticipated. In 2013-14 each school practiced an active shooter drill in partnership with the three police departments to begin the process of creating this crisis plan. Students and staff regularly practice these plans. The crisis plan has been through numerous improvement cycles and is updated as needed. Safety and security assessments are conducted on an annual basis.

Staff is consistently surveyed through formal and informal methods during the year. Upon hire or as the need develops, any staff member with an identified short term or permanent disability is consulted about necessary modifications or accommodations to increase their accessibility. Current accommodations include providing personal microphones to staff due to the inability to project their voice so students can hear instruction. Another example involves consulting with a new staff member upon hire to determine step stools within the restrooms and beside water fountains would be needed as a result of her small stature. The furniture within her learning environment needed to be changed as well as providing a lowered access control device at both the school and District Office so she could independently gain access to these buildings. Another example is providing a standing desk to an administrator who was medically unable to sit in meetings for long periods of time without pain and discomfort.

The district has continued to offer Employee Assistance Program (EAP) services for all employees. Access to the online resources was first made available to staff in 2012-13. 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 number of staff members taking advantage of the free flu shot is tracked yearly. The goal is to encourage more staff each year to take advantage of the flu shot in an effort to keep staff healthy so that the students' learning is not compromised by illness and staff absences. Each school has the opportunity for the position of a Wellness Leader to help promote wellness opportunities and healthy choices to staff. Staff is surveyed for feedback on their participation in the year's wellness activities and to solicit ideas.

Biometric wellness screenings are also offered to staff each fall whether they are insured by the district insurance or not. 2013-14 was the first year the screenings were made available to spouses. 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 and well as surveying the staff to determine what might increase their participation in the screenings.

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.

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' sexual offender databases as well as puts the person in CCSD93's Raptor system for future visits. Once in the Raptor system, every time the visitor signs in at the kiosk, the sex offender database is checked for offenders who should not enter the schools. Raptor also tracks the number of visitors on any given day so should there be a crisis situation or drill, the building administration will know who is visiting during this crisis or drill time. District administration also receives this visitor information during a drill or crisis situation.

Another part of the security plan is the picture IDs that are created for all employees of the district that hang from common blue lanyards that indicate a district employee. Visitors to the buildings are given red lanyards to wear while on the premises. Substitutes are required to check in to Raptor each day they are working and are given a substitute ID to wear while in the schools. The local park district offers before and after school care for CCSD93's students. They have created a security system that complements CCSD93's system for before- and after-school times.

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 the nature of their 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. Recently 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 a recent Illinois law, signage prohibiting concealed carry has been posted at all buildings. School entry ways are being 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. One has been updated, with two additional updates occurring during the summer of 2016. Updates will be phased in to the remaining schools that need it to best align to additional necessary structural updates.

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. Job sharing is another benefit available to tenured licensed staff so they can spend more time with their families, but also continue to work part time for the district. Each spring job share proposals are submitted to administration and the BOE for consideration for the following year. The EAP services were expanded in 2012-13 to include the online website resources and information for all staff. 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.

Board policies are reviewed and modified as needed. Policies, benefits and services are shared with employees through building administration, email communication, the Insider, staff meetings, CSEA and CSSSA Leadership meetings, New Teacher Orientation, and posted on

the district website. CCSD93 makes every attempt to be comparable and equitable between workforce groups. The Employee Handbooks have direct online links for easy reference for employees. Additional benefits information and necessary forms from Human Resources and the Business Department are also located online for staff 24/7 in the Information Center of the iVisions database for their convenience.

5.2 Workforce Engagement

5.2a Workforce Engagement and Performance

5.2a(1) Organizational Culture

CCSD93's organizational culture is centered on its mission, vision and values and the alignment with CCSD93's Strategic Plan. Communication with and input from numerous stakeholder groups is an important part of CCSD93's mission. The Strategic Plan was created with the input of 1500 people from throughout the district and community.

Early in the development process, the DLT helped to narrow the focus to some key educational and environmental considerations and targets. Along the development process, feedback was obtained including as many stakeholders as possible. The Strategic Plan was shared with the BOE, building administrators, and the various other stakeholder groups upon its completion. It is critical that all employees know and understand their role in the various aspects of the Strategic Plan so that they are engaged in the common goal.

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 CSSA Leadership and opportunities conducted at the schools. When necessary CCSD93 uses an automated calling system to inform employees of weather related situations in addition to radio and television announcements. In person opportunities for communication exist as part of the professional development collaboration meetings conducted with each team at the schools on a consistent basis. The schedule for these meetings is shared with the staff members. Surveys are also regularly used to obtain feedback and suggestions. The feedback and suggestions are always considered within the PDSA cycle for improvement.

5.2a(2) Drivers of Engagement

To determine the key elements that affect workforce engagement, the Human Resource Department uses input from professional organizations including AASPA, IASPA and Learning Forward, the Professional Learning Association. The Curriculum 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. Key elements of workforce engagement were identified as leadership, communication, work environment, resources, involvement, and compensation and benefits. An employee satisfaction survey is distributed on an annual basis to all employee work groups. Consistent questions target each identified key area, which are monitored.

Additional platforms for administrators to determine workforce engagement are: ongoing two-way communication between district/building leaders and staff, staff responses to various surveys, observational data, feedback received from district committees and associations, and annual information sharing meeting with other workgroups.

5.2a(3) Assessment of Engagement

Satisfaction and engagement are assessed through a systemic process using multiple approaches of both formal and informal measures. The Harris Interactive survey was

conducted every two years to help assess the satisfaction of employees. This method has been in place for a number of years so trend data exists. On the alternate year of the Harris Survey (through 2013-2014) the district conducted its own survey with similar questions to help gauge satisfaction and engagement on a yearly basis. This informal method has also been in place for a number of years so trend data exists. As of 2014-2015 the Harris Interactive survey option was no longer available so CCSD93 will continue to use its own survey on a yearly basis to measure satisfaction rates for various groups keeping the questions the same until it is necessary to update them. The results of 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. Exit interview surveys are provided to staff leaving the district to obtain feedback on their experience as an employee.

The Curriculum 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 walk throughs while staff members are teaching and working with students to assess student engagement in the instruction and curriculum using a rubric for consistency in an informal manner.

Other indicators used to assess workforce engagement include employee retention, absenteeism, grievances, safety and productivity all of which could indicate a lack of workforce engagement and satisfaction if the trends are determined to be negative. Performance is assessed annually. 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. Neither union has filed a grievance in the past 16 years.

Methods and measures for determining engagement and satisfaction do not differ across workforce groups. Though 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.

5.2a(4) Performance Management

The workforce performance management system acknowledges high-performance and engagement in a few different ways. The evaluation systems for the various workforce groups identify expectations of high performance. The conversations between the staff member and evaluator conducted, as part of the evaluation process, acknowledges high-performance and engagement as well as opportunities for growth and improvement. Mentoring, training (in person and online), and peer coaching are available to help support improvement or performance growth.

Each evaluation system consists of indicators or components that align to key responsibilities of a position. Ratings are assigned based on their ability and performance to fulfill those responsibilities. Ratings that indicate current performance do not meet expectations would result in additional training, coaching or professional development opportunities to support improvement. Performance ratings that are indicated to be meeting or exceeding the expectations would enable the teacher to serve as a mentor to new staff or as a cooperating teacher for a university student involved in clinicals or student teaching. Changes

in Illinois law required CCSD93 to redesign the evaluation process for the licensed teaching staff. A committee was formed with representatives of the CSEA from as many of the schools as possible as well as representing as many of the teaching roles as possible and District Administration. Through study, research and with the assistance of consultants CCSD93 was able to develop its current evaluation process for licensed teaching staff to be in compliance with Illinois law through consensus building. The next step was for another smaller committee to form again based on Illinois law with equal representation from the CSEA and District Administration to create the Student Growth aspect of the evaluation process to include the percentages for performance and student growth as well as identify the growth model to be used. The committee determined the Student Growth component would be 30% of the overall rating and their teaching performance component would be 70% of the evaluation rating. It was important for all of the members of this committee that the teaching staff be given as much choice and voice in the determination of the student growth process as possible. The committee determined that Student Learning Objectives (SLO) model would give the teaching staff the ability to make decisions about what objective they would focus on as well as determine the individual student goals, assessments and instructional strategies they would use so the students could demonstrate growth. It is the goal of the committee to have designed the student growth component in time to offer the staff a "no stakes year" opportunity in 2015-2016 for student growth to gain some experience and provide the committee with questions and feedback to finalize the Student Growth component for required implementation in 2016-2017.

Another recent innovation is the new technology course in planning for the middle schools expected to launch for the 2015-2016 school year.. Creative Communication and Innovation utilizes the English Language Arts standards and focuses on various authentic communication methods using technology. Students will use the Adobe Suite of products and a gaming approach to accomplish the objectives for the class in a personalized approach.

Additional plans and professional development are being planned for a core group of teachers from each school to receive intensive training with Discovery Learning (2015-2016) in preparation for the launch of the Next Generation Science Standards (NGSS), new science curriculum and instructional resources in 2016-2017. This core group will serve as content experts in science to provide support for their colleagues.

During the 2014-2015 school year a committee of staff members was formed at one of the elementary schools to provide input to the redesign of the school library into the first Innovation Center of the district focusing on technology and the 21st Century skills of collaboration, critical thinking, creativity, and communication. The renovation was completed during the summer of 2015. There are plans to convert one to two libraries a summer into Innovation Centers using the same process for input from staff until they are all converted.

Staff members 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 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.

Workforce engagement is critical to addressing the strategic challenges of the district. Both workforce engagement and satisfaction have been reported measures the district has monitored through the use of the Harris Poll through 2013-2014. For the past two years, a district created survey which parallels questions on the Harris Poll has been utilized instead. These results help CCSD93 to gauge opportunities for workforce improvement as these measures have a direct correlation to the overall improvement in satisfaction. More informal methods of gathering data and information such as plus/delta exercises, parking lots for post-it notes, exit slips, Fast Feedback forms and comments sharing are used as well. The feedback from these informal methods is compiled and responses are generated and shared with staff and CSEA Leadership for clarity and understanding.

5.2b Workforce and Leader Development

5.2b(1) Learning and Development System

CCSD93 has a few 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 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.

The district utilizes two additional online training programs on a regular basis. Public School Works is used to accomplish all of the required compliance training such as Blood Borne Pathogens, Sexual Harassment, Educator Ethics, Sexual Misconduct, and Bullying. 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.

5.2b(2) Learning and Development Effectiveness

The effectiveness of the learning is measured through the course evaluations 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 walk-throughs of classrooms to identify the level of implementation of instructional technology.

On-going monitoring is accomplished through the use of observations, walkthroughs, and custodial inspections on a regular basis. The 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 growth.

5.2b(3) Career Progression

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. Intervention aides have also been cross training in both the reading and math intervention programs so that students who are identified for the programs can receive services from a trained staff member as soon as possible.

Planning took place in 2014-2015 to create the 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 with six participants. The topics for the sessions include hiring/evaluating personnel, special education considerations, budgeting, instructional leadership, and school safety. It is a goal of the BOE and the administration to hire new administrators from within the district. Those who have successfully completed the Academy would 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 would 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.

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.

Another approach CCSD93 has used is succession planning which involves considering possible internal candidates based on the importance of the position, possible internal candidates and their current level of performance, their likelihood to leave the district and their current level of readiness for the new positions.

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

This process occurs at least once a year and identifies those in the district who would be considered for a promotion within the district. Once identified the success process involves meeting individual professional growth needs with career goal setting. The current Assistant Superintendent for Human Resources served as HR Coordinator for a year to learn from the previous HR administrator prior to her retirement. Recently an Associate Superintendent was named from the current Cabinet Members who will assume the role of the Superintendent upon the retirement of the current Superintendent. Naming an Associate 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 Program, Service, and Process Design

6.1a(1) Program, Service and Process Requirement

The Educational and Support Process Management in District 93 refers to management of key process which include the following: learner-centered education, delivery of education, support services and operations. 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.

Learner centered-education processes and the delivery of education includes instruction in all educational offerings and programs. 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 has been piloted in two schools prior to full district 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 shared 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 30) 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 Wieggers 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). Annual surveys are then sent to process users to determine if any changes are recommended to the process to meet the stakeholders' requirement(s). 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.

Recent examples of process revisions based on stakeholder feedback, program revisions and change in criteria are the reading and math intervention processes

District level processes that involved many levels of users (administrators, staff and/or parents) use of common processes and a common template/format in designing processes helps to increase consistency and productivity. Staff members know what is expected in the delivery of key work processes. Particularly in the areas of support programs and services, such processes provide equity amongst students with the same eligibility criteria and process being utilized across schools.

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) Design Concepts

Strategic goals 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

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. 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 Curriculum & Instruction, 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 Curriculum Department 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, Health Offices and Continuous Improvement. 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 and the Carol Stream area Expect Respect (Bully) Coalition. 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. A recent review of all CCSD93 Quality Processes included input from stakeholders regarding process requirements. Stakeholders will be 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 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) Program, Service 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 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 co-operatives 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 under-

going 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 Supply-Chain Management

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 neces-

sary for future business dealings with CCSD93.

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 fol-

lowing drills are conducted annually.

- Three fire drills
- One bus evacuation 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 Student Learning and Process Results

7.1a Student Learning and Student-Focused Process Results

The BOE and senior leadership team of CCSD93 believe that three critical result measurements provide the most important data for determining the overall success of the district. These three measurements are:

- Student achievement data as measured from a state and national level to include the Partnership for Assessment of Readiness for College and Career (PARCC) (7.1a), Standards Based Report Card ratings (7.1a), and the Measures of Academic Progress assessment (Growth Measures) from Northwest Evaluation Association (NWEA) (7.4b). Indirect measures include discipline data (7.4b).
- Stakeholder satisfaction for primary stakeholder groups: students, parents, and staff, as measured by the Satisfaction Survey. Student perception data is also attained through annual administration of the Education For the Future Survey (EFF) (7.2a(2)). Overall performance and specific questions provide additional information regarding student perceptions of the school environment.
- Financial health as measured by fund balance percentages (7.5).

The primary summative evaluation tool to measure student learning outcomes in academic areas for CCSD93 is the state testing program. Illinois monitors student progress towards the New Illinois Learning Standards using the Partnership for Assessment of Readiness for College and Career (PARCC) Assessment for students in grades 3-8 in both English/Language Arts (ELA) and Math). PARCC is taken online in the spring of each academic year. This assessment measures learning standards that were formally adopted by the State of Illinois in 2014, and replaces the Illinois State Achievement Test which assessed the former standards, thus ISAT data are not included in this report. Data has not yet been made available for 2015-16, thus only 2014-15 PARCC data is included in this report. With only one data point available, trend data for PARCC has yet to be established.

For achievement test comparison, CCSD93 has benchmarked against the Glenbard High School District 87 feeder districts to include Community Consolidated School District 89, Glen Ellyn District 41, Lombard District 44, Marquardt District 15 and Queen Bee District 16. These are the districts with whom the CCSD93 works most closely with and routinely compares data (e.g. achievement data, staff benefit and salary data, Collective Bargaining agreements). CCSD93 also compares its performance to state averages. Data sets presented below are disaggregated by state tests, subject area, and grade level as appropriate.

PARCC Data

Figure 7.1-1 shows the overall percentage of students meeting or exceeding state standards on the PARCC assessment for ELA, Math, and an assessment composite of the two.

Figure 7.1-2 depicts the percentage of students who met or exceeded state standards on the PARCC ELA assessment, broken out by grade level. This initial reading/ELA data gives us a starting point at which we can begin improvement planning and goal setting for each grade level. At five of the six grade levels our students are performing above the state average. CCSD93 ranked mostly in

the mid-range of performance on this first state standards assessment which will be the basis for improvement in the future.

Figure 7.1-1 2014-15 PARCC Meets/Exceeds Composite by District

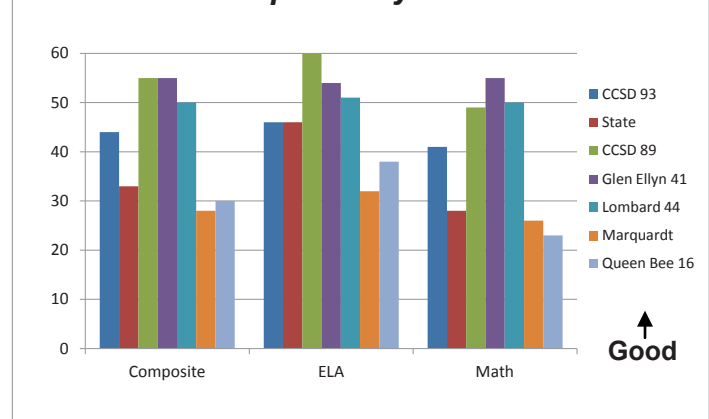


Figure 7.1-2 2014-15 PARCC ELA Meets/Exceeds by Grade Level & District

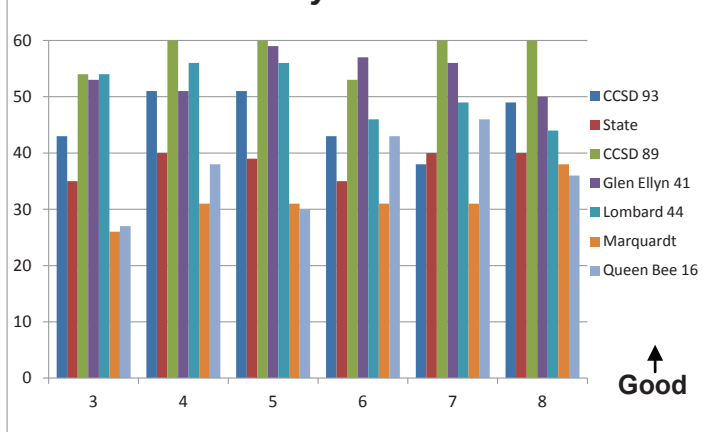


Figure 7.1-3 (page 36) depicts the percentage of students who met or exceeded state standards on the PARCC Math Assessment, broken out by grade level. This initial data gives us a starting point at which we can begin improvement planning and goal setting for each grade level. At all of the six grade levels our students are performing above the state average. CCSD93 ranks mostly in the mid-range of performance on this first state standards assessment which will be the basis for improvement in the future.

Standards Based Report Card Scores

Classroom performance relative to state standards is reported to CCSD93 parents using a Standards Based Report card indicating Exceeds, Sometimes Exceeds, Meets, Sometimes Meets, and Does Not Meet in relation to the standards assessed.

Figure 7.1-4 (page 36) shows a composite of the percentages of students throughout all grade levels whose report card scores for all ELA standard sets were Exceeds, Sometimes Exceeds, or Meets. It is important to note that in 2013-14, the middle schools fully implemented standards based reporting, thus resulting in an implementation dip.

Figure 7.1-5 (page 36) shows a composite of the percentages of students throughout all grade levels whose report card scores for all Math standard sets were Exceeds, Sometimes Exceeds, or Meets. It is important to note that in 2012-13, CCSD93 formally implemented a new curriculum and instructional strategies reflective of the new state adopted standards. The new standards, known then as Common Core (now New Illinois Learning Standards), were more rigorous, and demanded more critical thinking and higher level skill sets from students.

Figure 7.1-3 2014-15 PARCC Math Meets/Exceeds by Grade Level & District

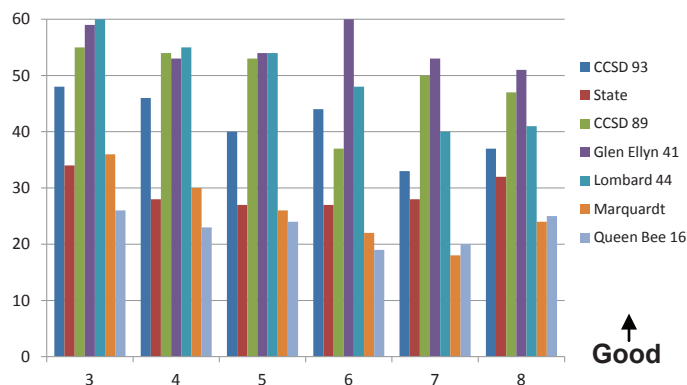


Figure 7.1-4 2014-15 Composite CCSD93 % of Students Receiving Meets/Exceeds ELA

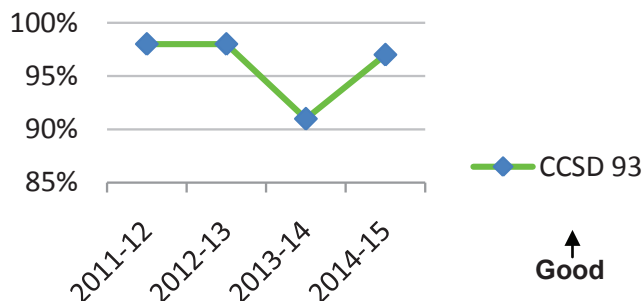


Figure 7.1-5 2014-15 Composite CCSD93 % of Students Receiving Meets/Exceeds Math



7.1b Work Process Effectiveness Results

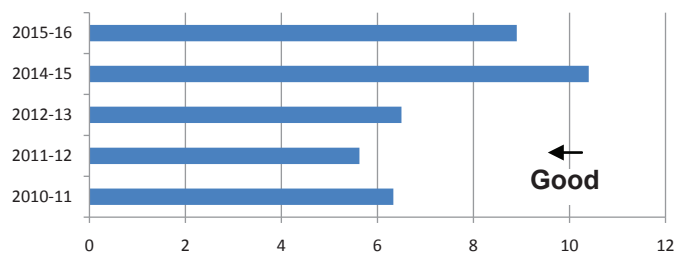
7.1b(1) Process Effectiveness and Efficiency

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

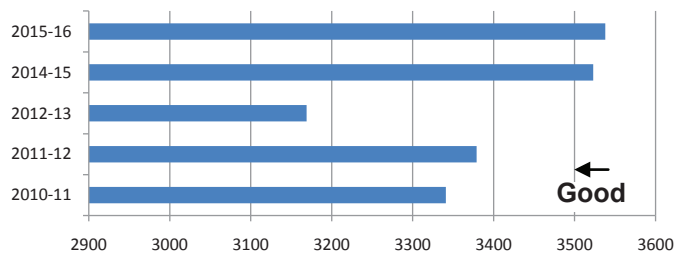
The average number of days from when a work order is entered into School Dude to when it is closed is shown in **Figure 7.1-6**. From start to close, many of these issues require investigation, determination of the cause, ordering of parts, completion of repair, and testing of that completion before the work order is closed.

Figure 7.1-6 Average Number of Days from Start of Work Order to Close



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 7.1-7** depicts the total number of maintenance work orders placed in School Dude in each of the last five years.

Figure 7.1-7 Total Number 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 7.1-8** illustrates CCSD93's compliance for the past five years.

Figure 7.1-8 Compliance to Individuals with Disabilities Education Act

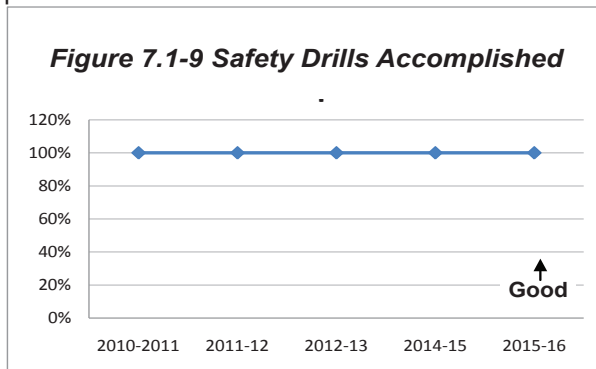
IDEA compliance		
Year	Yes	No
2010-11	X	
2011-12	X	
2012-13	X	
2013-14	X	
2014-15	X	

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 7.1-9 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.

**7.1c Supply Chain Management**

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.) 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 7.1-10 depicts the components of Supply Chain Management for CCSD depicting the type of information that flows across grade levels and schools.

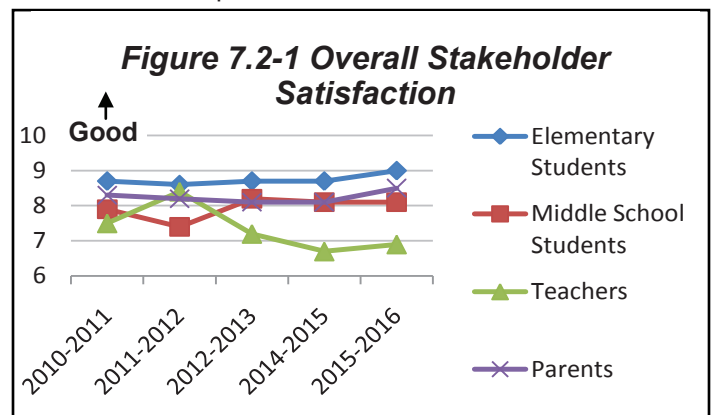
Figure 7.1-10 Supply Chain Management

Supply Chain Linkage	2012-2013	2013-2014	2014-2015	2015-2016
Annual articulation with Middle School Principals and fifth grade teachers to discuss student needs	Yes	Yes	Yes	Yes
Annual articulation with High school counselors and 8th grade team to discuss student needs	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
Annual articulation between grade levels regarding curriculum.	No	No	Yes	Yes
Prevention Coordinator assigned to middle school and feeder schools to ensure an understanding of social emotional needs as students transition between elementary and middle school	Yes	Yes	Yes	Yes
Ongoing articulation amongst Cabinet departments regarding action planning, associated cost and resources	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
End of year focus groups by principal with 5 th and 8 th grade students to gain perspective of their school experience	No	No	No	Yes

7.2 Customer-Focused Results**7.2a Student- and Stakeholder-Focused Results****7.2a(1) Student and Other Customer Satisfaction Satisfaction Survey**

CCSD93's Satisfaction Survey (formerly Harris Poll) has been used by CCSD93 from 1997 to the present to assess stakeholder satisfaction.

Figure 7.2-1 represents the overall satisfaction of CCSD93's key stakeholder groups (within a five year period). The trend lines have been positive with improvement among CCSD93's student and parent customers based on Harris and District survey ratings. In 2014, the CCSD93 was notified that Harris was not longer going to service school systems. At this point, the Satisfaction Survey was developed. Questions paralleled several of the Harris questions in order to provide comparative data. Though the Harris Survey was administered every two years, senior leaders have changed the Satisfaction Survey to an annual administration to provide more current data.



Figures 7.2-2 through 7.2-5 depict stakeholder satisfaction trends. This information is taken from the Satisfaction Survey (formerly Harris 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 0-10 scale. The figures depict the ratings for the satisfaction areas that the various stakeholder groups are asked about. Information is included for the last six 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 (2014-15) to the current wave (2015-16). The right of those columns depicts the change from the first wave of surveys (1997-98) 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. CCSD93 families, including both student groups and parents, have expressed particularly positive growth to several satisfaction areas. 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 7.2-2 Executive Summary of Elementary Student Satisfaction Trends

This table shows the trends and changes in ratings for elementary students over the last six surveys in these areas and includes data from the first survey.

Survey Area	1997-98 (n=518)	2006-07 (n=915)	2008-09 (n=777)	2010-11 (n=734)	2012-13 (n=716)	2014-15 (n=656)	2015-16 (n=789)	Since Last Wave	Since First Asked
Overall Satisfaction	7.9	8.3	8.6	8.7	8.7	8.7	9.0	↑	↑
School Atmosphere	8.2	8.0	8.2	8.2	8.2	8.4	8.6	-	↑
Equipment & Facilities	8.4	8.1	8.3	8.3	8.4	8.5	8.8	↑	↑
School Bus	6.0	6.6	7.4	7.6	7.0	6.9	7.6	↑	↑
Computer Technology	n/a	8.5	8.6	8.6	8.6	8.6	8.9	↑	↑
Main Teacher	9.3	9.3	9.5	9.4	9.4	9.2	9.5	↑	-
Environmentalism	n/a	n/a	n/a	n/a	n/a	8.9	9.1	-	-

Figure 7.2-3 Executive Summary of Middle School Student Satisfaction Trends

This table shows the trends and changes in ratings for middle school students over the last six surveys in these areas and includes data from the first survey.

Survey Area	1997-98 (n=947)	2006-07 (n=1480)	2008-09 (n=1368)	2010-11 (n=1234)	2012-13 (n=1160)	2014-15 (n=1392)	2015-16 (n=1242)	Since Last Wave	Since Beginning
Overall Satisfaction	6.6	7.8	7.6	7.9	8.2	8.1	8.1	-	↑
School Atmosphere	6.4	7.1	6.8	7.1	7.4	7.7	7.6	-	↑
Equipment & Facilities	7.2	7.7	7.6	7.7	7.9	8.2	8.3	-	↑
School Bus	5.8	6.3	6.7	7.2	7.4	7.2	6.9	↓	↑
Computer Technology	n/a	7.6	7.9	7.6	7.8	7.8	8.1	↑	-
Principal	6.7	8.1	7.0	7.9	8.0	8.3	8.3	-	↑
Math Teachers	7.3	8.4	8.2	8.3	8.5	8.5	8.6	-	↑
English Language Arts Teachers	7.4	8.2	8.1	8.2	8.4	8.5	8.8	↑	↑
Science Teachers	7.7	7.9	8.1	8.3	8.3	8.5	8.6	-	↑
Humanities Teachers	8.1	8.3	8.5	8.2	8.7	8.9	8.9	-	↑
Foreign Language Teachers	5.3	8.0	8.2	8.2	8.4	8.0	8.0	-	↑
Environmentalism	n/a	n/a	n/a	n/a	n/a	8.3	8.4	-	-

Figure 7.2-4 Executive Summary of Staff Satisfaction Trends

This table shows the trends and changes in ratings for all staff members over the last six surveys in these areas and includes data from the first survey.

Survey Area	1997-98 (n=367)	2006-07 (n=467)	2008-09 (n=473)	2010-11 (n=465)	2012-13 (n=516)	2014-15 (n=526)	2015-16 (n=490)	Since Last Wave	Since First Asked
Overall Satisfaction	7.3	8.1	7.6	7.5	7.2	7.0	7.0	-	↓
Students	7.4	7.6	7.6	7.5	7.6	7.3	7.6	↑	-
Your Career	7.3	8.4	8.2	8.1	8.0	7.8	7.8	-	↑
Involvement in Decision Making	5.5	6.6	6.2	6.1	6.0	6.1	6.3	-	↑
Assistant Principal	n/a	8.9	8.2	8.4	8.3	8.4	8.5	-	↓
Principal	8.1	8.9	8.1	7.9	8.2	8.1	8.3	-	-
Central Administration	6.5	7.7	6.9	7.3	7.3	7.7	7.9	-	↑
Superintendent	6.4	7.1	7.4	7.9	6.8	6.9	6.8	-	↑
School Board	6.1	7.5	5.5	7.5	7.1	6.9	6.9	-	↑
Parent Support	6.5	7.0	7.0	6.9	6.9	6.6	7.3	↑	↑
Instructional Technology	n/a	7.8	8.1	7.9	8.0	8.1	8.1	-	↑
Custodial Services	n/a	n/a	n/a	n/a	n/a	8.4	8.3	-	-
School Atmosphere	7.5	8.3	7.9	7.5	7.4	7.3	7.3	-	-
Environmentalism	n/a	n/a	n/a	n/a	n/a	8.6	8.6	-	-

Figure 7.2-5 Executive Summary of Parent Satisfaction Trends

This table shows the trends and changes in ratings for parents over the last six surveys in these areas and includes data from the first survey.

Survey Area	1997-98 (n=1429)	2006-07 (n=561)	2008-09 (n=736)	2010-11 (n=445)	2012-13 (n=504)	2014-15 (n=497)	2015-16 (n=740)	Since Last Wave	Since First Asked
Overall Satisfaction	7.4	8.2	8.2	8.3	8.1	8.1	8.5	↑	↑
Equipment & Facilities	7.3	8.3	8.3	8.4	8.5	8.4	8.7	↑	↑
Computer Technology	n/a	8.1	8.2	8.3	8.5	8.3	8.8	↑	↑
School Bus	6.5	7.6	7.8	7.9	7.7	7.5	7.3	-	↑
Communication/Involvement	7.1	8.1	8.1	8.1	8.0	7.8	8.3	↑	↑
Child's Teachers	7.9	8.3	8.3	8.3	8.4	8.2	8.7	↑	↑
Board of Education	6.5	7.4	7.6	7.7	8.0	7.6	8.0	↑	↑
Superintendent/Central Admin.	6.8	7.4	7.6	7.7	8.0	7.4	8.0	↑	↑
Principal/Administration	7.8	8.4	8.3	8.4	8.2	8.1	8.3	-	↑
Curriculum/Training	6.7	7.5	7.8	7.7	8.0	7.7	8.0	↑	↑
Budget/Budget Process	6.0	6.5	6.9	7.0	7.3	7.6	8.0	↑	↑
Environmentalism	n/a	n/a	n/a	n/a	n/a	8.8	9.0	-	-

7.2a(2) Student and Other Customer Engagement Attendance Rates

Time in school is an important factor impacting student learning and is tracked so that concerns can be identified. While attendance concerns are addressed with individual students, **Figure 7.2-6** shows that CCSD93 has 0.02% of students with chronic truancy problems, well below the state average.

Figure 7.2-6 Student Truancy Rate

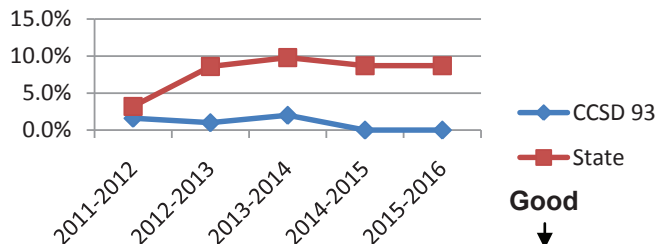
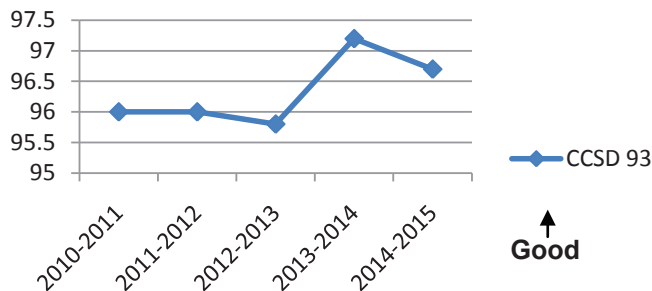


Figure 7.2-7, featuring data taken from the Illinois School Report Card, shows the attendance rate for CCSD93 has consistently been above 95%.

Figure 7.2-7 Student Attendance Rate



Student Behavior Data

Engagement can include on target behavior and students being present in school (not suspended). Student discipline data is recorded in School-Wide Information System (SWIS). SWIS offers a variety of reports for schools to review at each PBIS Tier 1 and 2 meeting. Tier 3 implementation is currently underway with a three year phase in where 2-3 schools will install each year. Data tracked includes average referral per day, per month, location problem behavior, time of day, grade level, day of week and by student. SWIS provides the opportunity to disaggregate data by gender, race and ethnicity, disability, perceived motivation, staff member and involvement of others. Reports can be customized. For example, if an issue at a particular grade level, data can be drilled down to identify specifics. Each Tier team utilizes multi-year reports to plan. Comparison data across the nation is available to buildings. The district is currently working on a process to compile all schools into one report and develop a data based over time. SWIS data for all schools over the past two years yields the following results. Suspension and expulsion reports are recorded in SWIS as well as the Illinois State Board of Education.

Figure 7.2-8 depicts students suspended one time/more than one time during the school year. The data evidences a decline in student suspensions over a five year period. Since the baseline year (2011-2012) the total number of suspensions have declined while the number of students suspended more than once has increased. Suspension is recorded based on the behavior being a suspendable offense, yet this typically does not result in students being out of school. The majority of CCSD93 suspendable infractions are services through Saturday school and Wednesday after school to preclude loss of instruction. Based on this data, action have been taken for Tier 3 intervention to be implemented as an option for these students.

Figure 7.2-8 Total Student Suspensions

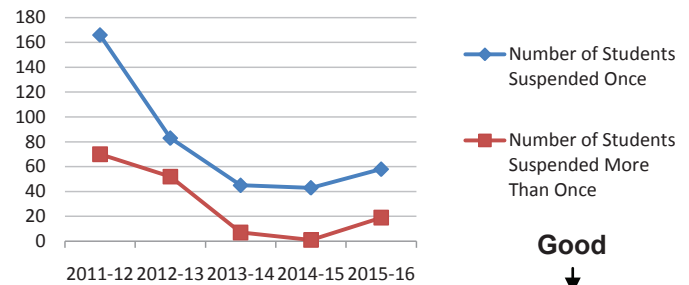
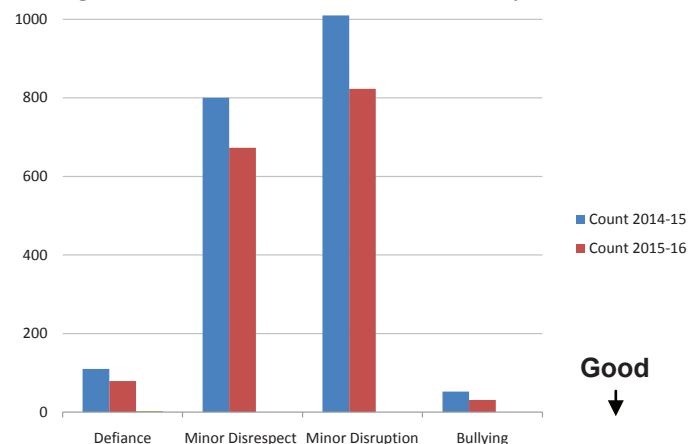


Figure 7.2-9 depicts student school office referrals by behavior. The basis for office referrals is divided into four major categories to include defiance, minor disrespect, minor disruption and bullying. All categories evidence a reduction of infractions over the two year period that all schools implemented PBIS.

Figure 7.2-9 Student Office Referrals by Behavior



EFF Questionnaire Data

The Education for the Future (EFF) Questionnaire measures student perceptions of their learning environment in terms of their relationships, their view of school as engaging, and their control over their own learning. CCSD93 uses the EFF survey as a measure of student engagement. Overall results suggest positive perceptions of students in regard to their learning environments. Recent declines in positive responses provide the District and school leaders with areas for strategic improvement.

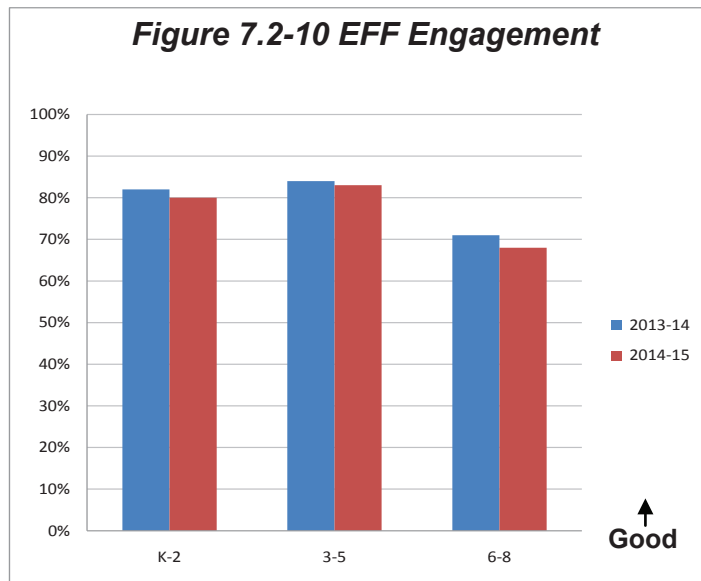
While the EFF Survey has been given to students in CCSD93 since 2007 and used as a data source for schools

to reflect on the climate in their buildings, in 2013, the questions changed to reflect the new 2013-2018 Strategic Plan.

The EFF survey asks students to answer a series of questions on a scale of Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree.

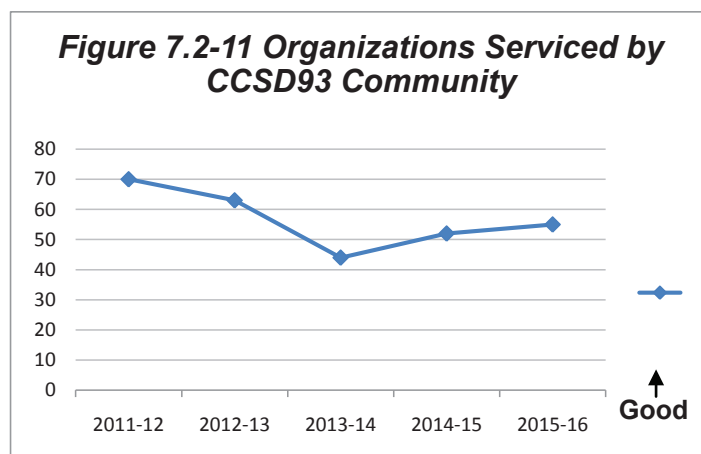
Figure 7.2-10 depicts the average of the percentage of students answering Agree or Strongly Agree for three questions relative to engaged and empowered learning. The three questions asked of all students are:

- I have choices in what I learn
- The work I do in class makes me think
- I know what I am supposed to be learning in class



Organizations Serviced by CCSD93 Community

Working in partnership with the community includes students and staff engaged in service and community activities. **Figure 7.2-11** depicts an increase in the number of organizations in the community that CCSD93 has supported over the past three years.



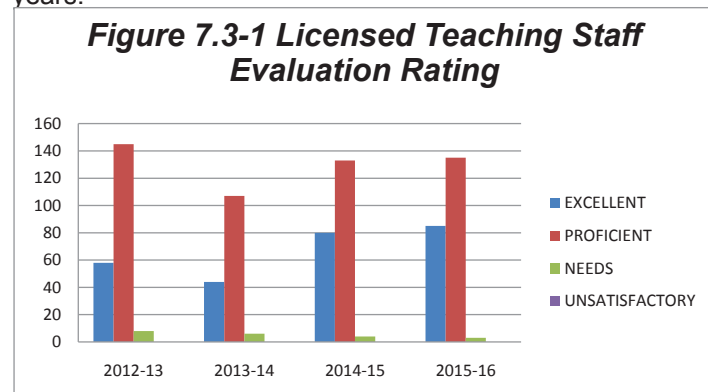
7.3 Workforce-Focused Results

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. Recent changes in Illinois law necessitated that we change to a four-point rating scale in 2012: unsatisfactory, needs improvement, proficient, and distinguished teaching staff. These are shown in **Figure 7.3-1**. Prior to 2012, teachers needed to demonstrate strong classroom performance along with strong professional behavior. Since 2012 in order for the licensed teach-

ing staff to be rated as excellent they need to consistently demonstrate their professional practice to be exceptional for Planning and Preparation, Learning Environment, Instruction/Delivery of Service, and Professional Responsibilities. The data below illustrates the percentage of licensed teachers receiving each rating category for the past five years.

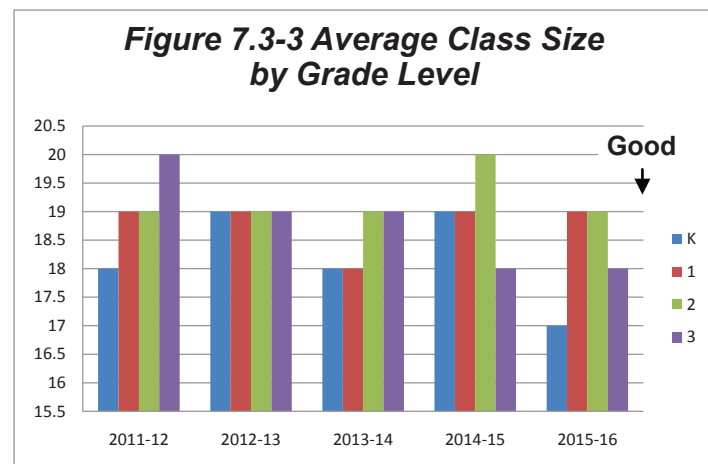


Staffing has fluctuated in the licensed category based on some declining enrollment in the district. Starting in 2014-2015 and 2015-2016 we have added some new positions in the form of Instructional Coaches and multiple Title 1 teachers in three schools over the last five years. Paraprofessional support has increased due to providing additional student services at the elementary level in reading and math through intervention programs, additional language support for our ELL learners and increased student needs identified in Individualized Education Programs (IEP). **Figure 7.3-2** shows staffing figures for the past five years.

Figure 7.3-2 Staffing Levels

Staffing Levels					
Year	Admin	Licensed	Parapro	Cust/Maint	Sec
2011-12	29	346	148	46	30
2012-13	28	339	156	46	30
2013-14	33	342	147	50	31
2014-15	33	345	153	52	31
2015-16	33	352	149	53	30

While the student enrollment has shown a decline, the BOE has continued to prioritize small class sizes especially at the primary level as well as staff new programs and supports for the students. **Figure 7.3-3** illustrates the five-year trend in the primary grades to maintain small class sizes in the students' first years in the district.

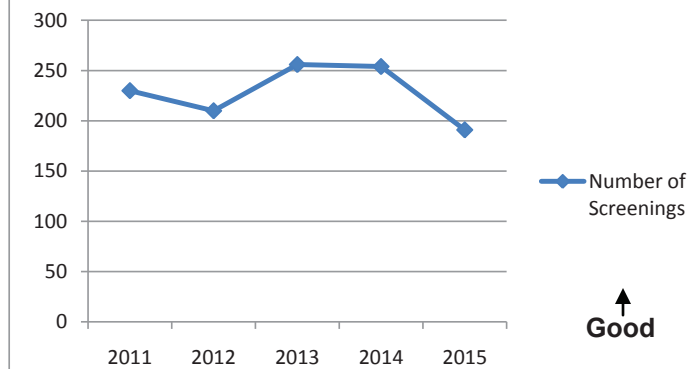


7.3a(2) Workforce Climate Health

To promote an awareness of a healthy lifestyle and healthy choices, CCSD93 started to offer biometric wellness

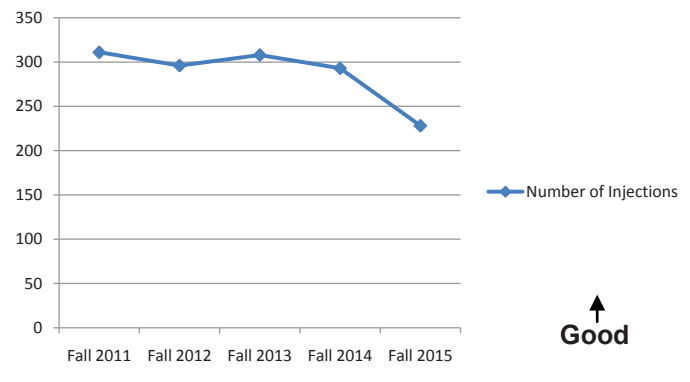
screenings in fall 2010 free of charge to staff members. The purpose of the screening is for early detection and risk assessment for the staff. The screenings are conducted in each building prior to the start of the workday as a convenience to staff. If the date at their building is not convenient, the staff member is able to register for an appointment at any of our buildings or schedule an appointment at an off-site clinic location. Each participant receives a confidential report indicating early detection of possible conditions, recommendations to improve their health, and receive access to various online resources for information pertaining to health issues. **Figure 7.3-4** shows the trend of staff members participating in the wellness screenings to be declining. Survey feedback and comments from staff indicate either their preference to go to their own doctor or they have concerns about the confidentiality of onsite screenings or they forgot to fast to be able to keep the appointment. As an incentive the wellness screening opportunity was open to spouses as well in hopes to motivate more staff members to participate in 2013-2014. The desired increase in participation did not result. Plans have been made for the future to increase the reminders as well as the publicity about the confidential nature of the screening results and HIPPA regulations. Privacy screens have also been added between stations at the screenings where possible to offer some privacy.

Figure 7.3-4 Staff Number of Wellness Screenings



Flu shots are offered each fall to all employees of the district. They are offered over two days in two different locations within the district for convenience. Receiving a yearly flu shot at no cost to the employee has remained a consistent benefit CCSD93 offers staff members across all work groups as shown in **Figure 7.3-5**. The trend depicting decreasing participation for the flu shots has been studied by the Wellness Team members. Feedback suggested providing the flu shot earlier in the school year might increase participation again. Flu shots will now be available in September 2016 instead of waiting until mid October as a result of the feedback. Participation and feedback will be reviewed again in late fall to see if there was a positive impact as a result of this change.

Figure 7.3-5 Staff Flu Shots Given



Safety

A district level Crisis Committee (comprised of membership from each building) plans, reviews, and improves district-wide crisis plans for emergencies on a continual 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. **Figure 7.3-6** shows the overall trend for workers' compensation claims for the past five years. While the number of claims made has stayed relatively consistent, two CCSD93 staff members went onto full-time disability starting in 2014-15, which accounts for the higher number of lost days.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Worker's Compensation Claims	19	17	16	24	23
Number of Lost Days	6	5	2	4	342

Figure 7.3-6 Workers' Compensation Claims

Security

Since Raptor, the visitor management system, was established in the district in 2011-2012 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. Once the visitor's information is in the Raptor system, anytime the visitor signs in at the office kiosk, the sex offender databases are checked again. The system assisted the district to identify one person since Raptor was added to the district that attempted to visit a school that legally should not have been there **Figure 7.3-7**. Raptor was added to the district office building for the 2012-2013 school year as a result of its success at the schools.

Figure 7.3-7 Visitor Management Sex Offender Hits

School Year	Number of Raptor Hits
2011-12	1
2012-13	0
2013-14	0
2014-15	0
2015-16	0

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 4.3% and 8%, which is significantly below the U.S. average for that timespan. **US Department of Labor: total separations for total employment in education services for calendar years 2010-2015*

Figure 7.3-8 Licensed Staff Turnover Data

Licensed Turnover	2010-11	2011-12	2012-13	2013-14	2014-15
Retirement	9	13	10	8	16
Mobility	2	1	0	0	1
Medical	0	1	0	0	1
Family	0	1	1	0	0
Releases	0	4	2	5	5
No Reason Given	2	0	4	8	7
Other job	2	1	0	0	2
# Employed	341	346	339	359	377
Total Turnover	15	21	17	21	32
Total Turnover %	4.3%	6%	5%	6%	8%
US Average*	14.4%	15.2%	15.1%	15.7%	16.4%

Further examination of the "other job" reason identified a total of five staff members who left CCSD93 over this five-year period of time for either a different position in another district which we did not have available or a desire for a different career outside of education. This trend is a comparable to the previous five-year period of time (2008-2013) where six licensed staff members left the district for the "other job" reason listed in the table.

At the end of the 2012-2013 school year we experienced as many as five Registered Nurse retirements at five of our eight schools. This was a considerable loss to the district and presented a challenge to fill the vacancies for the next school year due to negotiated salary constraints. Additional vacancy posting options were sought for qualified nursing candidates. Even with some turnover in the RN positions, most nursing offices were filled for the entire school year. A local school of nursing proved to be a great source of candidates for the district.

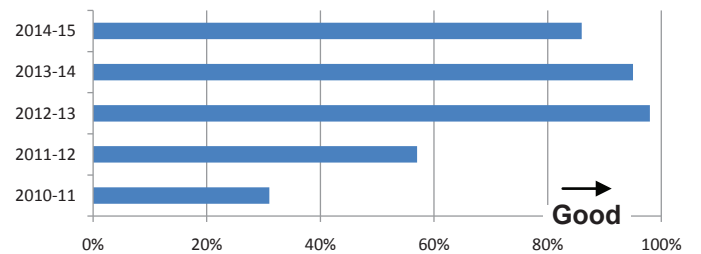
Attrition rates for first year teachers during the past five years are shown in **Figure 7.3-9**. The percentage of first year teachers not hired back after their first year of employment ranges from 9% to 30%. According to the National Education Association, "some 50% of all new hires leave the classroom within five years." 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 is 18.4%, which is better than both published figures. CCSD93's attrition rate includes reduction in force and releases for performance.

Figure 7.3-9 Licensed Staff Attrition Rate

Year	Total First Year Hires	Left in First Year	Percent
2010-2011	16	2	13%
2011-2012	21	5	24%
2012-2013	22	2	9%
2013-2014	20	6	30%
2014-2015	18	3	16%

7.3a(4) Workforce Development

Staff members have demonstrated their desire for continuous learning PD opportunities. When presented with LEAD courses as a means to learn new information or new skills, the motivation has been there for staff to participate. **Figure 7.3-10** indicates the percentage of staff members who have taken at least one LEAD course during the school year. The courses offered through LEAD are in direct alignment with the Strategic Plan and the instructional priorities of the district. In 2012-2013, a new summer initiative (Summer Tech Academy) was offered so staff members were encouraged as well as highly motivated to attend courses that pertained to teaching and learning with technology, a major shift for the District as it rolled out the new Strategic Plan.

Figure 7.3-10 Percent of Staff Who Took at Least One LEAD Course

In the 2012-2013 school year CCSD93 started to use Public School Works in order to accomplish the mandated training topics as identified by School Code and OSHA for anyone working within a school district. These training assignments were phased in throughout the school year. Over 95% of the staff successfully completed the mandated trainings before the end of the school year. Upon review those who did not complete the trainings were hired later in the school year so they had a shorter amount of time in which to complete the tasks. Plans are in development to change how and when the training assignments are scheduled. Based on feedback from staff, a majority would prefer all of the trainings assigned at the same time prior to the start of the school year. Based on School Code and OSHA requirements additional training topics will continue to be added to the schedule for the future. 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 other than the ones that are required as a means of further develop-

ment. The additional optional trainings completed include: Bed Bugs, Head Lice, and Heat and Cold Stress.

7.4 Leadership and Governance Results

7.4a Leadership, Governance & Societal Responsibility

7.4a(1) Leadership

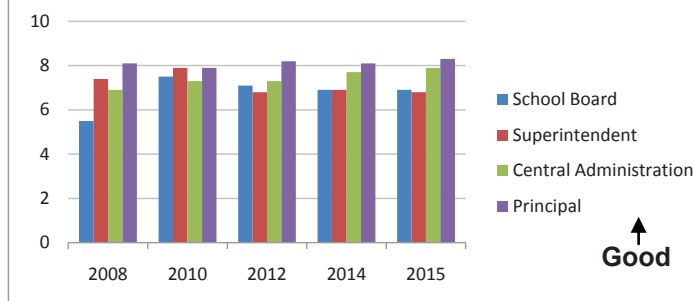
For nearly two decades, CCSD93 has been collecting satisfaction data from primary stakeholders focused on district leadership and governance. Feedback from parents, staff, and students was first collected utilizing the Harris Poll in 1997. CCSD93 has collected feedback from Teachers/Staff on their satisfaction with the BOE, Superintendent, Central Office Administration, and the Building Principal. In 2006, it was determined by the BOE to administer the Harris Poll every two years. In 2014, the Harris Poll no longer was offered and CCSD93 created its Satisfaction Survey to align directly with the Harris Poll.

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

Figure 7.4-1 District Leadership Satisfaction Survey - Staff



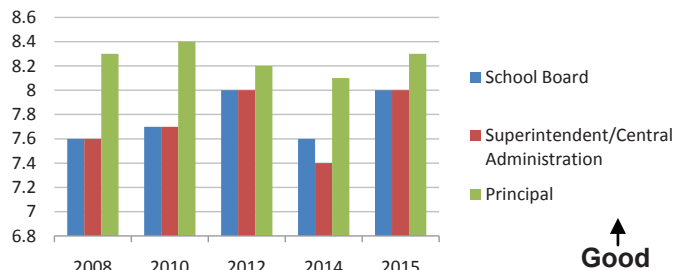
leaders on a 0-10 scale.

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 District Leadership Satisfaction Survey - Parents



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 (13/30) have gone through examiner training anywhere from 1-3 times.

Year	Score
1997	18-118
2001	317-337
2007	375-475
2014	340-490

Figure 7.4-3 Baldrige Award Scores

CCSD93 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

Process/Method	Purpose	Measure	Results 11-12	Results 12-13	Results 13-14	Results 14-15	Results 15-16
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/NA	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	Y	NA
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	NA	98.2%	NA	98.6%	97.7%
Test Management	E, G, R	ISAT/PARCC 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 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	0	0	4	1	2
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	5	2	4	4	4
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

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.

Financial Awards

Certificate of Excellence in Financial Reporting

- Given by the Association of School Business Officials International (ASBO)
- Earned first in 1986 to present (2015)

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 (2015)

Figure 7.4-5 Financial Awards

The DuPage Regional Office of Education conducts site compliance audits every four years. The most recent audit in 2012 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 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 updated annually to ensure that all facilities are safe and in full compliance.

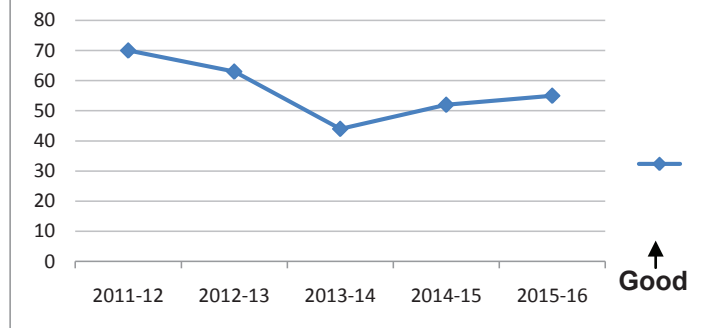
Currently, all schools in CCSD93 are in compliance related to the provisions of the Health/Life Safety Code for Public Schools (23 Illinois Administrative Code Part 180). CCSD93 participates in the required ten-year reevaluation to assure it meets health/life safety codes.

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. This is monitored on the district Scorecard and highlighted in **Figure 7.4-6**. The district has participated in numerous service activities in partnership with the three villages the district serves.

Figure 7.4-6 Organizations Serviced by CCSD93 Community



Annually, CCSD93 manages its own drive to collect and provide its students in need with warm winter apparel. It also manages one to two district-wide food drives per year to help local food pantries. CCSD93 participates in the following events on an annual basis: the Carol Stream Rotary Club Food Drive, 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. Other efforts throughout the District, many of which are ongoing projects, include:

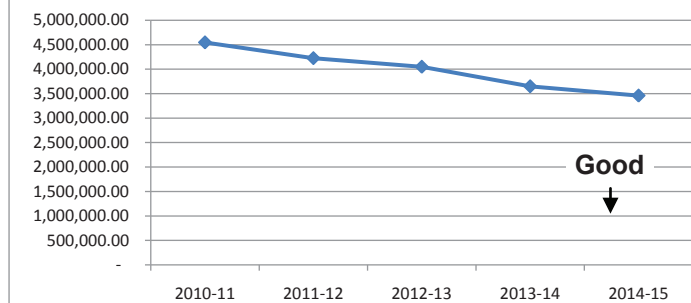
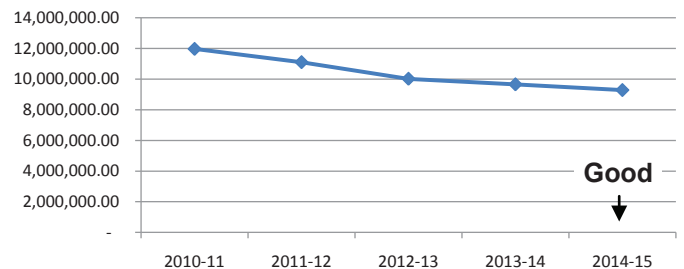
- Hosting a blood drive annually with Heartland Blood Centers
- Collecting food items for the DuPage Credit Union
- Participating in a Chili Cook Off fundraiser
- Hosting a booth at the Carol Stream Park District Earth Day Festival to speak about district environmental initiatives with the community
- Volunteering at the CS Barks dog day event
- Electronics recycling and collection of bikes with the Carol Stream Rotary Club
- Donating regularly to the Humanitarian Service Project, which supports local community members in need

During the school year, student councils, and PTA/PTOs participate in relief projects for natural disasters such as hurricanes, floods, tornados, and even tsunamis. After the tragedy that occurred at Sandy Hook Elementary School, schools sent donations and cards to show support. Some schools have partnerships with local nursing homes and/or retirement communities where students visit the residents, become pen pals with them, and play games with them.

CCSD93 students not only engage in activities to support the local community, they also focus on supporting service men and women in the arm 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.

In an effort conserve resources and be a positive environmental steward for the community, CCSD93 initiated a kilowatt savings campaign and an energy savings campaign at its buildings. Through regular emails, staff members are encouraged to conserve electricity and paper whenever possible and are updated on their progress. Both campaigns have been successful and have helped to contribute to a culture of conservation in CCSD93. **Figure 7.4-7** shows kilowatt usage throughout CCSD93 trending downward annually. **Figure 7.4-8** shows total paper copies throughout the district trending downward annually.

Figure 7.4-7 Annual Kilowatt Usage**Figure 7.4-8 Annual Sheets of Paper Printed/Copied****7.4b Strategy Implementation Results****Performance of Students Based on Mobility**

Organizational strategies are outlined in the Strategic Plan. Action plans and tasks are created to achieve the identified strategy.

Strategy: Standards Based Instruction

The primary means of measuring the Strategy of Standards Based Instruction is the standardized assessment that is aligned with the Illinois Learning Standards. A major change in the state assessment from ISAT to PARCC has disrupted the flow of comparative trend data as the new assessment is based on different standards and expectations. For example, the ISAT did not measure writing. The first implementation of the PARCC assessment was during the 2014-15. Data indicates that CCSD93 performed higher than state and all other states taking this assessment in all content areas with the exception of 7th grade writing (7.1a).

CCSD93 considers the PARCC assessment a lagging indicator. As a complementary formative measure to the new Illinois Learning Standards, CCSD93 administers the NWEA standardized assessment three times per year to monitor student growth in reading and mathematics.

Figure 7.4-9 and **Figure 7.4-10** depict NWEA District Mean RIT and Growth 2012-2015 in Reading and Math. Highlighted numbers indicate actual growth which exceeded the Growth Target for that year. Analysis of the data supports that every grade made growth in both reading and math. Consistently since 2013 several grades (3, 4, 5, 6, 7 and 8) in math and grades (5, 6, 7, 8) in reading have exceeded projected growth.

Strategy: Problem Based Learning

This year, CCSD93 implemented PBL in Grades 1-5. Teacher were provided an initial PBL experience and one PBL additional experience at every grade level for the initial implementation. A standardized template was created to ensure that all PBLs followed the same process. In order to assist teachers with the PBL creation and their learning, a website was added to the District website. **Figure 7.4-11** (page 48) depicts the number of approved PBLs that have been posted on this site for each grade level. In order to be posted, approval is required through the Curriculum and Instruction Department.

Strategy: An Optimized Learning Environments

The SAMR (Substitution, Augmentation, Modification, Redefinition) is a model intended to guide educators to infuse technology into their daily instruction. The goal of is to increase the transformational levels of Modification and Redefinition, while decreasing Substitution and Accommodation in order to increase infusion of technology into instruction. Members of the CCSD93 Educational Technology Committee (ETC) have developed a technology walk-through form to document the quality, frequency and degree to which technology is infused into instruction through the use of CCSD93's 1:1 learning devices. Observers conducting walk-throughs record if technology is being used and if so, what level of SAMR is being observed. To alleviate bias, the team has cre-

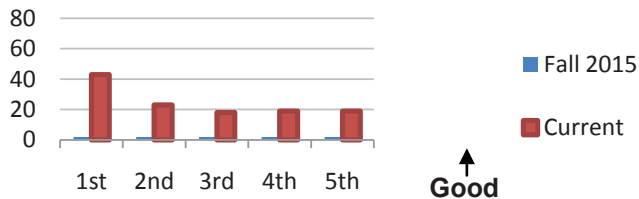
Figure 7.4-9 NWEA District Mean RIT and Growth Reading 2012-2015

	2012-2013				2013-2014				2014-2015			
	F2012 Mean	S2013 Mean	Growth Target	Actual Growth	F2013 Mean	S2014 Mean	Growth Target	Actual Growth	F2014 Mean	S2015 Mean	Growth Target	Actual Growth
K	148.8	162.9	14.5	14.1	145.8	161.2	14.8	15.4	145.2	159.6	14.8	14.4
1	162.6	178.7	16.8	16.1	164.7	180.4	16.9	15.7	165.4	179.2	16.9	13.8
2	180.0	193.2	13.1	13.2	178.0	191.2	13.4	13.2	178.4	191.2	13.3	12.8
3	194.2	202.9	8.9	8.7	194.3	203.2	8.9	8.9	194.2	202.5	8.9	8.3
4	204.5	211.0	6.5	6.5	203.5	210.4	6.6	6.9	204.4	210.1	6.5	5.7
5	210.2	215.6	5.1	5.4	210.7	216.5	5.0	5.8	211.5	217.5	5.0	6.0
6	217.1	221.3	3.9	4.2	214.9	219.6	4.0	4.7	216.5	221.4	3.9	4.9
7	219.6	223.9	3.3	4.3	221.1	226.5	3.2	5.4	220.3	224.0	3.2	3.7
8	224.2	226.8	2.9	2.6	224.0	228.5	2.9	4.5	226.0	229.7	2.8	3.7

Figure 7.4-10 NWEA District Mean RIT and Growth Math 2012-2015

	2012-2013				2013-2014				2014-2015			
	F2012 Mean	S2013 Mean	Growth Target	Actual Growth	F2013 Mean	S2014 Mean	Growth Target	Actual Growth	F2014 Mean	S2015 Mean	Growth Target	Actual Growth
K	150.9	168.6	14.7	17.7	144.1	164.2	15.8	19.7	145.3	162.0	15.6	16.7
1	165.2	185.0	15.5	19.8	166.9	186.9	15.2	20.0	166.9	184.8	15.1	16.9
2	185.3	197.5	12.3	12.2	182.5	194.7	12.6	12.2	182.7	193.5	12.6	10.8
3	197.7	208.0	10.9	10.3	196.4	209.4	10.9	13.0	195.5	207.9	10.9	12.4
4	209.4	219.3	8.8	9.9	208.7	219.0	8.8	10.3	209.7	219.6	8.8	9.9
5	218.0	225.5	8.0	7.5	218.5	229.0	8.0	10.5	219.3	227.4	8.0	8.1
6	222.8	228.4	6.0	5.6	221.3	227.4	6.0	6.1	222.7	229.0	6.0	6.3
7	229.0	234.0	5.0	5.0	228.6	234.6	5.0	6.0	226.9	232.7	5.0	5.8
8	236.0	239.8	4.0	3.8	234.7	239.3	4.0	4.6	233.8	238.9	4.0	5.1

Figure 7.4-11 PBL Projects Added to District Website



ated a SAMR rubric that all observers receive training on. After determining the level of SAMR, observers document specific ISTE Student Nets standards. These standards focus on communication, collaboration, creativity, and critical thinking. Data collection began in data in the Spring of 2014 and have collected it three times annually since. CCSD93 results from this walkthrough are depicted in **Figure 7.4-11** and **Figure 7.4-12**.

Figure 7.4-11 SAMR Data Winter 2014-15

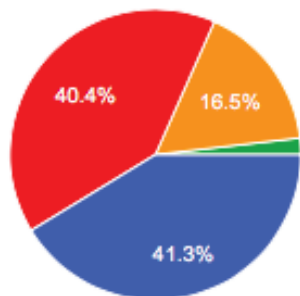
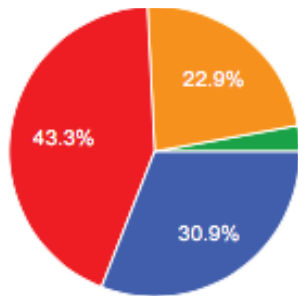


Figure 7.4-12 SAMR Data Winter 2015-16



Blue – Substitution for something done without technology
 Red – Augmentation of adding the technology to help students learn
 Orange – Modifying the class learning by using the digital tools
 Green – Redefining the way students learn by giving them global experience

Figure 7.4-11 and **Figure 7.4-12** illustrates a comparison of the initial and most recent SAMR walk-through data. Data over the past two years evidences that SAMR (Substitution) has dropped from 50% to 30.9% over the past two years, while the Augmentation level has risen from 37.8% to 43.3% and our transformational implementation has risen from 12.1% to 25.8%, suggesting a high infusion in technology in instruction.

Strategy: A Rigorous Education for All Students

CCSD93 uses EFF data (7.2a2) to measure the implementation of of action plans. Specifically, the EFF survey asks students questions relative to 1:1 Learning and problem based learning, both components of the Strategic Goal of A Rigorous Education for All Students.

Figure 7.4-13 depicts the average of the percentage of students answering Agree or Strongly Agree for five or six questions (depending on grade level) relative to 1:1 Learning. The five questions asked of all grade levels are:

- I have fun learning
- I like using technology in class to learn
- I have choices in what I learn
- The work I do in class makes me think
- I know what I am supposed to be learning in class

Middle school students were also asked:

- Technology helps me learn at home

asked of elementary school students are:

- The work I do in class is interesting
- I like working with other students

Middle school students were also asked:

- I see how the things I learn in school are connected to real life
- The work I do in class is interesting

Figure 7.4-13 EFF Personalized Learning Average Positive Response %

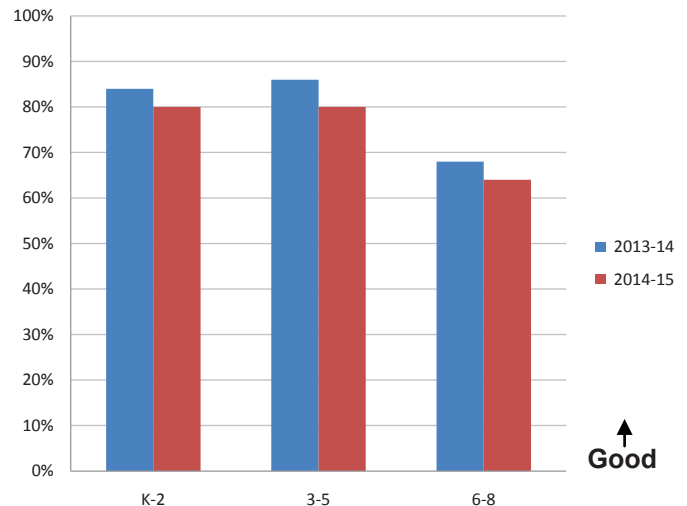


Figure 7.4-14 Problem Based Learning Average Positive Response %

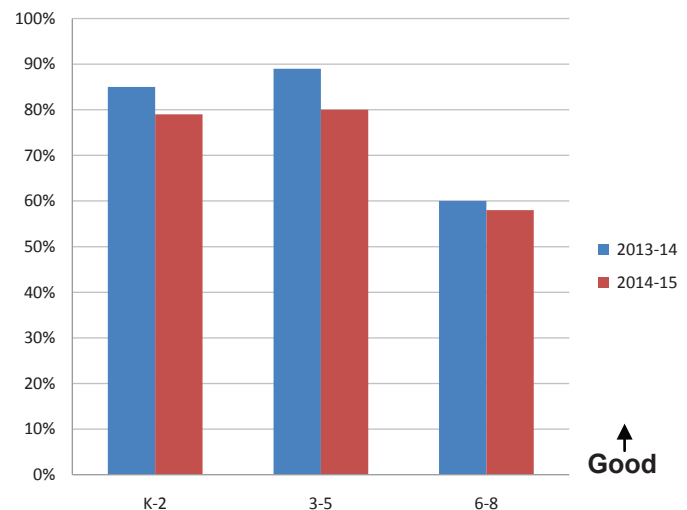
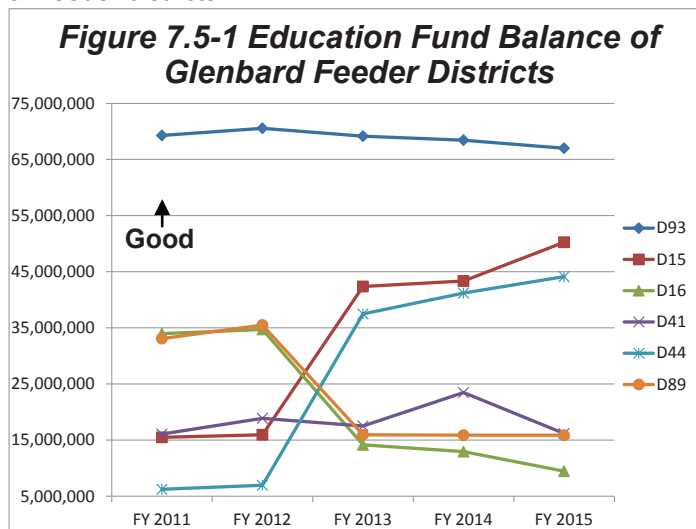


Figure 7.4-14 depicts the average of the percentage of students answering Agree or Strongly Agree for two questions relative to problem based learning. The two questions

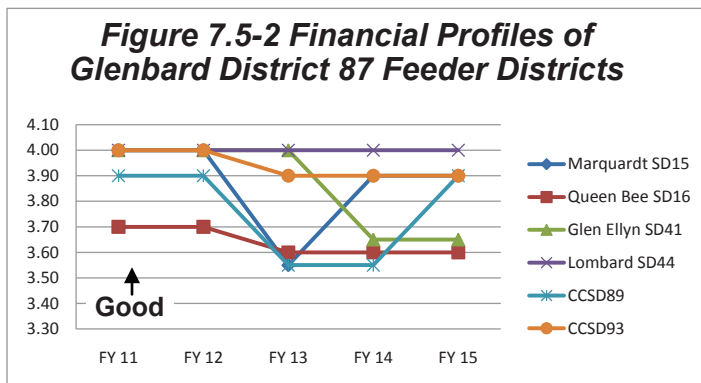
7.5 Budgetary, Financial, and Market Results

7.5a(1) Budgetary and Financial

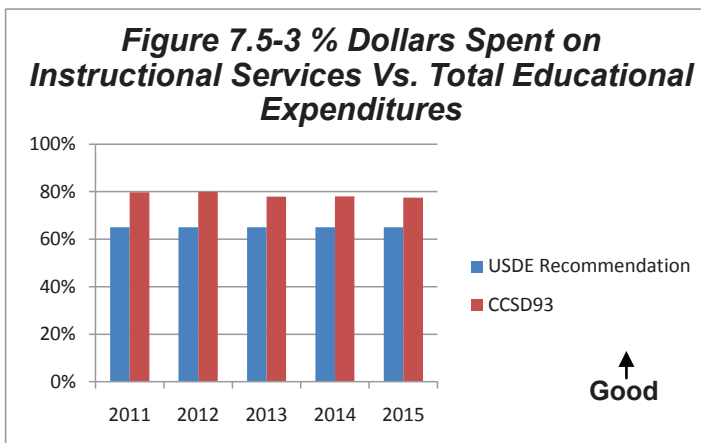
CCSD93 uses several measures to determine financial performance. Fund balance totals are a critical measure for CCSD93. Beginning with the 2001-2002 school year, the BOE became concerned with the long-range financial health of the school district. They established a plan to address the issue and included 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. A school district is a non-profit organization and should not accumulate excessive fund balance. As a result of this strategy fund balances have decreased slightly since 2014. **Figure 7.5-1** depicts CCSD93's fund balance totals as compared to the other Glenbard District 87 feeder districts.



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 3.90 (on a 4.00 scale) providing the district with a financial profile designation of recognition, which is the highest designation possible. CCSD93 has achieved best-in-class performance in the state's assessment of its financial position. **Figure 7.5-2** depicts CCSD93's School District Financial Profile versus those of the other Glenbard District 87 feeder districts.



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 7.5-3** shows the percentage of dollars spent 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 currently at 78%, 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 twenty-seven 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-three 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) Market Performance

CCSD93's main competitor is St. Isidore Catholic School. It is the only nonpublic school within CCSD93's boundaries. St. Isidore also serves preschool through 8th grade. Of its 287 students, 43 of them, or 15 percent of the school's enrollment, reside within CCSD93's boundaries. St. Isidore is located centrally within CCSD93's boundaries, so CCSD93 takes pride that only 15 percent of its students live within CCSD93's boundaries.

A method that CCSD93 uses to determine market performance is by tracking the number of students who transfer from CCSD93 to St. Isidore. During the past five years, an average of exactly one CCSD93 student has transferred to St. Isidore, during which time CCSD93 has averaged 3,813 students. This is depicted in **Figure 7.5-4**.

Figure 7.5-4 Market Share

