



CCSD93

Working together, nurturing the potential

Community Consolidated School District 93

Application for

Illinois Performance Excellence (ILPEX)

May 2014

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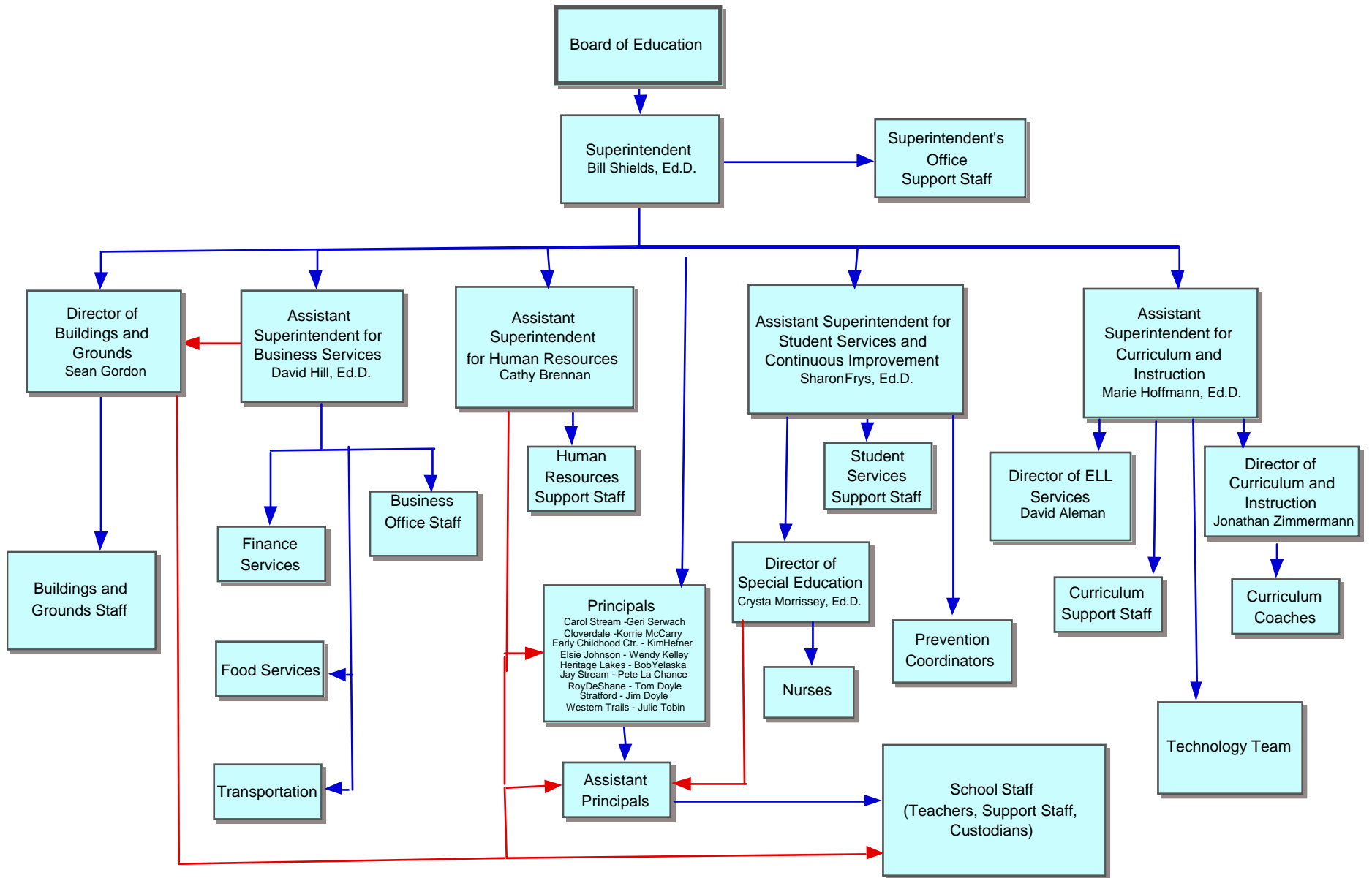
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Community Consolidated School District 93



Glossary of Terms and Abbreviations

AASA - American Association of School Administrators	IDEA - Individuals with Disabilities Act
AC - Administrative Council, which consists of the Superintendent, Cabinet, and school administrators.	IIRC – Illinois Interactive Report Card
ADA - Americans with Disabilities Act	ILPEX - Illinois Performance Excellence Process
ASCD - Organization formerly known as the Association for Supervision and Curriculum Development	ISAT - Illinois State Achievement Test
AUP - Acceptable Usage Policy	ISB - Illinois Board of Education
BIMAS - Behavior Intervention Monitoring System	iVisions - Infinite Visions
BLT - Building Leadership Team	LEAD - Learning Experiences and Development
BOCA - Building Officials and Code Administrators	NCC - North Central College
BOE - Board of Education	NCLB - No Child Left Behind
BTF - Bullying Task Force	NEA - National Education Association
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.	OSHA - Occupational Safety and Health Agency
CASE - Cooperative Association for Special Education	PD - Professional Development
CCSD93 - Community Consolidated School District 93	PDSA - Plan, Do, Study, Act
CCSS - Common Core State Standards	PTA/O - Parent Teacher Association or Organization
CLIC - Collective Liability Insurance Cooperative Communities of Practice - Professional development communities within CCSD93 who share information, knowledge, and expertise on a regular basis	Quality Processes - A formalized, district-designed format for processes that have been identified as needing to be repeatable, predictable, and consistent across all schools.
COSN - Consortium for School Networking	ROE - Regional Office of Education
CSEA - Carol Stream Education Association	Safe Schools Alert - CCSD93's anonymous bullying and safety reporting service.
CSPD - Carol Stream Park District	SBR - Standard Based Reporting
CSSSA - Carol Stream Support Staff Association	SCARCE - School & Community Assistance for Composting & Recycling Education
DCCD - DuPage County Curriculum Directors	Scorecard - An easy to read and access district-designed document that lists various defined measures for achieving the district's strategic objectives.
DLT - District Leadership Team	SIP - School Improvement Plan
EAP - Employee Assistance Program	STEM - Science, Technology, Engineering & Math
ECC - Early Childhood Center	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.
EFF - Education for the Future	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.
ELL - English Language Learning	Strategic Plan - CCSD93's guiding document, which lays out the district's strategic objectives for a five-year period.
Enews - CCSD93's weekly email newsletter	TBE - Transitional Bilingual Education
GAAP - Generally Accepted Accounting Principles	TBI - Traumatic Brain Injury
GASB - Governmental Accepted Accounting Principles	TPI - Transitional Program of Instruction
GCC - Glenbard Curricular Council, a data sharing network of the local high schools' feeder districts.	VOC - Voice of the Customer
Harris Pole - Harris Interactive School Poll	
HIPPA - Health Insurance Portability and Accountability Act	
HR - Human Resources Department	
IASA - Illinois Association for School Administrators	
IASCD - Illinois Association for Supervision and Curriculum Development	
IBC - International Building Code	

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 3981 to the current 3813. Presently, 47.1% of CCSD93 students are White, 19.6% are Asian/Pacific Islander, 18.6% are Hispanic, 8% are Multi Racial, 6.4% are Black, and 0.1% are Native Americans. District data indicates that 39% of enrolled students are considered low-income and 16% are considered limited-English proficient. The student attendance rate is 96% and student mobility rate is 10%. Educational services are provided to students by 366 licensed staff and 303 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, 2014, the district operated on total revenues of \$63,936,019.

Language arts, mathematics, science, social science, 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 social science. 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 is currently in the second year of a planned three-year implementation 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/vision.

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. Over 630 students are currently enrolled in the TPI and TBE programs.

As stipulated in a recently signed 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 will be 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 will be made available.

P.1a(2) Vision and Mission The mission/vision 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/vision describes what community and staff stakeholders want the district to be. The mission/vision helps community members and staff members understand what their focus should be and how they can 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/vision 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/vision. 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/vision.

P.1a(3) Workforce Profile CCSD93 employs 669 total employees. Of those, 366 are licensed teaching employees that include teachers, social workers, psychologists, licensed school nurses, and administrators. More than 65% 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 152 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 151 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, 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 1,600 MacBook laptops, 1,400 iPads, 24 MacBook carts, 85 iPad carts, and 12 technology servers leased or purchased between 2012 and 2014. An additional 1150 MacBook laptops will be leased for the 2014-15 school year. The MacBooks will be replaced on a three-year cycle, while iPads will be 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 Illinois State Achievement Test (ISAT) in reading and mathematics, and grades 4 and 7 in science. 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 No Child Left Behind (NCLB) 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 Harris Interactive School Poll (Harris 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 Allerton Hill Consulting 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	Arbor Management, transportation services (Illinois Central and Sepran), 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/vision 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. Arbor Management is the district's food service provider. Illinois Central and Sepran 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. Harris Poll 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 recently signed five-year contract between the BOE and the CSEA offers additional weekly PD for licensed staff beginning in 2014-15. 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 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. 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, 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 and student learning goal areas as the focus for district-wide goal setting, program design, and performance improvement. 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

Strategic Directions 2013-2018	
<i>Mission</i>	
Maximize the academic, social, and emotional potential of each student by utilizing world-class educational practices in partnership with parents, staff, and community.	
<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 community • 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

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. A new Strategic Plan has been developed for 2013-18 and is in its first year of implementation.

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

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

Through the BLTs, staff, parents, and administrators at the school level make the critical decisions that redesign or improve programs and practices in order to support students in mastering the

student learning goal areas, mainly by aligning support systems and applying continuous improvement approaches. The steps in the leadership system align 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 Character Counts (see 1.1(a)2) and to “expect respect,” senior leadership views modeling this behavior with all stakeholders and customers as being essential for the success of the Organization.

1.1a(2) Promoting Legal and Ethical Behavior As part of the CCSD93 mission relating to the social and emotional potential of students, the district subscribes to the CHARACTER COUNTS!SM philosophy that promotes core ethical values as the basis of good student character:

- Trustworthiness
- Respect
- Responsibility
- Fairness

- Caring
- Citizenship

The school staff and parent community have agreed on these core ethical values they wish to promote in their character education initiatives and have defined those values in terms of behaviors that can be observed in the school, family, and community. Senior leaders and district staff personally promote, through their actions and words, the Six Pillars of Character 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), which is interchangeably known as the Expect Respect Task Force, that focuses on eliminating all forms of bullying throughout the district. 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 and the CCSD93 website

helps to hold all CCSD93 students and staff members to high ethical standards.

Senior leaders review ethical policies on a regular basis. 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. Senior leaders review ethical policies at AC meetings.

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

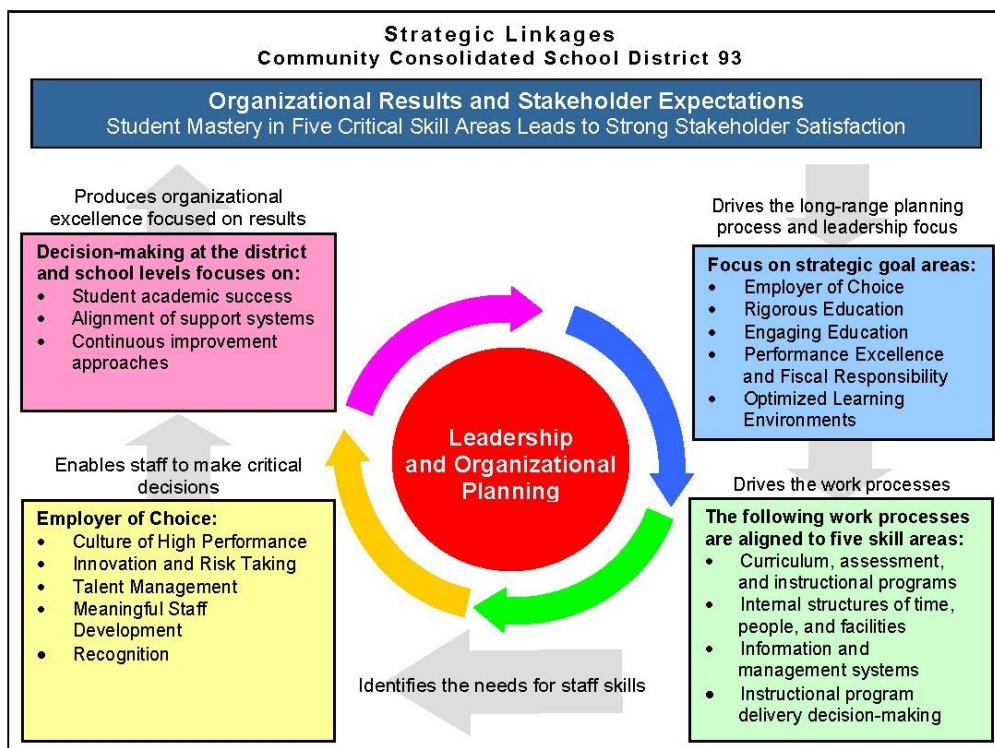


Figure 1.1-2 Strategic Linkages Leadership System

- State and Federal Grant Reviews
- 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
- 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 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 were 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. By developing a shared decision making approach this 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 environment that ultimately ensures a positive student experience.

The BOE desires that succession of leadership positions occurs from within the organization whenever possible in order to maintain continuity and provide

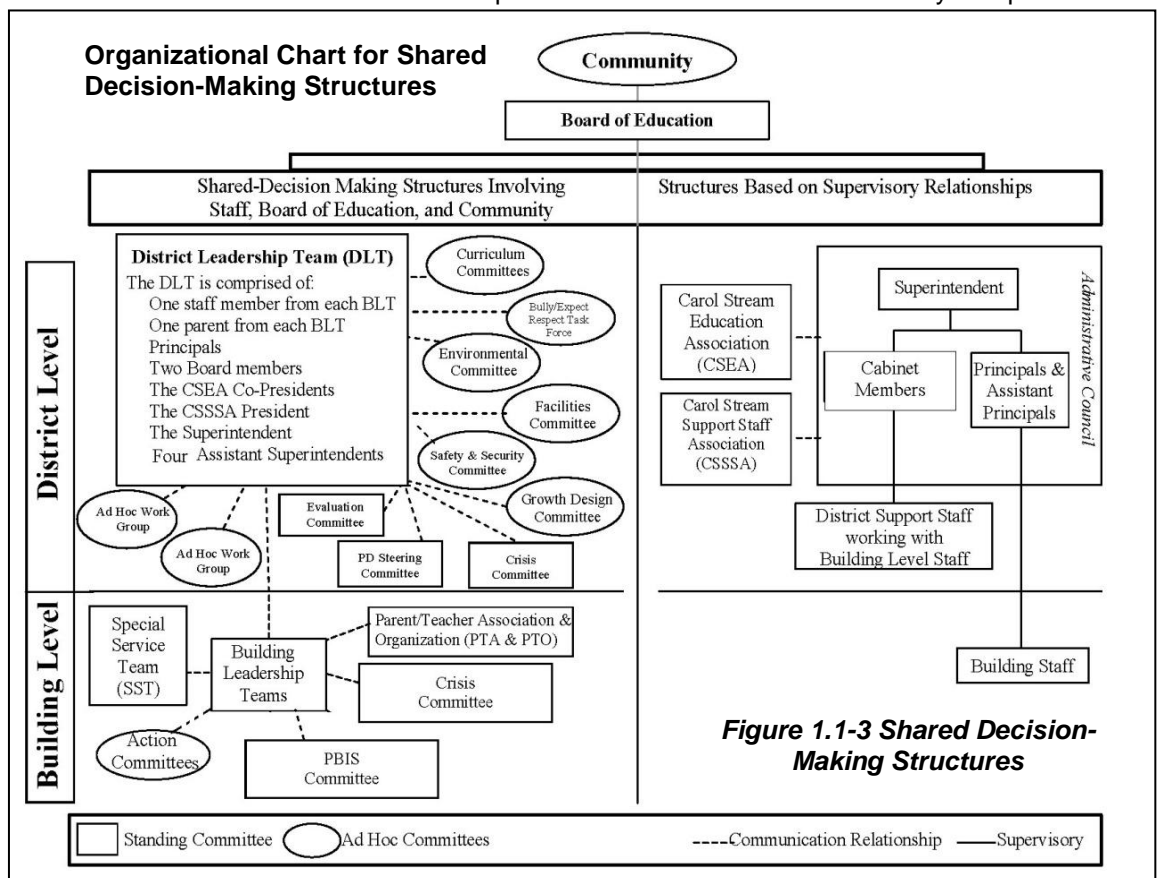


Figure 1.1-3 Shared Decision-Making Structures

growth opportunities for staff members 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. 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 three of the four current Assistant Superintendents were promoted from within. 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. A weekly email newsletter, Enews, 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 on the listed items 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 on an annual basis. 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 and Assistant Superintendent for Curriculum and Instruction maintain Twitter accounts as well. 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 2014-2015 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 Department is regularly sent to all instructional staff members in the form of an Enews to share best practices. 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. 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 staff newsletter, electronic community newsletter, letters, end-of-year recognition for years of service and retirements, and formal acknowledgement at BOE meetings during the "Board Salute" item on the agenda. 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 Board of Education also

provides "Board Salutes" for students on a regular basis for special recognition.

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** on page 12. 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, 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 on-going dialog 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. Each time a new program or service is considered, the planning team does risk assessment and looks at the costs, both financial and political, associated with worst-case problems. 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.

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

Key Compliance Processes	Key Compliance Measures	Key Compliance Goals
Review of academic progress	--State Adequate Yearly Progress (AYP)	--Exceeding NCLB AYP 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 (4.0)

Figure 1.2-1 Compliance Processes, Measures, & Goals

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 if necessary, and policy, procedures, and practices are improved where appropriate. 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.

1.2(c) Societal Responsibilities and Support of Key Communities 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.

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.

CCSD93 helps local nonprofit 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. 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. 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 district serves as an example for the community with these efforts and is responsible for educating a generation of environmentally conscious students.

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, 445 community members volunteer their time to have lunch with a child once per week. During this time, mentors build supportive relationships with children in order to encourage them to do their best. Children identified to have a mentor are those who would benefit from having a supportive individual in their life. In addition, many schools hold special events outside of the school day to connect with the community and contribute to its well-being.

2.0 Strategic Planning

2.1 Strategy Development

2.1a Strategy Development Process

2.1a(1) Strategic Planning Process CCSD93 uses the Stakeholder-Driven Strategic Planning model (**Figure 2.1-1**) that was developed at Mid-continent Research Education and Learning more than 25 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

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

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. The strategic outcome 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 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 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 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 vision 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. For example, strategies identified for the strategic objective of A Rigorous Education for All Students includes the innovative and researched based strategies of standards based instruction, personalized and problem based learning.

Evidence of innovation includes the recent movement of 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 continue to develop strong technological skills, but they are mastering subject matter using these devices. Students are using

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**

mobile devices to communicate, access, and share information, conduct research and analyze data. This innovative movement is the gateway to 1:1 Learning. 1:1 Learning also supports teachers in better identifying student needs by providing them real-time data on student performance, expanded access to resources to individualize instruction.

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 certified 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 1500 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 12) clearly describes what the organization must do in order to achieve the strategic objectives. The Cabinet, AC, and

DLT identified strategic objectives and the short- and long-term and actions. The 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**, page 8)

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 educational programs and support services provide the opportunity for each student to develop to his or her maximum potential, because the organization's core value or greatest expertise is providing a quality education to all students. 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 identify 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.

The Strategic Plan at the district level level 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 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 year 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 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(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** on page 12, along with the timetables. The timetable and actions are defined around five strategic objectives shown in **Figure 2.1-2**.

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.

2.2 Strategy Implementation

2.2a Action Plan Deployment

2.2a(1) Action Plan Development

After the Strategic Plan was developed in 2013, the Superintendent met with respective senior leaders to identify the vision along with potential action plan themes on the district level based first on the deployment of the short- and long-term actions in the plan, and then on any other actions. The vision and strategic objectives form the charge of the committee or team that will work to develop the action plan.

On an individual school building level, each school's BLT holds the charge to develop and implement a SIP that is aligned with the district Strategic Plan. The SIP process is implemented at each school to focus on improving results related to the mastery student learning.

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

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 make sure that improvement goals are going to be reached. SIP goals in process data are monitored at least once a trimester to determine how well the plan is improving student performance

This fall, three schools completed the Illinois State Board Rising Star Process based on not attaining AYP status for two consecutive years. The Rising Star is a comprehensive improvement process aligned with district strategic objectives and researched based practices as defined by the state. Rising Star provides a structure for school improvement using indicators of effective practice. In addition to SIPs, action plans are developed for each district level initiative. A timeline is developed to identify key short and longer term measures relative to each of the strategic objectives.

Figure 2.2-1 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 Action plan implementation follows the timeline and process defined in planning. The first step of action plan implementation is communication to stakeholders using a variety of forums. Examples include DLT meetings, various district committees, Insider Staff Newsletter, AC, BLT, and

unique state of the organization messages from the Superintendent. For example, as the new Strategic Plan was deployed this fall, all of the above listed methods were used, and the Superintendent shared a common message to reach all staff simultaneously using a combination of live speaking and live online streaming.

Figure 2.2-2 on page 12 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 K-8 school to support staff in troubleshooting technology challenges at the building level. Confidence in sustainability is based on the building the capacity and capability of staff and leaders along with the monitoring of performance data and resources.

2.2a(3) Resource Allocation Fiscal considerations are built into strategic objectives. A referendum 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.

2.2a(4) Workforce Plan 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 capacity for staff members to successfully deploy the action 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 and utilization of data.

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>Strategic Objectives 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 supplies. 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 focusing 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

2.2a(5) Performance Measures The Scorecard template provides a structure for development of performance measures to be entered (per goal area) which reinforce organizational alignment. Each strategic objective area has specific data source that track the results of action plan activities (**Figure 2.1-2**).

2.2a(6) 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, as the district moved to have all schools transition to Standards Based Reporting in the 2012-13 school year, information brought forth evidence that the practice of grading by standards varied greatly between the elementary and middle schools. Middle schools had previously been given choice and tended toward percentage grading. This information forged a change in thinking with the plan being modified for elementary grades to move to Standards Based Reporting in 2012-13 and the Middle Schools in 2013-14 to allow time to build capacity of middle school teachers on this practice through professional development.

2.2b 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.

3.0 Customer Focus

3.1 Voice of the Customer

3.1a Listening to Students and Other Customers

3.1a(1) Listening to 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 14) 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 a dialogue with district personnel 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 provide different kinds of 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. For example, every other year, students in grades 3, 5, 6, 7 & 8, as well as all parents and staff members, are asked to participate in the Harris Poll to provide important feedback. Different surveys are used for elementary versus middle school in order to make the input device meaningful to the group. Web-based technologies and social media play a key role in obtaining input from stakeholders. The district and each school have a contact form for visitors to send messages to building staff, and each webpage contains email and/or telephone contact information for nearly all staff members. The district is active on social media and maintains a district Facebook page and a Twitter account, and the Superintendent and Assistant Superintendent for Curriculum and Instruction maintain Twitter accounts as well. Due to the nature of social media, parents and community members are able to voice their thoughts and opinions on the district’s pages, and CCSD93 is able to listen to these customers. In turn, district senior leaders respond to these parents and community members in a timely manner, addressing the concern or question posed to them. Safe Schools Alert, an online reporting and tracking 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 received 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 questions in to be answered by presenters. The subjects of such streamed forums have included 1:1 Learning, Common Core Learning

Standards, and an upcoming

change to CCSD93's daily schedule. The video is then archived and posted to CCSD93's webpage and viewable at any time from any place online.

Figure 3.1 CCSD93 Listening Methods

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

With educational programming and academic success being our primary focus, CCSD93's 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. Driven by the BOE and administrator belief in early intervention, CCSD93 opened a new Early Childhood Center 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. Current discussion are underway to develop a job description for a Zero to Three Program Coordinator 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.

3.1a(2) Listening to 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 home school 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 and Engagement *Figure 3.1* illustrates the most important CCSD93 approaches to determine student and other customer's levels of satisfaction 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.

For example, a very important VOC input is the Harris Poll, which has been designed to provide CCSD93 with information necessary to engage in the continuous improvement of educational services. The poll was first given in 1997 and then administered in 1999, 2001, 2002, 2004, and 2006, 2008, 2010, and 2012. It gives district decision-makers information about the experiences and satisfaction levels of key stakeholders (students, staff members, and parents). Questions are designed specific to each group. 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 also provides feedback at the school and district levels, but does not identify results for individual employees other than principals and the Superintendent. The Harris Poll provides satisfaction level for a series of categories ranging quality of

teaching, school atmosphere, school bus, school facilities, and student and teacher relationships.

The polling system enables the district to establish priorities among potential improvements by identifying the "vital few" actions known to influence stakeholder satisfaction. Impact analysis is a statistical methodology that identifies these "vital few" for each portion of the questionnaire. In order to continue to improve, CCSD93 needs to remain focused on quality and continue to seek feedback from stakeholder groups about its performance. This 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.

Use of the Telephonic Survey enabled 300-400 stakeholders (that accurately represents the demographics of the CCSD93 community) to be surveyed by phone. The survey was conducted by professional pollsters and 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 75-80 percent of residents without children in CCSD93 schools.

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 provided an opportunity for AC to review and offer input to each process. Several stakeholder groups (process users) were recently invited to also review processes and offer 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 Harris

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.

3.1b(2) Satisfaction Relative to Competitors

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, and satisfaction relative to St. Isidore's has proven difficult to assess. 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 school.

The Harris Poll allows CCSD93 to compare itself to general trends and findings that are based on a database of well over 150 school districts nationwide. The Harris Poll database identifies high-performing, comparable education organizations and compares CCSD93 satisfaction results to those organizations.

CCSD93 belongs to the Glenbard Curricular 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.

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.

3.1b(3) Dissatisfaction The Harris Poll is reviewed and updated each year by the company to ensure that the most important current issues related to satisfaction are addressed. The instrument has been revised six times in the past ten years. Within the Harris Poll the district is able to add 10 questions that are important to the district. For example, these questions focused on bullying of the past few years, providing actionable information over time. The Harris impact analysis score underscores the areas of dissatisfaction that, if changed, would greatly improve satisfaction levels.

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 for 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 Spanish speakers as requested. 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 systematically reviews complaints. A prompt and courteous response is what the process is designed to achieve.

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

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

Another improvement data 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.

3.2 Customer Engagement

3.2a Program and Service Offerings 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** depicts methods implemented to listen and learn customer requirements, build relations and/or manage concerns.

Figure 3.2-1 illustrates the Plan, Do, Study, Act (PDSA) improvement cycle utilized to examine data and customer satisfaction with processes and programs.

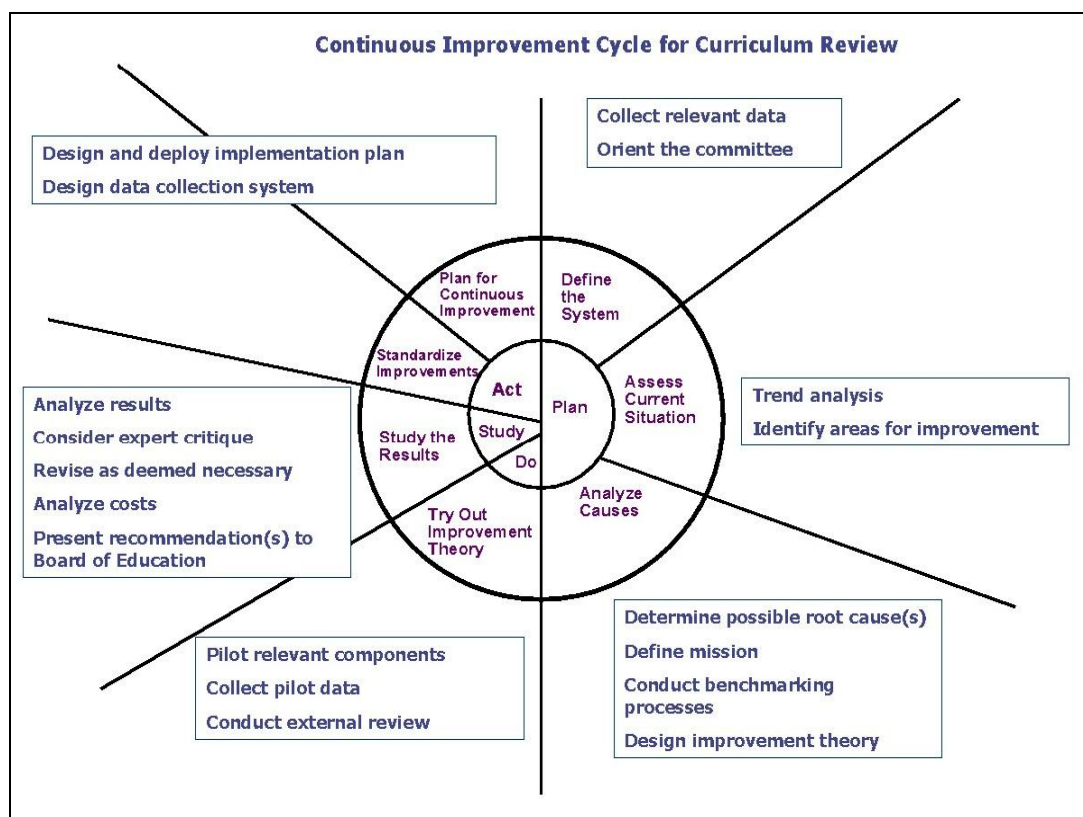


Figure 3.2-1 Plan, Do, Study, Act Improvement Model

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) will provide a basis for change.

Student needs are determined based on a variety of assessments (observation, formative, summative), methods surveys, 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 use all VOC data for students and customer requirement 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 or major decision is considered, meetings are held to solicit the perspective of stakeholders who are impacted by the issue. An example is a recent BOE consideration for a school boundary change. Several town hall meetings were held with the families who would be impacted. The BOE decision was made only after considering the input gathered at those meetings.

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 students and staff.

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 on-going 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 1:1 Learning program 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, Harris Surveys indicate a satisfaction of 8.1/10 and an overall rating of 8.8/10 for communication and involvement of CCSD93's parents. Teacher retention is a strength, with teachers continuing employment with the district for an average of twelve years.

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** . Informal mechanisms for seeking information, sharing ideas, or making complaints are easy for stakeholders to access. BOE Listening Pos[®] 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 systems links with Power School 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 experiences.

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

- Principals meet with students during Student Council or Town Meetings and schedule student focus groups to assess levels of satisfaction with the learning environment and to invite suggestions for improvements.
- Many BOE meetings are available on audio podcast.
- 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**) 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 is converting 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/anywhere learning,
2. a redefinition of the teacher role from one as the giver of information to student/teacher-guided explorations of learning,
3. project-based authentic learning,
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 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 Segmentation

Information from students and other customers is used to identify current and anticipate future segments. Customer requirements from over 1500 stakeholders are linked to key strategic objectives outlined in **Figure 2.1-2** on page 8. Satisfaction data is reviewed to determine changes at the school and district level.

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 routinely 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 Building Relationships with Students and Customers

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 illicit 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. From the 2012-2013 and 2013-14 years' Coats for Kids Jeans Day, CCS93 was able to raise \$2,840 to help provide warm winter apparel (coats, snow pants, boots, gloves and hats) for 74 CCSD93 students in need. Both years' funds were able to furnish our nurses' offices at all schools with sweatshirts, sweatpants, underwear, gloves, and coats to loan or give out as needed. The district schools support 211 community groups through service projects with 90% of students and 98% percent of staff participating in at least one service project during the 2012-2013 school year.

1:1 Learning was implemented in partnership with Pearson Publishers, and additional partners such as Apple 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 casual, 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 700 likes its Facebook page has accrued since its inception in 2012. 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 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. At times, even when individuals

take the step of addressing a concern with the involved parties, the issue may not get resolved to everyone's satisfaction. In those cases, it is appropriate to register the issue through the complaint management process.

The complaint management process provides a method to share a complaint with the Superintendent's Office and the BOE. For staff members, this process involves filing a complaint using the School Dude software that manages facility and operational requests in the district. The steps necessary to complete that process are defined in the Quality Process document. If complaints are unable to be resolved, they are addressed by the Assistant Superintendent for Student Services and Continuous Improvement, who helps facilitate a resolution in the best interest of those involved.

The process is somewhat different for parents and community stakeholders. They can 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.

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. 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. The strategic planning process ensures that the right data is selected, collected, aligned and integrated with organizational and daily

decision-making. Types of data collected, shown in **Figure 4.1-1**, include: district/school/classroom level student achievement, district/school level student discipline, financial, compliance, HR, and operational data. Depending on its use, data is collected daily, weekly, monthly, semi-annually, or annually.

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

Power School is the student information system that manages all student data. This software was implemented during the summer, 2013 for use this school year. A key data management improvement for CCSD93, Power School was selected based on its capacity to provide teachers with anytime, anywhere mobile access to performance data for students, and to communicate their progress to parents. Power Teacher is the electronic grade-book that teachers use to track student performance and to generate report cards. This software is new beginning in the 2013-2014 school year, and allows teachers to link assignments and assessments to learning standards. An important aspect of Power Teacher implementation is that professional development will be on-going for the next several years.

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. Part of the CCSD93 culture is the free and open sharing of data analysis by which everyone who needs it can use it to assess progress.

All financial data, including purchasing and accounts payable are collected and maintained through Infinite Visions (iVisions). This software is new beginning in the 2013-2014 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 staffing decisions and recommendations.

Professional development information is captured and managed through My Learning Plan, a web-based system that is linked to AESOP, the staff absence and sub calling system. **Figure 4.1-2** on page 21 details 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 unanimously.

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 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. As this is the first year that all schools are PBIS Schools, full district data has not been available. 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. 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.

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, and financial management data. The findings are used to make adjustments to the appropriate plans in order to influence the results.

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

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 4.1-2 Applications Used for Data Collection

can identify current performance levels with ease. Operational definitions of the performance measurement data have been developed, which explicitly define the Scorecard measures, 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.

Financially, PMA assists CCSD93 balance its cash flow and maximize 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 Assistant Superintendent for Business Services 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 data related to the Scorecard measures when operational definitions call for data analysis. 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.

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 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.

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 year 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 central administration 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.

4.2b(1) Data and Information Properties 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. Power School downloads, especially student performance data is cleansed by the provider and re-checked by the Student Data Coordinator. Reliability and timeliness are addressed using back-up protocols, system testing, and the constant monitoring of the information technology system.

4.2b(2) 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

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

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

4.2b(4) 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 closely monitors current and future workforce needs and factors including the number of students, new student programming, staff retirements, and regulatory changes. Staff surveys and input help to identify areas or topics for further professional development. Staff evaluation data will help to identify particular areas of instructional need for further professional development. New requirements set by the strategic plan heightened the need for professional development/training in the area of 1:1 Learning.

Close monitoring of student enrollment helps to project the number of staff members needed from year

to year. The addition of new programming and services for students also helps to identify needs in capacity and capability. For example, the recent 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. Most staff retirements are usually known up to five years in advance so steps can be taken early on to screen qualified applicants and identify the best candidates for the position to be considered for interviews. Regulatory changes such as the change from teachers requiring certifications to licensure 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.

5.1a(2) New Workforce Members The HR Department recruits and hires new staff members based on vacancies. Vacant positions are posted on our 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 and careerbuilder.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. The department and school administrators collaborate to screen applicants through 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 our 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. The screening step helps to identify candidates who could be a good fit anywhere in the district based on their answers to the collaboratively designed screening tool.

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 our community. The HR department has identified minority

recruitment as a priority. CCSD93 has also advertised in minority journals.

All new licensed staff are expected to participate in New Teacher Orientation (NTO), which is an induction event designed to introduce new staff to the district and its strategic plan and initiatives. This week long event is 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. 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 Mentor Program to provide support for the new licensed staff members as well as providing teacher-leader opportunities for current staff members. The support and guidance available through the Mentor 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. Mentor support and responsiveness is evaluated via survey by mentees after each year of mentorship, which helps the district gauge the effectiveness of the program and establish priorities and needs. View CCSD93's framework for mentoring in **Figure 5.1**.

New 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 needs are identified. New building 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. Anyone hired after the date of the orientation meeting is expected to attend the

following year. Feedback is collected and studied in a PDSA cycle in order to make improvements for the following year's orientation meeting.

5.1a(3) Work Accomplishment CCSD93 organizes and manages the workforce with the use of shared decision-making, the communication of information through the Insider Staff Newsletter, and the sharing of information at staff meetings at the buildings. The Strategic Plan serves to focus our 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.

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.

CCSD93 ensures that the teaching, paraprofessional support and administrative staff have the correct and valid licensing and endorsements as necessary for their positions posted on their credentials. HR reviews licensing annually for renewal purposes and contacts staff as necessary. When planning staffing for the subsequent year, the credentials for the current teaching staff as well as their teaching experience are considered when determining placements in order to minimize reductions.

5.1a(4) Workforce Change Management Strategic planning, professional development, budgeting and staffing are directly linked to the district needs. The CSEA leadership has been involved in creating the vision for 1:1 Learning in the district from the beginning. Through conferences and site visits, both local and

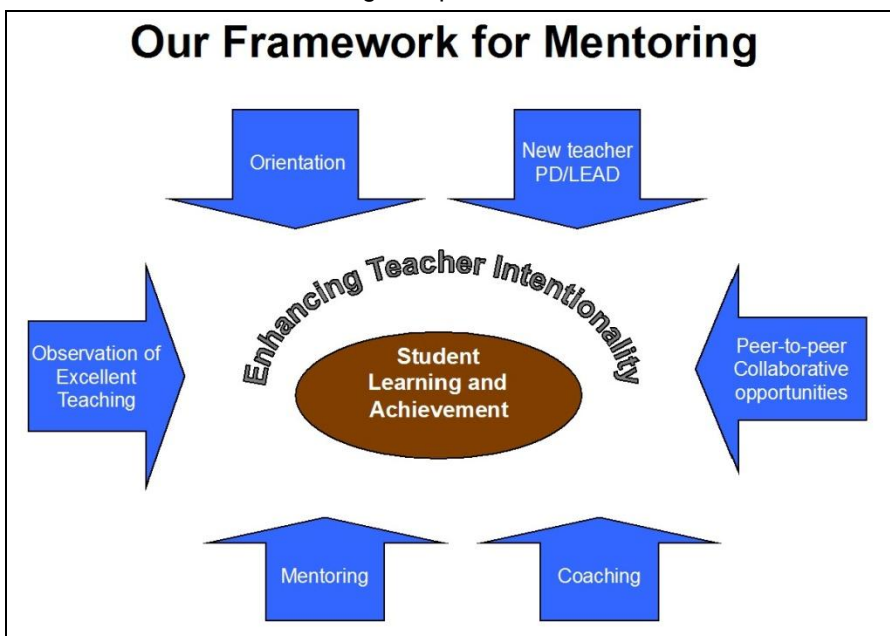


Figure 5.1 CCSD93 Framework for Mentoring

nationwide, employee skills and new staffing opportunities were identified that would be critical to contribute to the success of 1:1 Learning. Technology professional development offerings during the school year and the Summer Tech Academy 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 education to determine which trends align with our strategic plan.

Nearly ten 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. Since this time recruitment efforts are 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. Any new vacancy postings identify if a language arts endorsement is required as part of the qualifications. Our online application specifically asks each application 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 instead of automatically being offered a student teaching placement. These are the candidates we would be looking to consider for hire if we needed to grow the workforce with the appropriate credentials expected 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 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, our 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 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.

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) Workforce Environment Workforce health, security and accessibility are regularly revisited through PDSA throughout the school year. 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 so that visitors must be buzzed in to gain entry to CCSD93 schools after identifying themselves and their purpose for visiting.

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.

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.

Wellness screenings are also offered to staff each fall whether they have the district insurance or not.

2013-14 was the first year the screenings were made available to spouses. By increasing the number of staff members who are proactive with their health by participating in the wellness screenings, there has been some preliminary discussion about developing an incentive program to benefit the staff members.

A monthly wellness focus is promoted on the Wellness Committee Website as determined by the leaders the previous spring. Each building Wellness Leader 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 our Raptor system for future visits. 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.

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 our students. They have created a security system that complements our system for before and after school times.

All of our buildings have locked outside doors at all times. Employees are able to swipe in to gain access using their ID. Visitors are buzzed in to the building if they are expected after they have identified who they are and their business at the building. 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. The district is in the process of studying the possibility of installing security cameras at each of our locations. A

security camera was installed at our new Early Childhood Center when it was under construction. Based on a new Illinois law, no concealed carry signage has been posted at all of our buildings.

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. Most recently four health insurance tiers were 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 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 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.

5.2 Workforce Engagement

5.2a Workforce Performance

5.2a(1) Elements of Engagement Employee satisfaction results on the Harris Poll help to determine key elements of workforce engagement. For further study, the results can be disaggregated by school.

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(2) Organizational Culture CCSD93's organizational culture is centered on our mission, vision and values and the alignment with our strategic plan. Communication with and input from our numerous stakeholder groups is an important part of our 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 our focus to some key educational and environmental considerations and targets. Along the development process, feedback was obtained. The strategic plan was shared with the BOE, building administrators, and the various other stakeholder groups upon its completion. It is critical that all of our employees know and understand their role in the various

aspects of the strategic plan so that they are engaged in our common goal.

Information is communicated to the workforce in various ways. We regularly use the Insider newsletters, email, Enews, the Superintendent's blog, and postings on the district website. In person communication methods include monthly meetings with the CSEA and CSSSA Leadership and Chatting with the Chief opportunities conducted at the schools. When necessary we use an automated calling system to inform employees of weather related situations. Surveys are also regularly used to obtain feedback and suggestions. The feedback and suggestions are always considered within the PDSA cycle.

5.2a (3) 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 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 their 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.

When it comes to intelligent risks, staff members take their lead from senior leadership. Senior leadership remains current on educational trends and initiatives through review of literature, membership in professional organizations, and state and federal mandates. From that, they determine innovative steps and ultimately determine if the district is willing to take risk in a given area.

On a classroom level, CCSD93 has recently begun teaching the Danielson instructional framework to staff, which is a researched-based set of components of instruction which are aligned to standards. This framework encourages educators to take educated instructional risks based on the needs of their students. It creates an environment that provides opportunities for growth in both educators and students.

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. Additionally, all buildings have unique recognition systems for employees.

5.2b(1) Assessment of Workforce Engagement

Satisfaction and engagement are assessed through both formal and informal measures. The Harris Interactive survey is 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 the district conducts 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. The results of these surveys are included on the district Scorecard and are shared throughout the district by building leadership. The results of the Illinois 5 Essentials Survey, done at the district, are considered by building and district leadership. The results are shared with the BOE, schools, and the community on the district and school State Report Cards. Additional informal measures include participation in district events and surveys, Chatting with the Chief opportunities, 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.

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. Either union has not filed a labor grievance in the past 16 years.

Methods and measures for determining engagement and satisfaction do not differ across workforce groups. Though a common survey, Harris Interactive allows CCSD93 to disaggregate data across licensed teaching staff and support staff.

5.2b(2) Correlation with Organizational Results

Both workforce engagement and satisfaction have been reported measures the district has monitored through the use of the Harris Poll. These results help us 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, and comments sharing are used as well. The feedback from these informal methods is compiled and responses are generated and shared with staff for clarity and understanding.

5.2c Workforce and Leader Development

5.2c(1) Learning and Development CCSD93 has a few different learning systems in place for the workforce to further develop skills and knowledge personally as well as to benefit the organization. One system is called Learning Experiences and Development courses (LEAD). These are courses designed in alignment with our 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 our buildings after school hours and free of charge in most 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 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.

Plans are in place for an administrative academy prerequisite through our LEAD system for staff that is considering pursuing an administrative license. The courses designed would provide exposure and discussion about experiences that are typical to that of a building administrator. The anticipated topics for the courses include hiring/evaluating personnel, special education issues, budgeting, instructional leadership, and school safety. It is a goal of the BOE and the administration to hire new administrators from within the district.

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 our university partnerships are co-designed to enhance the workforce capability to implement the organizational Strategic Plan.

5.2c(2) Effectiveness of Learning and Development

The effectiveness of the learning is measured through the course evaluations and workforce surveys. The comments and suggestions for improvement are requested as we 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 to identify the level of implementation of instructional technology.

5.2c(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 our 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.

The goal for any anticipated changes in Cabinet level positions are accomplished with succession planning whenever possible. For example, an anticipated retirement in the HR Department effective June 2012 allowed the successor to learn and work within the department during 2011-12, prior to taking over the leadership role.

6.0 Process Management

6.1 Work Processes

6.1a Program, Service, and Process Design

6.1 a (1) Design Concepts Work process management is essentially the recognition that everything CCSD93 employees do is a process. Processes are defined so that employees who work with the processes can document, design, and improve them. Development and implementation of key work processes contribute to increased consistency and reduced variation in deployment. Processes created within the district may be categorized into three types. The first are work processes that individuals/schools departments create relative to day to day operations specific to them.

For examples, 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).

The second process type is district wide with direct alignment to the Strategic Plan. 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.

Figure 6.1 on page 31 illustrates the alignment of key

work processes to CCSD93's core values, and the owners of those processes. CCSD93 has developed an electronic template that employees use to document and graphically represent all key work processes. 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 6.1 a (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.

The 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. Cycle time and associated costs in the development of processes have also been reduced due to the predictability of process development. 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.

The third process type includes processes that follow the PDSA process in both the design and improvement phase. This includes processes such as the School Improvement Plan (SIP). In this case, BLTs complete the following steps:

- Collect relevant data
- Analyze data to identify trends, strengths, opportunities for improvement.
- Determine possible root cause(s)
- Define vision
- Conduct gap analysis
- Design improvement theory
- Develop action plan
- Identify measure to monitor progress of implementation
- Deploy plan

Organizational knowledge is gathered through both qualitative and quantitative trend data. Quantitative sources includes trend data obtained through standardized surveys, performance data, quality control data and assessments over time. Qualitative data includes written summaries of past decisions, focus groups, perception surveys and personal knowledge of senior leaders/staff members.

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) Program, Service, and Process Requirements

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. Key work processes are intended to produce value for students and involve the majority of the workforce (6.1 b (1) Process Implementation) on page 31 depicts the key processes, their alignment with CCSD93's core values, and the owners of those processes.

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]."

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).

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. This work process is aligned to the district core competency of providing equitable and quality education, programs, and services to all students.

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 Arbor Management and a 1:1 partnership with Pearson Publishers.

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. Cabinet defines key process measures necessary to support the strategic plan. 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

Key Quality Processes	CORE VALUE ALIGNMENT	OWNER OF PROCESS
READ 180	Q, L, C	ASST. SUP. I&SS
Math Intervention Program	Q, L, C	ASST. SUP. I&SS
K-2 Literacy Intervention Programs	Q, L, C	DIRECTOR
Section 504 Referral and Evaluation Procedure	Q, L, C	DIRECTOR
Student Referral for Special Education Services	Q, L, C	DIRECTOR
Student Referral for Special Education Services (Parentally-Placed Private School Children with Disabilities)	Q, L, C	DIRECTOR
ELL Program	Q, L, C	DIRECTOR
IDEA Level 3 (Magnet) Identification	Q, L, C	ASST. SUP. I&SS
Student Referral for Acceleration	Q, L, C	ASST. SUP. I&SS
Reading Services Grades 3-5	Q, L, C	ASST. SUP. I&SS
Certified Staff Evaluation	V, C	SUPER
Certified Staff Hiring Process	V, C	DIRECTOR
Curriculum Development Process	Q, C	DIRECTOR
Curriculum: Materials Inventory	Q, C	DIRECTOR
Curriculum: Professional Learning Support	V, Q, C	DIRECTOR
Curriculum: Teaching to A Standard	Q, C	DIRECTOR
Report Card Process	L, C	DIRECTOR
Promotion and Summer School	Q, L, C	ASST. SUP. I&SS
Facilities Usage	C	
Mandated Reporting Procedures (Community Consolidated District 93 Board Policy 500.06)	L, C	ASST. SUP. I&SS
Stranger Danger	C	ASST. SUP. I&SS
Suspension/Expulsion	L, C	ASST. SUP. I&SS
Technology Service Request	C	ASST. SUP. OF BUSINESS
Truancy	L, C	ASST. SUP. I&SS
Preschool Referral – Early Intervention Agency Referral	Q, L, C	ASST. SUP. I&SS
Preschool Transition from Early Childhood to Kindergarten Year	Q, L, C	ASST. SUP. I&SS
Preschool Referral – In House	Q, L, C	ASST. SUP. I&SS
Preschool Registration	Q, L, C	ASST. SUP. I&SS
Preschool Screening Registration and Referral Processes	Q, L, C	ASST. SUP. I&SS
Preschool Special Education Move-In Eligible	Q, L, C	ASST. SUP. I&SS
Band: Recruitment	L, C	ASST. SUP. I&SS
Band: Scheduling	C	ASST. SUP. I&SS
Band: Summer Band	Q, L, C	ASST. SUP. I&SS
Certified Staff Evaluation	V, C	SUPER
Certified Staff Hiring Process	V, C	DIRECTOR
Complaint Management	V, C, R	SUPER
Conferences Expenditures	C	DIRECTOR
Purchasing of Goods and Services	C	ASST. SUP. OF BUSINESS
Kindergarten Assessment	L, C	I&SS SEC
LLC: Information Access Management	Q, C	ASST. SUP. I&SS
LLC: Instruction	Q, L, C	ASST. SUP. I&SS

Core Value Legend

V – Valuing Staff L – Learning-Centered Education R – Results Orientation
C – Continuous Improvement Q – Quality Design of Educational Programs

Figure 6.1 CCSD93 Key Work Processes & Core Value Alignment

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. These programs include:

- Reading Intervention
- Math Intervention
- English as a Second Language
- Special Education
- Gifted Education
- Acceleration
- Summer School
- Section 504 Accommodations

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.

6.1 b(3) Program, Service and Process Improvement

A review of all Quality Processes was conducted from Spring 2013 through Winter 2014. The review was conducted by Administrative Council. Review included qualitative feedback on several measures to include feedback on the following:

- Folder (cover, inside, back)
- Flowcharted Process
- Forms
- Implementation
- Requirements

Data was reviewed by the process owner and various user groups leading to achieve consensus on improvement revisions.

A review of current processes evidenced the lacking of a quantitative measures to monitor the effectiveness of the process in meeting the needs of the customer. In order to address this opportunity for improvement the process component of stakeholder "Connections" was changed to "Requirements." This change defined stakeholders who were actual "users" of the process rather than those having a vested interest in the process.

Input on requirements was sought from users. Process effectiveness will be measured by surveying the respective user to confirm/deny if the process met the defined requirements.

Work variability is reduced by common processes being in place across the district. Each Quality Process provides a flowchart of the steps to be followed in implementation.

Consistent reference to the process is a means reducing variability. For example, the same process is used to place a child in reading intervention services. 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 is 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.

6.2 Operational Effectiveness

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

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

During the 2013-14 school year, as a result of undergoing a PDSA review, CCSD93 upgraded the financial software system to enhance effectiveness and efficiency. The district uses a financial planning program to prepare 5-year financial projections allowing the

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

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

6.2b Supply-Chain Management CCSD93 works collaboratively with numerous vendors to obtain the necessary materials 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 determined by specific district need. At times, because of specific products, new vendors are added to the district's approved list. In these cases the department requesting the new vendor provides the Business Office with the necessary information to enter the vendor into the financial software system. Once the information provided is reviewed and entered the vendor is added to the approved vendor list. All existing vendors are qualified through historical performance that is compliant with requirements such as product quality, timely delivery, and cost. Vendor performance is tracked in five areas: quality, cost, availability, technology, and continuous improvement. Of these, quality, cost and availability have a direct impact on CCSD93's ability to meet its customers' demands. All vendors must be entered into the district's financial software program so that orders, deliveries and payments can be tracked by staff who initiated the order as well as specific personnel in the Business Office. When a problem arises, CCSD93 notifies the vendor and they are expected to initiate corrective action immediately. If a vendor is not providing

the necessary service to CCSD93 that vendor is contacted, notified of the concerns and provided an opportunity to improve their service. If the service does not improve, the vendor will no longer be an approved vendor for the district. CCSD93 remains on the cutting edge of technology and vendors are eager to tap into that knowledge and the experiences that will be necessary for future business dealings with CCSD93.

6.2 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.

CCSD93 provides accident 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 suitcases at each building with emergency cell phones for use in case of emergency. Hard line jacks are available at each building should a loss of fiber optic connection occur. An inclement weather/emergency manual is in place at the district level for communicating cancellation of school or activities in the event of severe weather or an emergency.

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

- Three fire drills
- One bus evacuation drill
- One Severe Weather & Shelter-in-Place drill
- One supervised law enforcement drill

6.2d 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 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.

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 Illinois State Testing Program and the Measures of Academic Progress (MAP) assessment (Growth Measures) from Northwest Evaluation Association and Standards Based Report Card ratings. Indirect measures include discipline data.

- Stakeholder satisfaction for primary stakeholder groups: students, parents, and staff, as measured by the Harris Interactive School Poll. Student perception data is also attained through annual administration of the Education For the Future Survey (EFF). Overall performance and specific questions provide additional information regarding student perceptions of the school environment.
- Financial health as measured by fund balance percentages.

The primary summative evaluation tool to measure student learning outcomes in academic areas for CCSD93 is the state testing program. All students in Illinois take one of the two state assessments. The assessments are the **Illinois Standards Achievement Test (ISAT)** and the Illinois Alternative Assessment (IAA). Illinois Standards Achievement Test (ISAT) is given to students in grades 3 through 8 to measure learning in reading and math. Only students in grades 4 and 7 are given the science assessment. Longitudinal data beginning with 2005 are available for grades 3, 5, and 8. Data sets illustrate performance since 2008. The IAA is an individualized assessment for special education students who are not working on grade level or near grade level academic skills.

For achievement test comparison, CCSD93 has benchmarked against the Glenbard District 87 feeder districts. After extensive analysis of Best-in-class districts based on a variety of indicators (demographics, district type, size, performance, EAV per pupil, instructional expenditure per pupil and operational expenditure per pupil) it was Senior Leadership's consensus for CCSD93 to compare itself to the Glenbard 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.

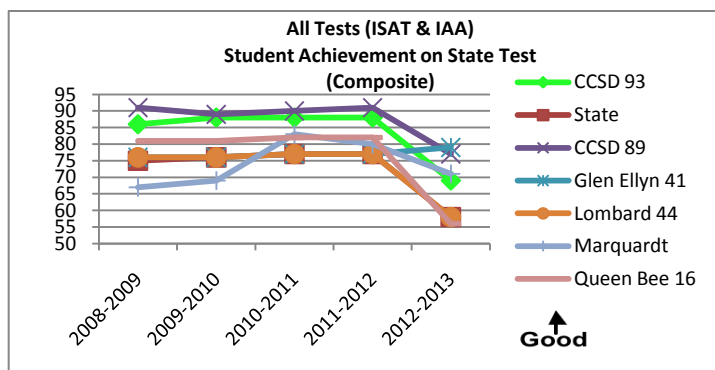


Figure 7.1-1 Student Achievement on State Tests

The graph below shows the overall percentage of students meeting or exceeding state standards on two state testing programs (ISAT and IAA). CCSD93 student performance has shown stable performance with slight improvement for the past four years with the exception of the current year. The district has outpaced the state average and is midpoint with comparison districts.

Reading Performance - Reading performance is showing stable trend lines for all three grade levels with CCSD93 ranking in the mid-range of comparison districts. The decline of scores in 2012-13 is consistent with both state and comparison group (based on new cut scores with 20 percent of the questions reflecting the rigor of the Common Core State Standards (CCSS)). Reading performance is being addressed by the implementation of a new curriculum supported by a detailed study of intervention services to consider additional intervention options and progress monitoring tools being added to the district's multi-tiered intervention plan.

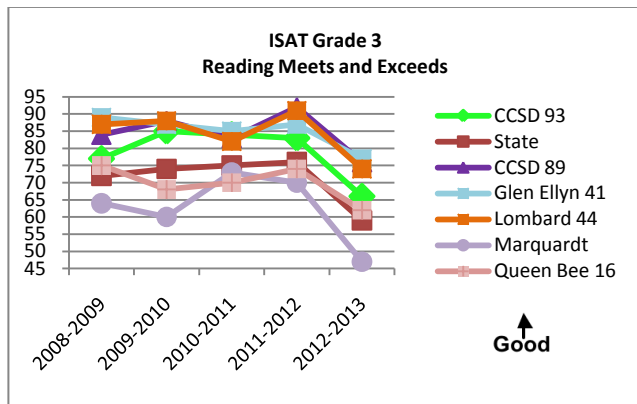


Figure 7.1-2 ISAT Grade 3 Reading, Meets + Exceeds

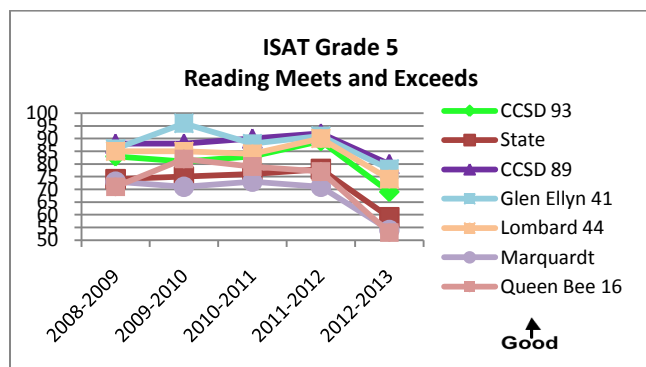


Figure 7.1-3 ISAT Grade 5 Reading, Meets + Exceeds

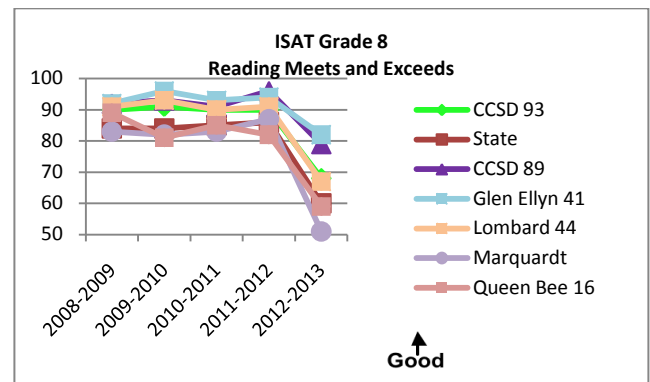


Figure 7.1-4 ISAT Grade 8 Reading, Meets + Exceeds

Mathematics - Math performance has traditionally been CCSD93's strongest area at the elementary grades. Similar to reading, math performance is showing stable trend lines for all three grade levels and performs in the midpoint of comparison districts. The decline of scores in 2012-13 is consistent with both state and comparison group (based on new cut scores with 20 percent of the questions reflecting the rigor of the CCSS).

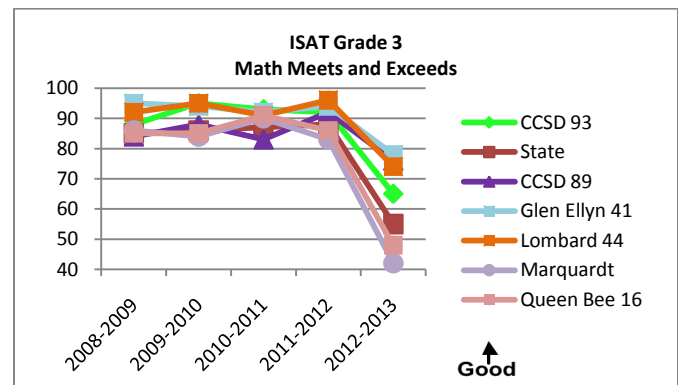


Figure 7.1-5 ISAT Grade 3 Math, Meets + Exceeds

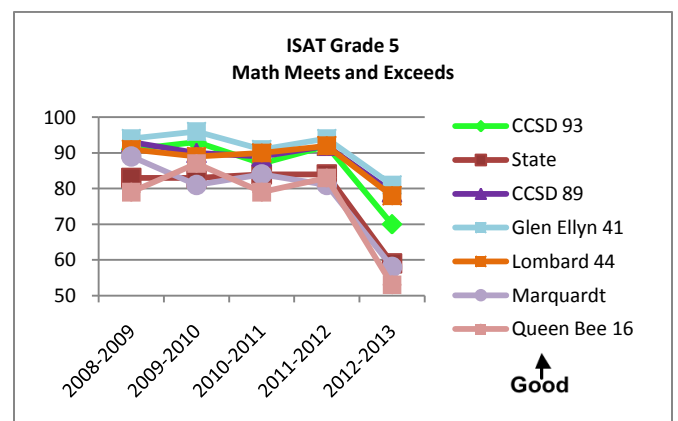


Figure 7.1-6 ISAT Grade 5 Math, Meets + Exceeds

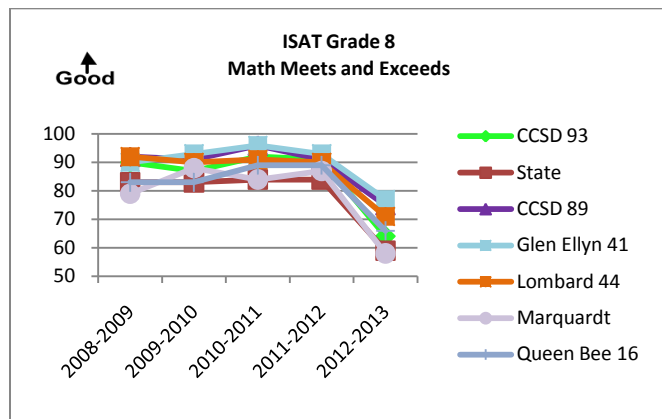


Figure 7.1-7 ISAT Grade 8 Math, Meets + Exceeds

Science - ISAT science tests are given at grades 4 and 7. The percent of students meeting and exceeding science standards for both grade levels are above the state level. Five year change data indicates a positive change in grade 4 and a slight negative change in grade 7. The district's performance is near highest comparison groups in fourth grade and in midpoint of groups in eighth grade. Consistent with reading and math, the decline of scores in 2012-2013 is consistent with both state and best in class of comparison group (based on new cut scores with 20 percent of the questions reflecting the rigor of the CCSS). The Science Curriculum committee is currently working on a redesign of science curriculum based on the Next Generation Science Standards (provided by the state).

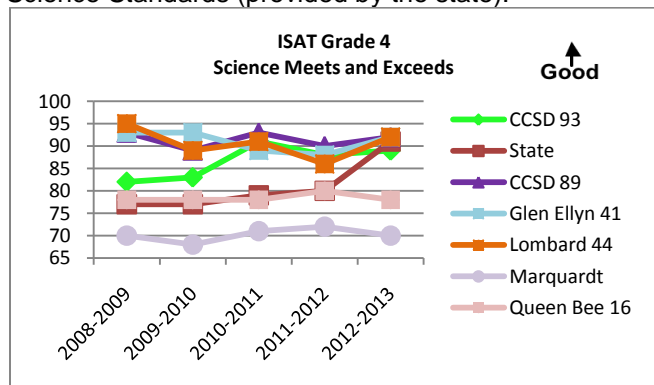


Figure 7.1-8 ISAT Grade 4 Science, Meets + Exceeds

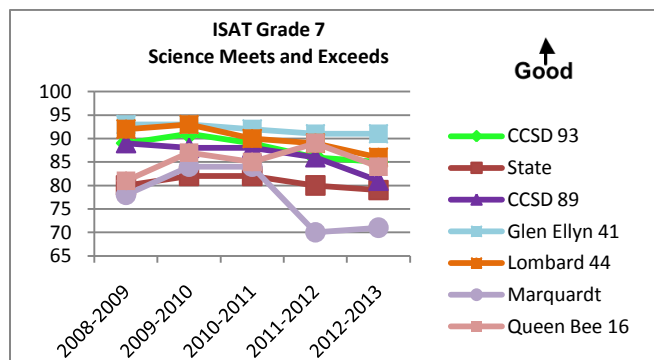


Figure 7.1-9 ISAT Grade 7 Science, Meets + Exceeds

Illinois Alternate Assessment (IAA) and ISAT for Special Education (SPED) Students - IAA is the instrument the state uses to measure the learning of students with significant disabilities who are not capable

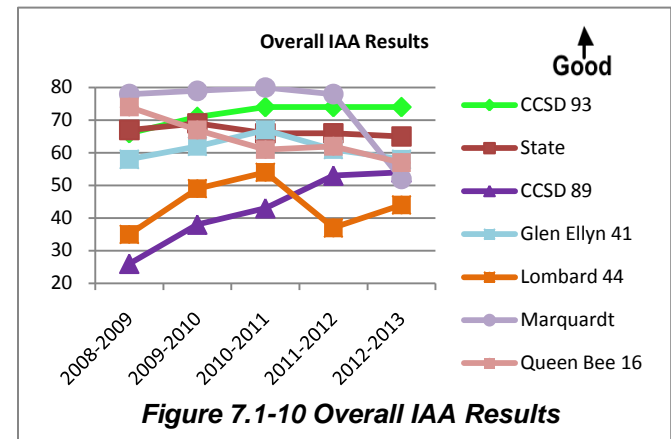


Figure 7.1-10 Overall IAA Results

of taking the ISAT tests. IAA data show the performance of significantly challenged SPED and their mastery judged against their IEP goals. The ISAT graphs demonstrate the performance of SPED students who are capable of taking grade level assessments. The state does not calculate an overall SPED average for ISAT. CCSD93 outperforms both state and comparison districts on the IAA assessment.

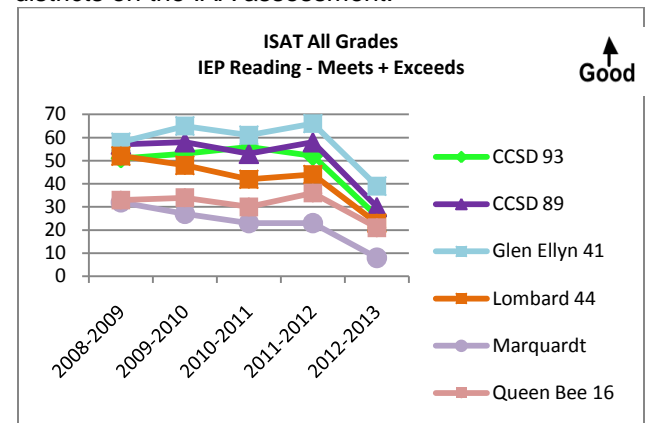


Figure 7.1-11 Percentage of SPED Students Who Meet or Exceed on ISAT Reading – All Grades

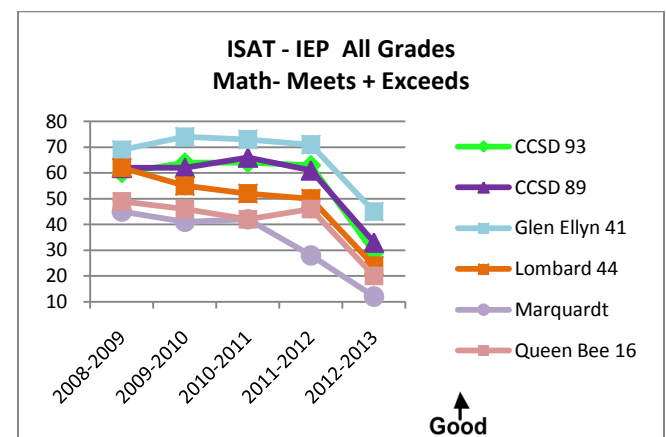


Figure 7.1-12 Percentage of SPED Students Who Meet or Exceed on ISAT Math – All Grades

The graphs above indicate more than half of the special education students are meeting or exceeding grade level standards and that CCSD93 students are in the midrange of comparison districts. The decrease noted in 2012-2013 is consistent with both state and Best in Class of comparison group.

Areas Monitored with Standards Based

Reporting - CCSD93 has determined other critical skill areas for students: technology, problem-solving (social and academic), writing, listening and speaking, working cooperatively with peers and producing quality work. CCSD93 has tracked these Scorecard measures since the 2008-2009 school year using district-developed measures that are reported on students' report cards. No commonly used measure is available to assess these skills; therefore, CCSD93 has limited comparison data.

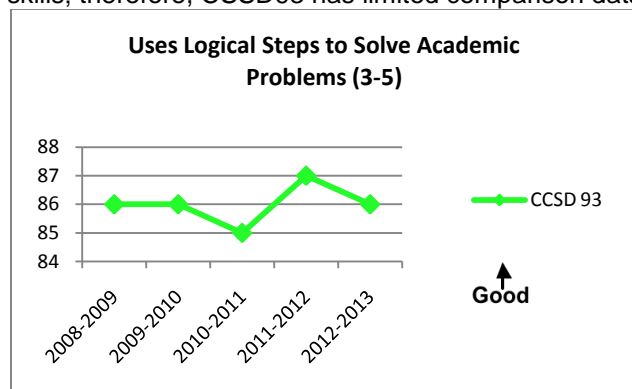


Figure 7.1-13 Percentage of Students Receiving a 3-5 (Meeting- Exceeding) rating on Report Card: Uses logical steps to solve academic problems

Data depicts stable performance levels of students meeting or exceeding standards on a five-point scale on uses logical steps to solve problem with a decline in 2012-13. Currently curriculum reviews are focused on increasing the rigor of problem based learning and critical problem solving opportunities for all areas.

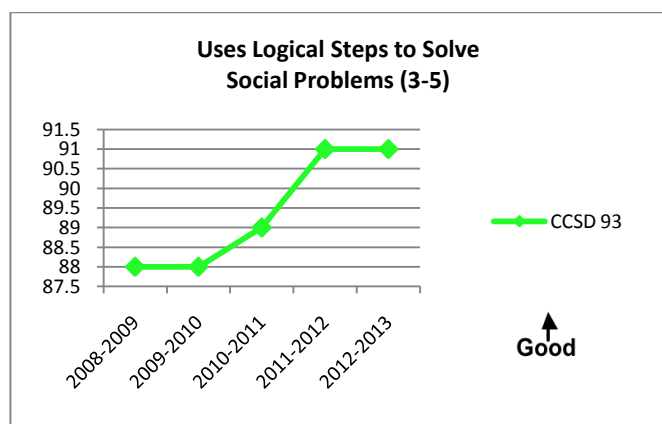


Figure 7.1-14 Percentage of Students Receiving a 3-5 (Meeting- Exceeding) rating on Report Card: Uses Logical Steps to Solve Social Problems

Data depicts increased performance levels of students meeting or exceeding standards on a five-point scale on uses logical steps to solve problems. The

district continues work in Positive Behavior Intervention Systems (PBIS) and Expect Respect (anti-bullying strategies). Although the district has monitored social emotional learning standards for many years through the Life Long Learning Skills on the student report card, plans are currently being worked on worked on plans to explicitly instruct these skills. **Figure 7.1-15** represents the percentage of students rated as meeting/exceeding on quality work using a five point reporting scale.

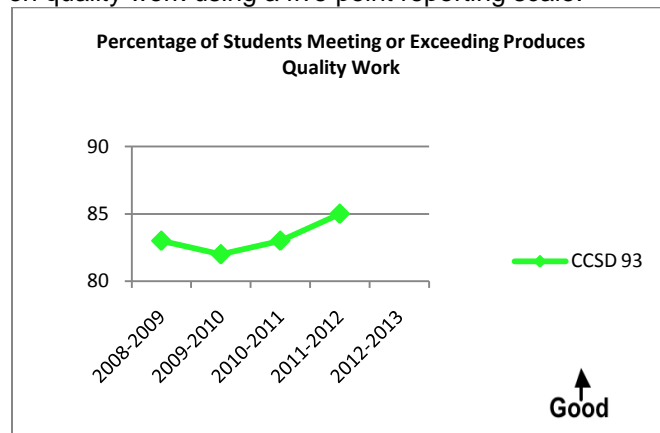


Figure 7.1-15 Percentage of Students Meeting + Exceeding Produces Quality Work

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. The average number of days from when a work order is entered into School Dude to when it is closed is shown in **Figure 7.1-16**. From start to close, many of these issues require investigation, determination of the cause, ordering of parts, completion of repair, and testing of that completion before the work order is closed.

A goal of CCSD93's is to by be as proactive as

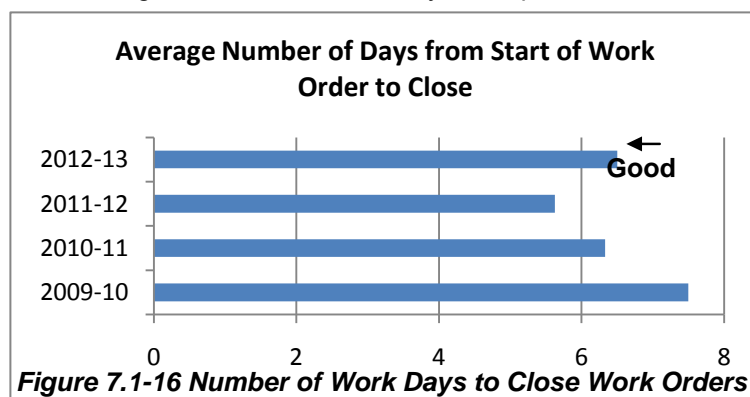


Figure 7.1-16 Number of Work Days to Close Work Orders

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 the continual reduction in the number of work orders placed into School Dude, which are reactive rather than proactive. **Figure 7.1-17** shows a reduction over the past five years in the total number of work orders placed from year to year in CCSD93.

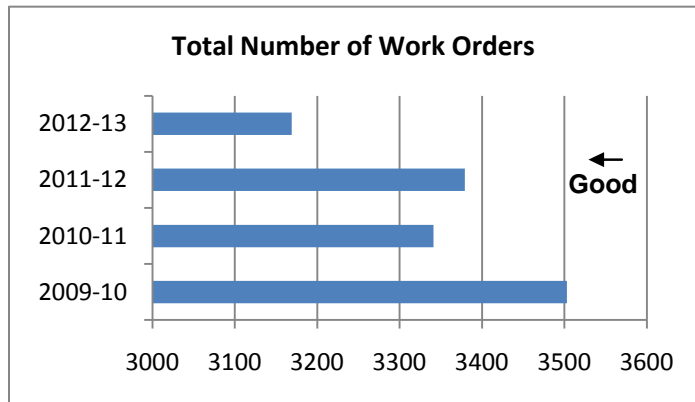


Figure 7.1-17 Total Number of Work Orders Entered in School Dude

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. Indicators include review of suspensions, expulsions and representation of particular racial/ethnic groups, as well as timelines for evaluation and placement. **Figure 7.1-18** illustrates CCSD93's compliance for the past several years.

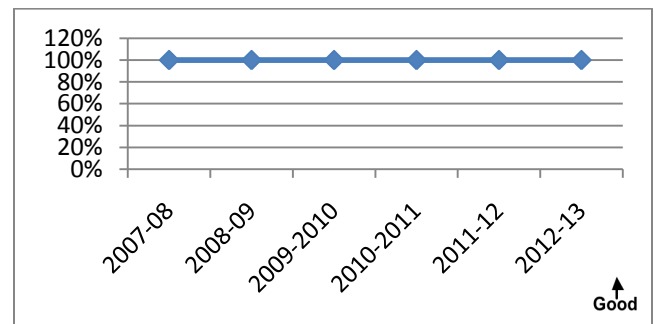
IDEA Compliance		
Year	Yes	No
2008-09	X	
2009-10	X	
2010-11	X	
2011-12	X	
2012-13	X	

Figure 7.1-18 CCSD93 Compliance to Individuals with Disabilities Education Act

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. **Figure 7.1-19** 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 Results CCSD93 measures vendor success in two ways: first, conversations with classroom staff, warehouse personnel and administrators to determine their satisfaction with the reliability and timely delivery of products. Second, an examination of the product cost and an evaluation of the accounts payable experience. Although CCSD93 has no key measures to determine vendor success frequent communication with end users provides valuable information in order to ascertain the effectiveness of vendors.



7.1-19 Safety Drills Accomplished

7.2 Customer-Focused Results

7.2a Student- and Stakeholder-Focused Results

7.2a(1) Harris Interactive School Poll - The Harris Interactive School Poll has been used by CCSD93 since 1997 to assess stakeholder satisfaction. More than 150 school districts across the country use this poll; therefore, it provides a broad-based sample for comparison purposes. **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 significant improvement for all three stakeholder groups based on Harris ratings.

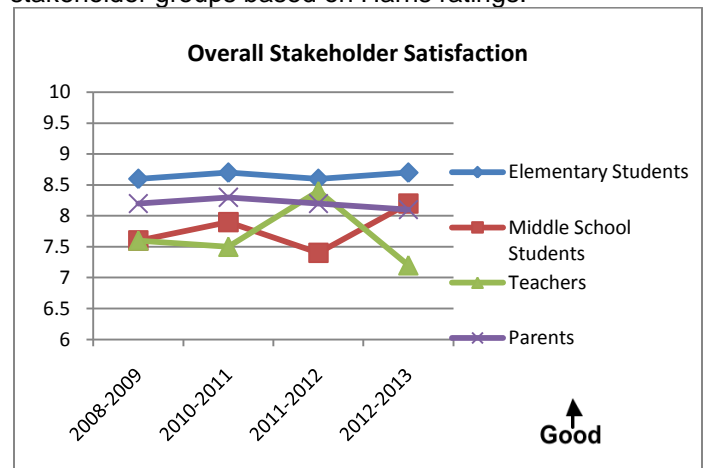


Figure 7.2-1 Overall Stakeholder Satisfaction with CCSD93 – Harris Poll

The Harris Survey is given every two years. The length of time that CCSD93 has used the poll, increases

that have occurred over time, and best-in-class performance that has been achieved give CCSD93 the confidence that it is achieving high levels of stakeholder satisfaction. The goal is to continue the improvement trend.

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, CCSD93 has 0.02% of students with chronic truancy problems. **Figure 7.2-2** shows the attendance rate for CCSD93 has consistently been at 96%.

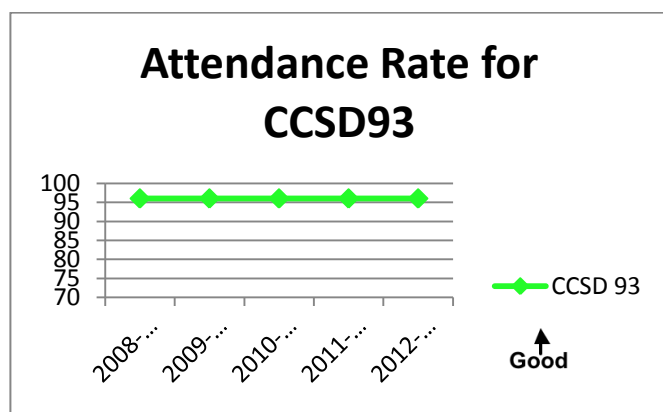


Figure 7.2-2 Student Attendance

Engagement can include on target behavior and students being 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. 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. As this is the first year that all schools are PBIS schools, full district data has not been available. 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. **Figure 7.2-3** depicts students suspended one time/more than one time during the school year. Suspension is recorded based on suspendable offenses. The majority of CCSD93 suspendable infractions are services through Saturday school and Wednesday after school to preclude loss of instruction. **Figure 7.2-3** illustrates a decline in student suspensions over a five year period.

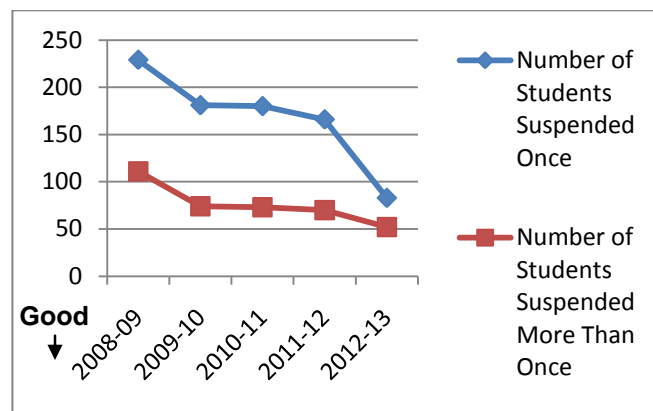


Figure 7.2-3 Student Suspensions During the School Year

Working in partnership with the community includes students and staff engaged in service and community activities. **Figure 7.2-4** depicts the number of students in community service while **Figure 7.2-5** summarizes the percent of administrators and staff who have participated in community activities.

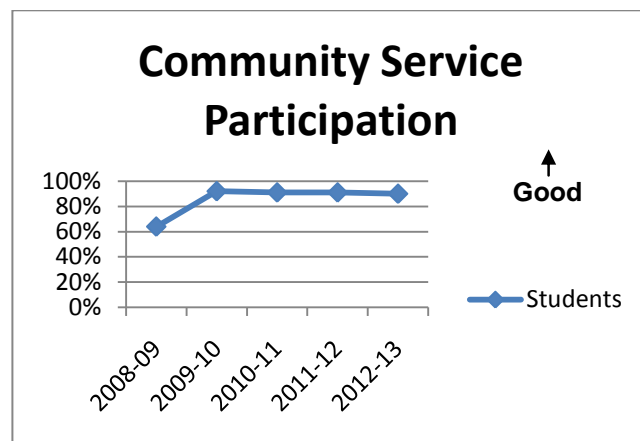


Figure 7.2-4 Percent of Students in Community Service

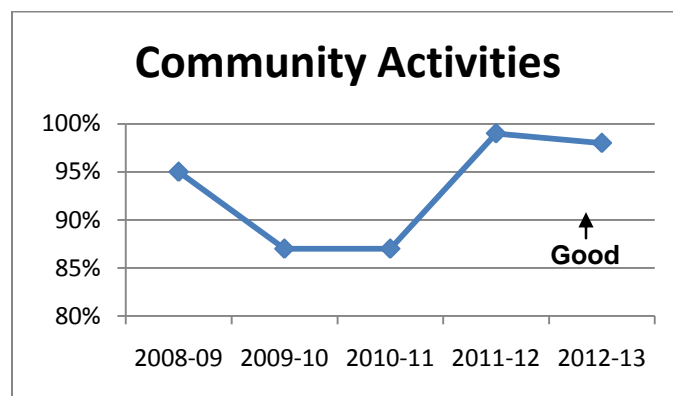


Figure 7.2-5 Percent of Administrators and Staff Participating in Community Activities

7.3 Workforce-Focused Results

7.3a Workforce 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. For what was, at the time, certified teaching staff, the rating was a three-point scale: unsatisfactory, satisfactory, and excellent. These are shown in **Figure 7.3-1**. Recent changes in the law necessitated that we change to a four-point scale in 2012: unsatisfactory, needs improvement, proficient, and distinguished teaching staff. These are shown in **Figure 7.3-2**. Prior to 2012, teachers needed to demonstrate strong classroom performance along with strong professional behavior. Since 2012 in order for the certified teaching staff to be rated at the top 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 certified teachers receiving each rating category for the past six years.

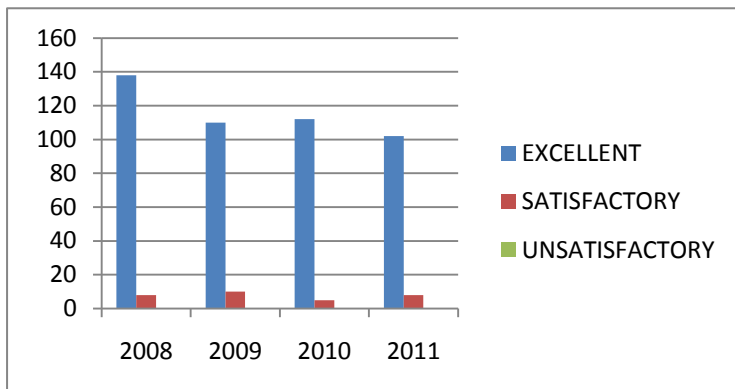


Figure 7.3-1 Certified Teaching Staff Evaluation Rating 2008-2011 (Old Process Tool)

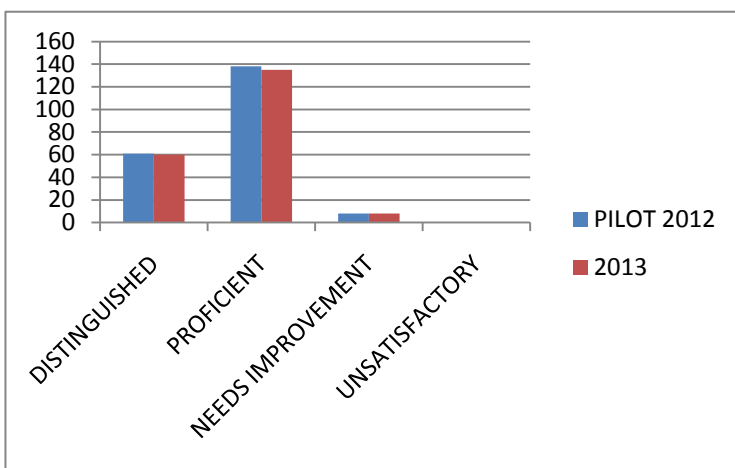


Figure 7.3-2 Licensed Teaching Staff Evaluation Rating (New Process Tool Beginning in 2012)

Staffing has decreased slightly in the certified category based on declining student enrollment over the last five years. Paraprofessional support has increased due to providing additional student services at the elementary level for reading and math through intervention programs and additional language support

for our ELL learners. **Figure 7.3-3** shows staffing figures for the past five years.

Staffing Levels					
Year	Admin	Certified	Parapro	Cust/Maint	Sec
08-09	29	329	139	45	31
09-10	28	352	167	43	31
10-11	28	341	166	44	29
11-12	29	346	148	46	30
12-13	28	339	156	46	30

Figure 7.3-3 CCSD93 Staffing Figures

While the student enrollment has shown a decline, the BOE has continued to prioritize small class sizes especially at the primary level. **Figure 7.3-4** illustrates the five-year trend in the primary grades to maintain small class sizes in the students' first years in the district.

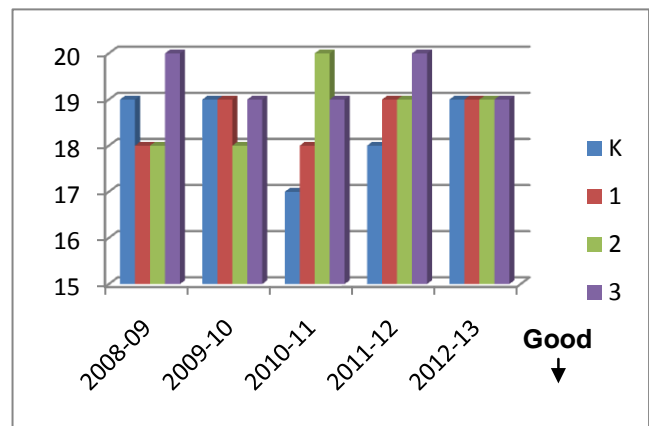


Figure 7.3-4 Average Class Size by Grade Level

7.3a(2) Workforce Climate Health – To promote an awareness of a healthy lifestyle and healthy choices, CCSD93 started to offer wellness screenings in 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

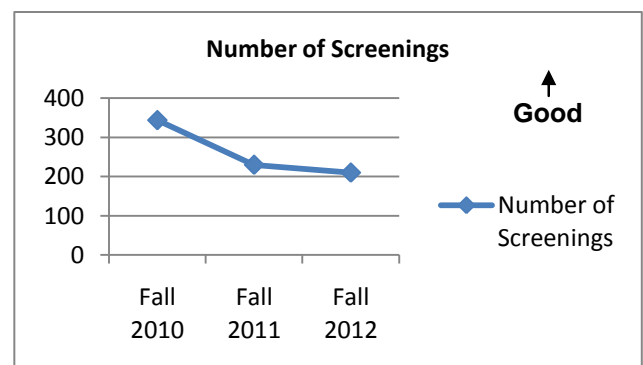


Figure 7.3-5 Wellness Screenings

staff. Each participant receives a confidential report indicating early detection of possible conditions, recommendations to improve their health, and access to various online resources. **Figure 7.3-5** 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 concerns about the confidentiality of onsite screenings. Plans are in place to open the wellness screening opportunity to spouses as a means to motivate more staff members to participate in the future as well as increased publicity about the confidential nature of the screening and HIPPA regulations.

Flu shots are also offered each fall to everyone who works in the district. They are offered over two days in two different locations within the district for convenience. Receiving a yearly flu shot has remained a popular benefit CCSD93 offers staff members across all work groups as shown in **Figure 7.3-6**.

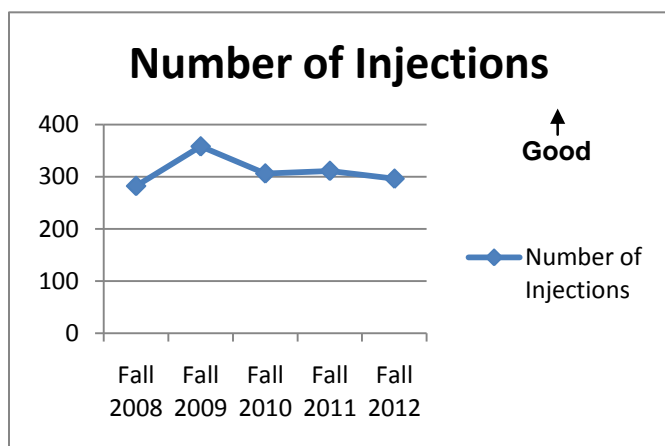


Figure 7.3-6 Staff Receiving Flu Shot Injections

Safety – A district level Crisis Committee 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 7.3-7** shows the overall trend for workers' compensation claims has decreased over the 5-year period of years from 2008 to 2013.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Workers' Compensation Claims	35	35	19	17	16
Number of lost days	5	5	6	5	2
Staff Loss Rates Compared to Benchmarks	8%	6%	5%	5%	0%

Figure 7.3-7 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. The system assisted the district to identify one person so far that attempted to visit a school that legally should not have been there **Figure 7.3-8**. Raptor was added to the district office building for the 2012-2013 school year as a result of its success at the schools.

School Year	Number of Raptor Hits
2010-2011(pilot)	0
2011-2012	1
2012-2013	0

Figure 7.3-8 Sex Offender Hits on Visitor Management System

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 certified teaching staff. **Figure 7.3-9** 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 3.9% and 6%, which is an improvement from the previous range of 6% to 9% (2002-2006).

Certified Turnover	2008-09	2009-10	2010-11	2011-12	2012-13
Retirement	5	7	9	13	10
Mobility	2	0	2	1	0
Medical	0	0	0	1	0
Family	3	1	0	1	1
Releases	2	3	0	4	2
No Reason Given	2	2	2	0	4
Other job	2	1	2	1	0
# Employed	329	352	341	346	339
Total Turnover	16	14	15	21	17
Total Turnover %	4.8%	3.9%	4.3%	6%	5%
US Average*	29.1%	27.8%	26.8%	27.8%	28.8%

Figure 7.3-9 Certified Staff Turnover Data

*US Department of Labor: total separations for total employment in educational services for calendar years 2009-2013

Further examination of the "other job" reason identified a total of six 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 considerable improvement from a previous five-year period of time (2002-2007) where twenty-five certified staff members left the district for the various monitored reasons 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 will most likely present a challenge to fill the vacancies for the next school year due to negotiated salary constraints. Plans are in place to seek additional vacancy posting options where the qualified candidates would notice them and to reach out to local institutions of higher learning with nursing programs.

Attrition rates for first year teachers during the past five years are shown in **Figure 7.3-10**. The percentage of first year teachers not hired back after their first year of employment ranges from 8% to 27%. 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 16.2%, which is better than both published figures. CCSD93's attrition rate includes reduction in force and releases for performance.

Year	Total First Year Hires	Left in First Year	Percent
2008-2009	13	1	8%
2009-2010	11	3	27%
2010-2011	16	2	13%
2011-2012	21	5	24%
2012-2013	22	2	9%

Figure 7.3-10 Certified Teaching Staff Attrition Rate

7.3a(4) Workforce Development Staff members have demonstrated their desire for continuous learning 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 7.3-11** 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 both the 2008-2009 and 2012-2013 school years, major technology initiatives were in progress throughout the district so staff members were expected as well as highly motivated to attend courses pertaining to the new devices, instructional materials, and social media.

For the 2012-2013 school year CCSD93 started to use Public School Works in order to accomplish the four mandated training topics of 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 starting prior to the start of the school year. Based on new laws additional training topics will also be added to the schedule for the future. In addition to the four 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 of them as a means of further development. The additional trainings completed include: Bed Bugs, Head Lice, Epinephrine Auto-Injector Use, Heat and Cold Stress, and Managing Food Allergies.

7.4 Leadership and Governance Results

7.4a Leadership, Governance, and 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. Since 2006, it was determined by the BOE to administer the Harris Poll every two years. The results of the feedback is provided in **Figure 7.4-1** and **Figure 7.4-2**.

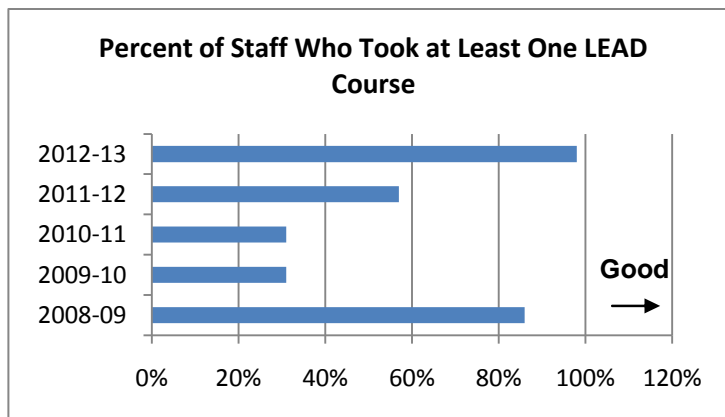


Figure 7.3-11 Percentage of Staff Taking LEAD Courses

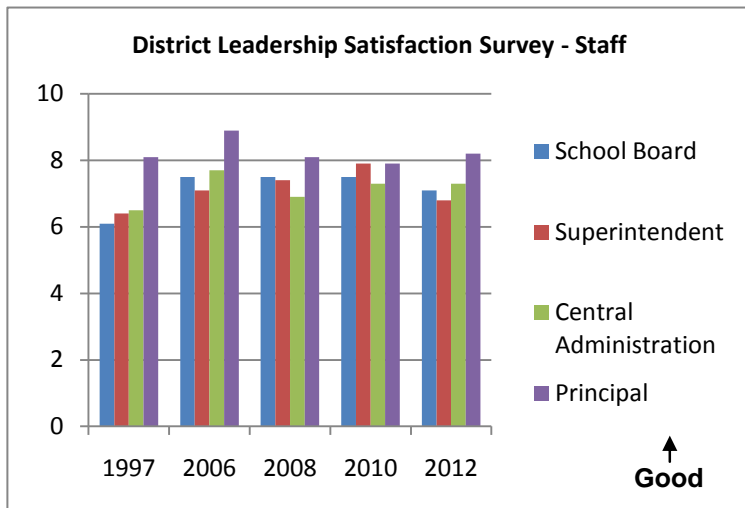


Figure 7.4-1 District Leadership Overall Satisfaction Ratings from Staff on Harris Poll

A series of questions is asked of the survey 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.

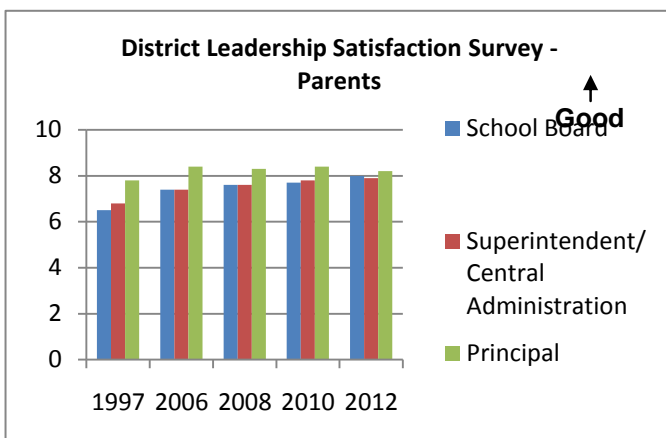


Figure 7.4-2 District Leadership Overall Satisfaction Ratings from Parents on Harris Poll

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?"

CCSD93 has utilized the Baldrige Process, along with the Illinois Performance Excellence Process (ILPEX), as a measure for senior leadership to evaluate the effectiveness of overall organizational performance. The district has submitted three applications to ILPEX (formerly known as the Lincoln Foundation since 1997.

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 to submit an ILPEX application every four to five years, however, with the retirement of many senior leaders, the district has strategically chosen not to submit an application in recent years due to numerous changes in senior leadership. **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

Figure 7.4-3 Lincoln 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,

Process/Method	Purpose	Measure	Results 09-10	Results 10-11	Results 11-12	Results 12-13	Results 13-14
Strategic Planning	G	BOE participation Strategic Plan, Score Card, and Dashboard review	Y	Y	Y	Y	Y
Policy Review	G	BOE new and updating of Policies for community feedback	Y	Y	Y	Y	Y
BOE Action on Student Achievement and School Improvement Plans	G	Minutes showing BOE discussion of student achievement and SIP process	Y/Y	Y/Y	Y/Y	Y/Y	Y/Y
Financial Oversight	G, F	BOE Policy & Acceptance of Independent Audit Report in Minutes / BOE involvement in Negotiations	Y/Y	Y/Y	Y/NA	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	Y	Y	NA	Y
Open Meeting Laws	G, R, E, L	# Open Meetings Violations / All BOE Meeting Agendas & Minutes Posting Meets Posting Requirements Citizen Comments heard at BOE Meetings	Y	Y	Y	Y	Y
Communication Plan	G, E	Newsletter & Weekly Blog with BOE agenda and minutes items sent to Community/ BOE Discussion of Survey Results	Y	Y	Y	Y	Y
Election Laws	R, E, G	# Violations in electing, voting, canvassing, posting	0	0	0	0	0
Ethics Management	G, E	Review of ethical policies at open Board meeting	N	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	98.6%	NA	98.2%	NA
Test Management	E, G, R	ISAT violations concerning test security	0	0	0	0	0
HIPPA	R, E	# Sanctions due to HIPPA violations	0	0	0	0	0
Student Handbooks	G, E	% Handbooks given to students annually	100%	100%	100%	100%	100%
Expulsions & Suspensions	E, L	# Expulsions / Suspensions rate per year / Weapons and / or drug violations	0	0	0	0	0
Acceptable use of Technology	E	# Students who had technology privileges suspended due to improper use of technology on campus	0	0	0	0	4
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/N	Y/N	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	6	5	2	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

ethical safety, accreditation, and legal compliance for the past five years.

Each CCSD93 employee receives a handbook that clearly describes policies and procedures that define professional ethics and legal behavior. The policies and procedures are reviewed during the orientation process

for all new hires and reviewed by principals at the start of each school year. CCSD93 tracks distribution of materials, participation in required orientation, and participation in state mandated training. CCSD93 has achieved a >95% completion rate for these tasks.

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

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

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

Financial Awards
Certificate of Excellence in Financial Reporting <ul style="list-style-type: none"> Given by the Association of School Business Officials International (ASBO) Earned first in 1986 to present (2013)
Certificate of Achievement for Excellence in Financial Reporting <ul style="list-style-type: none"> Given by the Government Finance Officers Association of the United States and Canada Earned first in 1990 to present (2013)

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 on-going 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.

Scorecard Measure	2008-09	2009-10	2010-11	2011-12	2012-13
Generating Good Will Among Community Stakeholders – # of Community Groups Helped	64	81	78	70	63
% District Administrators and Staff Participation in Community Projects	95%	87%	87%	99%	98%
% Student Participation in Community Service Projects	92%	91%	91%	91%	90%

Figure 7.4-6 District Staff/Students Participation in Community Service Projects

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.

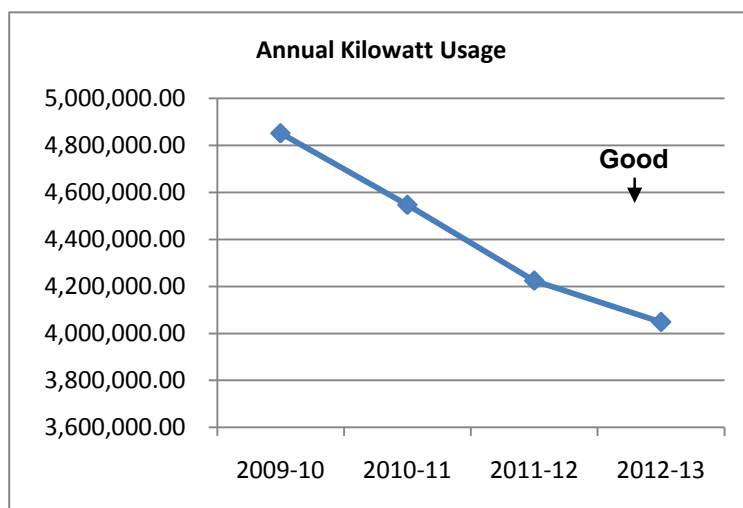


Figure 7.4-7 Annual Kilowatt Usage in CCSD93

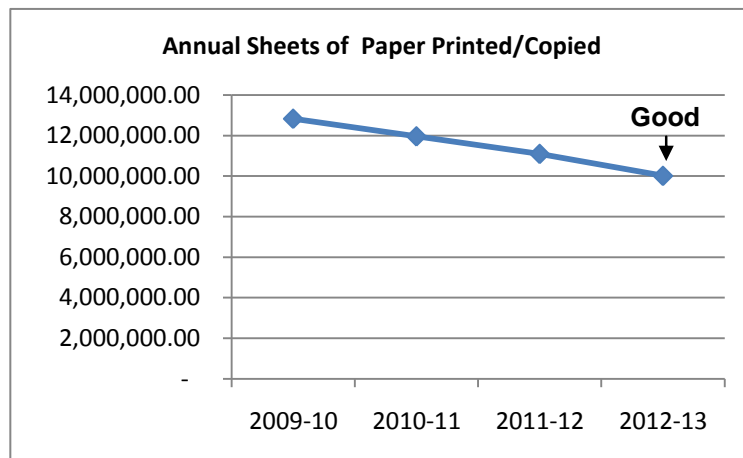


Figure 7.4-8 Annual Sheets of Paper Printed/Copied

7.4b Strategy Implementation Results Performance of Students Based on Mobility - Because CCSD93 has a student mobility rate (a measure of how many students are transferring in and out of a district in a given year) of 9.8%, it is important to look at student performance based on the length of time a student has been in the school district. **Figure 7.4-9** and **Figure 7.4-10** present data on the percentage of students meeting or exceeding state standards on the 8th grade ISAT reading and math tests based on the number of years that they have been in the school district. Scores indicate an increase through 2010-11 with a slight decrease in 2011-2012 and a further decrease in 2012-2013 (which is consistent with both state and best in class of comparison group based on new cut scores with 20 percent of the questions reflecting the rigor of the CCSS). This information gives CCSD93 staff members confidence that overall performance was improving prior to the CCSS and assists in identifying necessary curricular changes.

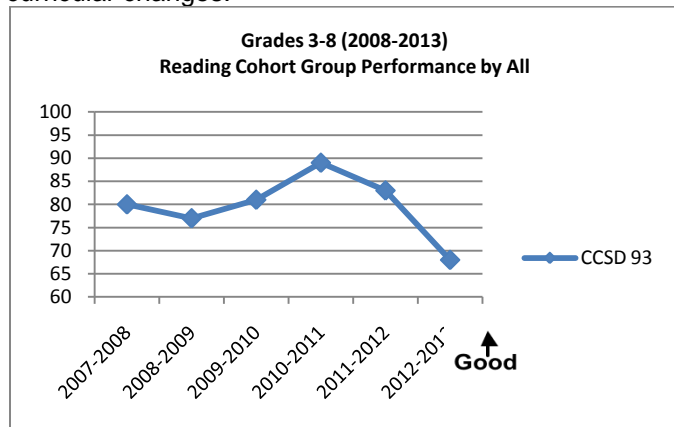


Figure 7.4-9 Grade 8 ISAT Reading Performance Based on the Number of Years Enrolled in CCSD93

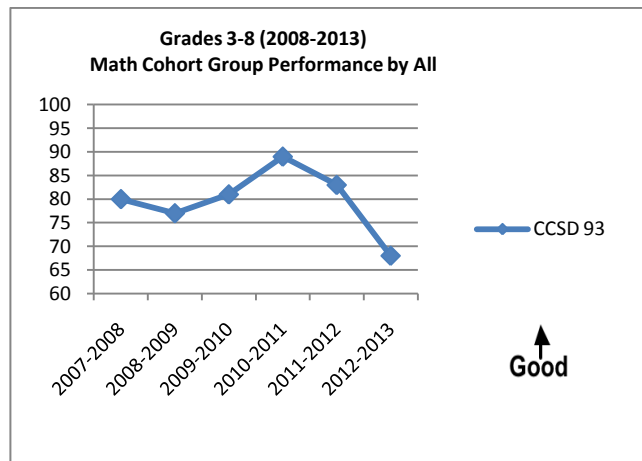


Figure 7.4-10 Grade 8 ISAT Math Performance Based on the Number of Years Enrolled in CCSD93

7.5 Budgetary, Financial, and Market Results

7.5a(1) Budgetary and Financial Performance

CCSD93 uses several measures to determine financial performance. Fund balance totals are a critical measure for CCSD93. Beginning with the 2001-2002 school year,

the BOE became concerned with the long-range financial health of the school district. They established a plan to address the issue and included the goal in the district's Strategic Plan. The BOE determined to plan an Education Fund rate increase question on the March 2003 election ballot. The increase of 93 cents, one of the largest in the state's history for any school district, passed with 52% of the vote. The Education Fund balance hit a low point in 2004 and has trended upward since then. **Figure 7.5-1** depicts CCSD93's fund balance totals as compared to the other Glenbard District 87 feeder districts.

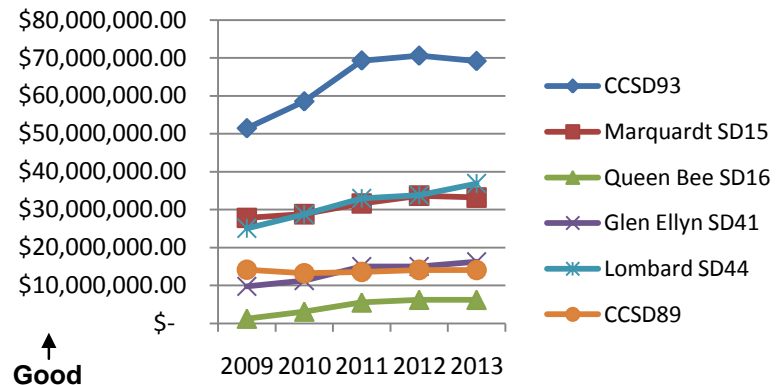


Figure 7.5-1 Education Fund Balance of Glenbard District 87 Feeder Districts

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.

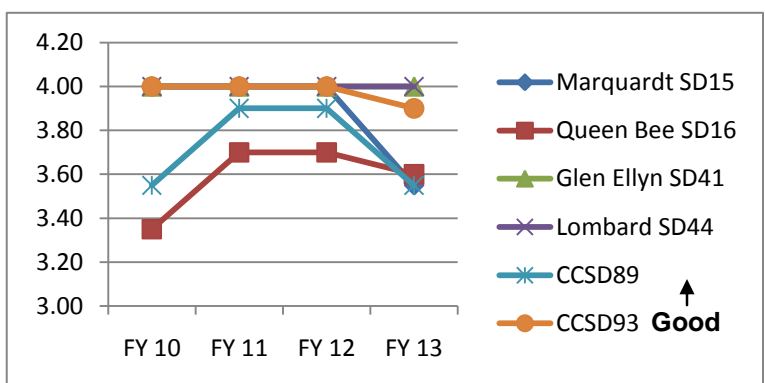


Figure 7.5-2 School District Financial Profile of Glenbard District 87 Feeder Districts

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.

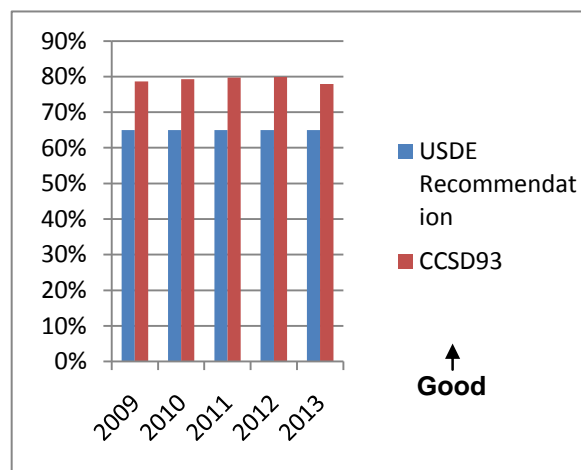


Figure 7.5-3 Percentage of Dollars Spent on Instructional Services Vs. Total Educational Expenditures

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-six 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-two 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 Market share is difficult to obtain because data is not shared on those who are home schooled and those who attend private schools outside of the district boundaries. However, of the 4022 students within CCSD93's boundaries who attend either CCSD93 schools or the only private school within the boundaries, CCSD93's main competitor of St. Isidore's, 98.98% attend CCSD93. This is depicted in **Figure 7.5-4**. CCSD93 does have one out-of-district family who has chosen to pay tuition charges required by law to have their children attend CCSD93 schools.

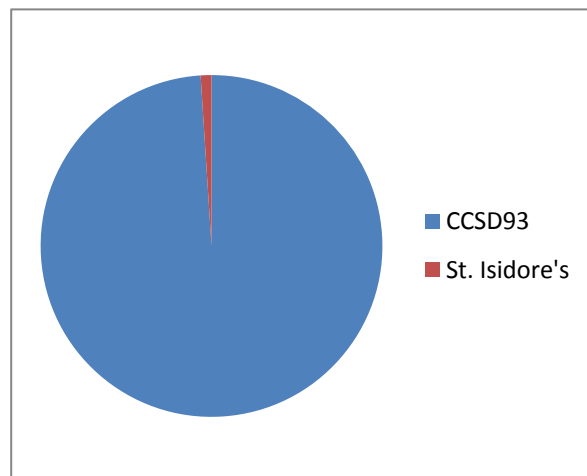


Figure 7.5-4 Market Share of Students Living Within CCSD93's Boundaries and Attending a School There