

AGENDA
The First Meeting of the Month of June
of the Board of Education of Township High School District 214
will be held on Thursday, June 10, 2021
in Room D100/101 of the Forest View Educational Center
2121 S. Goebbert Road, Arlington Heights, IL
at 6:00 p.m.

- I. CALL TO ORDER
President Dussling
- II. ROLL CALL
Mrs. Knoepfle
- III. PLEDGE OF ALLEGIANCE
- IV. APPROVAL OF MINUTES
Regular Meeting of May 13, 2021
Closed Session Meeting of May 13, 2021
- V. CLOSED SESSION
 - The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2(c)(1), amended by P.A. 101-459.
- VI. RECONVENE IN OPEN MEETING
Immediately following the Closed Session, the Board of Education will reconvene in Open Session and may take action deemed necessary as a result of the Closed Session discussions.
 - The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2(c)(1), amended by P.A. 101-459;
- VII. STUDENT RECOGNITION
Commissioner Morrison
Student Recognition
- VIII. PUBLIC COMMENTS
- IX. PUBLIC HEARING – Mandated ISBE Driver Education Waiver Modification – 7:30 p.m.

- X. SUPERINTENDENT’S REPORT
 - Freedom of Information Act Report
 - PTAB Status of Cases
 - Gifts to the District

- XI. BOARD MEMBER UPDATES

- XII. CONSENT CALENDAR
 - 2021-093 Accounts Payable
 - 2021-094 Personnel Transaction Report
 - 2021-095 Destruction of Closed Minutes Audio Recordings
 - 2021-096 Appointment of District Activity Fund Signatories
 - 2021-097 Appointment of Activity Fund Treasurer
 - 2021-098 Appointment of District Imprest Fund Signatory
 - 2021-099 Insurance Pooling Program – Designation of District Representative
 - 2021-100 Treasury Services Resolution
 - 2021-101 Alternative Student Transportation Services - RFP
 - 2021-102 Modification of School Code – Maximum Driver Education Fee
 - 2021-103 District and School Improvement Plans
 - 2021-104 Forest View Educational Center Garage - Bid
 - 2021-105 PHS Dust Collector – Bid
 - 2021-106 Concrete Stair Repair at RMHS - Bid
 - 2021-107 Illinois Municipal Retirement Fund Obligation

- XIII. ACTION ITEM (The public may comment on each item after Board discussion.)
 - 2021-108 Approval of 2021-22 Tentative Budget and Establishment of Date for Public Hearing

- XIV. DISCUSSION ITEM (The public may comment on each item after Board discussion.)
 - 2021-109 Board of Education Policy and Procedures: Recording and Broadcasting Board Meetings

- XV. CLOSED SESSION
 - The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2(c)(1), amended by P.A. 101-459.

- XVI. RECONVENE IN OPEN MEETING

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on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2(c)(1), amended by P.A. 101-459.

XVII. ADJOURNMENT

MINUTES

The Minutes of the First Regular Meeting
of the Month of May of the Board of Education
Township High School District 214 held on May 13, 2021
at the Forest View Educational Center,
2121 S. Goebbert Road, Arlington Heights, Illinois
at 7:01 p.m.

President Dussling called the meeting to order at 7:01 p.m. and R. Knoepfle called the roll. The following members were present:

William Dussling	President
Mark Hineman	Member
Alva Kreutzer	Member
Mildred Palmer	Vice President
Leonard Walker	Member

Absent at roll call:

Dan Petro	Member
Andrea Rauch	Member

Also present at the meeting were: D. Schuler, superintendent; C. Johnson, associate superintendent for finance and operations; K. Kraft, associate superintendent for human resources; L. Lopez, associate superintendent for teaching and learning; M. Johnson, assistant superintendent for student services; J. Wardle, principal, BGHS; P. Kelly, principal, EGHS; E. Hart, principal, RMHS; J. Cook, principal, WHS; D. Weidner, associate principal, WHS; P. Mogge, director of community engagement and outreach; T. Schlorff, director of instructional technology and technology services; C. Uhle, director of administrative services; E. Holmes, assistant director of community engagement and outreach; M. McCullough, assistant director of operations; R. Gomez, learning technology supervisor; R. Knoepfle, executive assistant to the school board and superintendent; J. Hackett, superintendent, NSSEO; J. Jilek, assistant superintendent, NSSEO; staff members; parents; students; and citizens.

1. PLEDGE OF ALLEGIANCE

President Dussling led the Board and audience in the Pledge of Allegiance.

D. Schuler provided a brief update on the CDC announcement that individuals who are fully vaccinated do not need to wear a mask indoors or outdoors in most settings. While IDPH has not yet commented on the CDC announcement as of the writing of this note, Governor Pritzker stated in his most recent Executive Order that Illinois would be following the mask guidance from the CDC. There will not be a change in protocols at the school buildings tomorrow. Modifications of any school-related protocols may occur after the district receives additional clarity from the Illinois Department of Public Health.

D. Schuler noted that this is an exciting development for the school community and reinforces the belief that everyone will be fully back in-person in the fall. The outlying issues that are preventing administration from completing the return to school plan for the fall remain transportation, social distancing and food service. It is not yet clear how many students can ride a particular bus, what will be the social distancing guidance for students who are vaccinated and those students who are not vaccinated, and any social distancing guidance requirements for lunch. D. Schuler noted that he hopes to receive additional clarity on those points from the Illinois State Board of Education in the near future but none of

those remaining challenges would prevent the schools from being fully back in person for the start of the 2021 – 2022 school year.

D. Schuler noted that with all of the activities going on at our schools, AP exams and getting ready for graduation and the end of the school year, he requested that Student Recognition be moved up on the agenda to allow students and their families to get home a little earlier.

2. APPROVAL OF MINUTES

It was moved by Palmer and seconded by Kreutzer that the Board of Education approve the minutes of the Regular Meeting of April 29, 2021 of the 2020-21 Board of Education, the Organizational Meeting of the 2021-22 Board of Education of April 29, 2021, the Regular Meeting of April 29, 2021 of the 2021-22 Board of Education and the Closed Session of April 29, 2021.

Upon roll call, the motion carried.

Ayes: Hineman, Kreutzer, Palmer, Walker, Dussling,
Nays: None

3. STUDENT RECOGNITION

E. Holmes introduced David Calisch, the son of longtime District 214 educator Mr. Richard Calisch, who participated in the student recognition ceremony for the Richard W. Calisch Arts Unlimited Award.

The following students were recognized for their achievements in the areas indicated:

Richard W. Calisch Arts Unlimited Award

Morgan Paoli, Rolling Meadows High School

Richard W. Calisch Arts Unlimited Award Honorable Mentions

Jeremy Cohen, Wheeling High School
Sarah Church, John Hersey High School
Mara Nicolaie, Prospect High School
Sydney Paunan, Buffalo Grove High School
Ariel Williams, Elk Grove High School

Stephen D. Berry Award of Excellence - 2021 National Merit Finalists

Jillian Dombroski, Buffalo Grove High School
Sydney Paunan, Buffalo Grove High School
Kaylyn Ahn, Elk Grove High School
Brayden Bobowski, Elk Grove High School
Susan Byrom, John Hersey High School
Samantha Corley, John Hersey High School
Maxtan Huynh, John Hersey High School
Patrick Klem, John Hersey High School
Sophianne Loh, John Hersey High School
Alexander Nowak, John Hersey High School
Nathan Reed, John Hersey High School
Madison Baysingar, Prospect High School

Felix Garkisch, Prospect High School
Mary Catherine Hanafee LaPlante, Prospect High School
Richard Lytle, Prospect High School
Claudia Madsen, Prospect High School
Miranda Lawson, Wheeling High School

College Board National Recognition Program Scholars

Kailin Lugo, Buffalo Grove High School
Andrew Hahn, John Hersey High School
Nicole Olsen, John Hersey High School
Monique Louis, Prospect High School
Ronald Cruz, Wheeling High School

Redefining Ready! Scholarship Recipients

Gavin McCorry, Elk Grove High School
Yuriy Dobush, John Hersey High School
Bryan Forrest, John Hersey High School
Ana Perez-Brennan, Wheeling High School
Geneve Halfman, Wheeling High School

4. **PUBLIC COMMENTS**

R. Clark, a Rolling Meadows resident, addressed the Board regarding critical race theory.
E. Bauer, an Arlington Heights resident, addressed the Board regarding de-tracking and earned honors credit.
M. Heidelberger, an Arlington Heights resident, addressed the Board regarding the senior awards ceremony at Buffalo Grove High School.

5. **SUPERINTENDENT’S REPORT**

D. Schuler introduced Dr. Judy Hackett, superintendent of NSSEO, who provided the annual NSSEO report to the Board and the context for the NSSEO budget request. She described the efforts and initiatives this year in response to the pandemic, including professional development needs, but noted that the pandemic did not drive the long-term NSSEO goals and vision. She introduced J. Jilek, NSSEO assistant superintendent, who outlined the changes to the 2021-22 year’s proposed budget from this year’s budget and highlighted the continued efforts to secure grant funding. NSSEO’s level of funding from the CARES Act is limited, as they do not receive Title I funding.

Board discussion included:

- the new timetable for construction at Timber Ridge and the funding of the elevator;
- the potential for additional Illinois Service Resource Center grant funding to support the deaf and hard of hearing programs;
- the impact of the proposed legislation affecting students turning 22 during the school year.

D. Schuler introduced M. Johnson, assistant superintendent for student services, who provided a report on Student Services throughout the district. She highlighted some of the unique programs and services offered during the pandemic, the over 1000 home visits that took place to assist students and families and to keep students attending school and be engaged, and the increase in students served through the partnership with the Division of Rehabilitative Services (DRS).

Board discussion included;

- the increase in home visits this year due to the pandemic and remote instruction;
- how students are identified for additional supports and services;
- the Workforce Investment Opportunity Act Program federal grants to support student transitions serves a narrow group of students for vocational training;
- Special Olympics has been primarily over Zoom this year, and the district will follow the Illinois Special Olympics guidelines to expand any in-person practices and events;
- The transitions services have expanded over the last few years to assist any student with transition issues, not just those students served in the CLS or *life* programs.

D. Schuler reported that the district responded to the following Freedom of Information Act requests consistent with Illinois School Code:

- E. Bauer requested curricular information.
- M. Dorman/Dorman Bell, LLP requested personnel information.

The district has been actively working on putting together the Learning Renewal Program plan for the State and that will come to the Board at an upcoming meeting.

Based on the request of the Board of Education, D. Schuler reported that the administration has been researching the possibility of live-streaming the School Board Meetings. By the next meeting, the administration will be prepared to make a recommendation to the Board and he requested the Board President allow that agenda item to be placed on the agenda for the Board's June meeting.

6. BOARD MEMBER UPDATES

M. Palmer noted that with graduation right around the corner, the district is asking staff, students and families to join in celebrating the hard work, innovation and commencement by posting to Twitter with the #214Grad hashtag.

A. Kreutzer explained that annually Scholastic Action Magazine holds a national "True Teen Story Contest" allowing students to share their personal stories in an essay about a struggle they've faced, a passion they have or something that makes them special. Wheeling student P. Tranquilino Rodriguez, a student at Wheeling High School, was selected as a runner up in the contest with her piece, "New Opportunities, New Challenges!" She will receive a monetary award. She has been in the United States for three years and arrived not knowing any English, but her hard work and effort is clearly to be admired and celebrated.

M. Hineman participated in the District's annual safety review meeting with all of the area fire and police chiefs. The district crisis plans are clear and approved by the emergency responders in the District's communities.

M. Hineman also reported that two Multimedia Pathway interns, Buffalo Grove High School senior Z. Heinrich and Rolling Meadows High School senior E. Wozniak, did a wonderful job capturing the story of how District 214 theater teachers and students utilized unconventional platforms to encourage artistic expression throughout the year. The work of the theater groups was amazing as was the involvement of the tech teams in setting everything up for the productions.

L. Walker provided a brief update on the new Board members on NSSEO's board coming from the election results. New members include G. Faso, District 25; V. Chung, District 57; and J. Sagerer,

B. Personnel Transaction Report 2021-080

Approved Personnel Transaction Report attached to these minutes.

C. Destruction of Closed Meeting Audio Recordings 2021-081

Approved the destruction of closed session audio recordings for the following meetings:

April 5, 2019
 April 19, 2019

D. District Science Supplies - Bid 2021-082

Accepted the bids totaling \$ 60,171.86 for the purchase of science department supplies for 2021-22 school year.

<u>Vendor</u>	<u>Recommended Award</u>
VWR International (Rochester, NY)	\$ 21,245.61
Fisher Scientific (Hanover Park, IL)	\$ 13,159.22
Flinn Scientific (Batavia, IL)	\$ 11,059.30
Carolina Biological (Burlington, NC)	\$ 9,496.27
Parco Scientific (Plymouth, MI)	\$ 1,430.35
Pasco Scientific (Roseville, CA)	\$ 1,140.06
Anatomy Warehouse (Evanston, IL)	\$ 1,043.05
Embi Tec (La Jolla, CA)	\$ 1,078.00
Edvotek (Washington, DC)	\$ 520.00
Bio Corporation (Alexandria, MN)	\$ 0.00
School Specialty (Greenville, WI)	<u>\$ 0.00</u>
	\$ 60,171.86

E. District Photography Supplies - Bid 2021-083

Accepted the bids totaling \$19,788.84 as shown under Recommended Award for the purchase of photography supplies for the 2021-22 school year.

<u>Vendor</u>	<u>Recommended Award</u>
B & H Photo & Electronics (New York, NY)	\$ 16,869.12
Valley Litho Supply (Rice Lake, WI)	\$ 1,725.20
Central Camera Co. (Chicago, IL)	\$ 1,194.52
Taza Supplies (Willowbrook, IL)	\$ 0.00
W.B. Hunt Co. (Melrose, MA)	<u>\$ 0.00</u>
	\$ 19,788.84

F. Health & Trainer Supplies - Bid 2021-084

Accepted the bids totaling \$ 26,342.41 as shown under Recommended Award for the purchase of district health and athletic trainer supplies for the 2021-22 school year.

<u>Vendor</u>	<u>Recommended Award</u>
Alert Services (San Marcos, TX)	\$ 15,085.11
Medco Sports Medicine (Amherst, NY)	\$ 11,257.30
BSN Sports (Dallas, TX)	\$ 0.00
School Specialty (Greenville, WI)	<u>\$ 0.00</u>
	\$ 26,342.41

G. Polar Heart Sensor Straps 2021-22 - Bid 2021-085

Accepted the bid from U.S. Games in the amount of \$54,868 for the purchase of Polar heart sensor straps for the 2021-22 school year.

<u>Vendor</u>	<u>Bid Amount</u>
U.S. Games (Dallas, TX)	\$54,868
*Gopher Sports (Owatonna, MN)	\$54,868
HRM USA, Inc (Warminster, PA)	\$75,680

H. PHS and WHS – Fieldhouse Paint – Bid 2021-086

Accepted the bid from BP&T, Palatine, IL in the amount of \$18,100 for maintenance and paint of the ceiling at PHS field house and accepted the bid from National Decorating Service, Oak Brook, IL in the amount of \$24,200 for maintenance and paint of the ceiling at WHS field house.

<u>Vendor for PHS</u>	<u>Bid</u>
Absolute Home Improvements and Cleaning Services, Inc. (Highland Park, IL)	\$74,950
BP&T Construction (Palatine, IL)	\$18,100
Cosgrove Construction, Inc. (Joliet, IL)	\$36,000
Globe Line Construction Co. (Chicago, IL)	\$20,000
National Decorating Services (Oak Brook, IL)	\$91,500
Go Painters, Inc. (Maywood, IL)	\$30,000

<u>Vendor for WHS</u>	<u>Bid</u>
Absolute Home Improvements and Cleaning Services, Inc. (Highland Park, IL)	\$53,125
BP&T Construction (Palatine, IL)	\$39,800
Cosgrove Construction, Inc. (Joliet, IL)	\$30,000
Globe Line Construction Co. (Chicago, IL)	\$30,500
National Decorating Services (Oak Brook, IL)	\$24,200
Go Painters, Inc. (Maywood, IL)	\$26,000

I. Food and Nutrition Services Employee Salary Schedule 2021-2022 2021-087

Approved the Food Service Salary Schedule as presented.

J. Asphalt and Concrete Maintenance – JHHS, PHS, WHS Bid - Rescind & Re-award 2021-088

Rescinded the bid from Chicagoland Paving Company that was approved by the Board of Education on April 29, 2021, and awarded the bid to the lowest, responsible bidder, Schroeder Asphalt Services, Inc. in the amount of \$2,644,399.95.

<u>Vendor</u>	<u>Bid</u>
Arrow Construction Co. (Elk Grove, IL)	\$2,773,450.00
Chicagoland Paving Contractors, Inc. (Lake Zurich, IL)	\$2,703,000.00
Maneval Construction Co. (Ingleside, IL)*	\$2,367,855.00
Orange Crush, LLC (Hillside, IL)	\$3,141,285.75
Schroeder Asphalt Services, Inc. (Huntley, IL)	\$2,664,399.95
Troch-McNeil Paving Co. (Elk Grove, IL)*	\$2,452,295.00

8. IHSA MEMBERSHIP RENEWAL AND APPLICATION FOR COOPERATIVE TEAM SPONSORSHIP (BGHS/WHS JV LACROSSE) 2021-089

It was moved by Kreutzer and seconded by Hineman that the Board of Education approve Item 2021-089 appearing on the Consent Calendar as presented.

A. Kreutzer requested that this item be considered separately to inquire about the IHSA fees being assessed. D. Schuler explained that this is a three-year fee structure to assist IHSA in its funding due to the loss of tournament revenues this year.

There was no further discussion.

There were no comments from the public.

Upon roll call, the motion carried.

Ayes: Hineman, Kreutzer, Palmer, Walker, Dussling,

Nayes: None

Approved the renewal of membership in the Illinois High School Association for 2021-22 school year for Buffalo Grove, Elk Grove, John Hersey, Prospect, Rolling Meadows, and Wheeling high schools; authorized the Board President to sign statements certifying such action to the Illinois High School Association; and approved the Application for Cooperative Team Sponsorship to allow the Buffalo Grove and Wheeling JV lacrosse teams to participate in game play for the remainder of the 2020-21 school year.

9. 2021-22 NSSEO BUDGET 2021-090

D. Schuler reported that there were no changes to the NSSEO budget since the last meeting.

It was moved by Kreutzer and seconded by Hinemen that the Board of Education approve District 214's proposed costs as reflected in the 2021-22 NSSEO proposed budget and resolution. *Resolution attached to official minutes.*

There was no further discussion by the Board

Comments from public prior to taking action:

M. Cayer, an Arlington Heights resident, requested information on what the costs of the resources were to prepare the grant received by NSSEO and the District and what did the District give away to get the grants.

Upon roll call, the motion carried.

Ayes: Hineman, Kreutzer, Palmer, Walker, Dussling,
Nayes: None

10. CLOSED SESSION

It was moved by Kreutzer and seconded by Hineman that the Board of Education convene in Closed Session for the purpose of discussing:

- The appointment, employment, compensation, discipline, performance, or dismissal of specific employees specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with [the Open Meetings Act]. 5 ILCS 120/2(c)(1), amended by P.A. 101-459.

Upon roll call, the motion carried.

Ayes: Hineman, Kreutzer, Palmer, Walker, Dussling,
Nayes: None

The Board convened in Closed Session at 8:37 p.m.

11. RECONVENE IN OPEN SESSION

It was moved by Palmer and seconded by Hineman that the Board of Education reconvene in Open Session.

Upon roll call, the motion carried.

Ayes: Hineman, Kreutzer, Palmer, Walker, Dussling,
Nayes: None

The Board reconvened in Open Session at 9:14 p.m.

10. JOB DESCRIPTIONS

It was moved by Kretuzer and seconded by Hineman that the Board of Education approve the following job descriptions:

- Digital Content Coordinator
- Family Outreach Specialist
- Learning Renewal Program Supervisor

Upon roll call, the motion carried.

Ayes: Hineman, Kreutzer, Palmer, Walker, Dussling,

Nays: None

11. PERSONNEL TRANSACTION REPORT II

It was moved by Palmer and seconded by Kreutzer that the Personnel Transaction Report II, including the following appointments:

- Travis Hoefle, Digital Content Coordinator, FVEC, effective June 14, 2021
- Michael Thiry, Building and Grounds Supervisor, FVEC, effective May 24, 2021
- Mark Kurz, Visual Communications Coordinator, FVEC, effective July 1, 2021
- Stephanie Kim, Communications Coordinator, FVEC, effective July 1, 2021
- Vittoria Carey, Finance and Operations Supervisor, FVEC, effective July 1, 2021

Ayes: Hineman, Kreutzer, Palmer, Walker, Dussling,

Nays: None

13. ADJOURNMENT

It was moved by Kreutzer and seconded by Walker to adjourn. The motion carried.

The meeting adjourned at 9:18 p.m.

William J. Dussling, president

Mildred Palmer, vice president

PERSONNEL TRANSACTION REPORT

EMPLOYMENT OF EDUCATION ASSOCIATION PERSONNEL 2021-2022

<u>Name</u>	<u>Assignment</u>	<u>Salary</u>
NIEMI, SHANNON	1.0 School Nurse - BGHS	\$62,600.00
<u>Remarks</u> Degree	B 2 yrs - step 3 B.S.N.	Marquette University, Milwaukee, WI
Exp.	10/2020 - 3/2021 8/2019 - 10/2020	School Nurse - Sunbelt Staffing, Oldsmar, FL School Nurse - CCSD 21, Wheeling, IL
BRYANT, NASIR	1.0 English - BGHS	\$59,057.00
<u>Remarks</u> Degree	B none- step 1 B.A.	Northern Illinois University, DeKalb, IL
LAPOINTE, DEMIAN	1.0 RTI Facilitator - WHS	\$86,223.00
<u>Remarks</u> Degree	M+60 24 yrs - step 7 B.A. M.A. M.A.	Arizona State University, St. Xavier University, Concordia University,
Exp.	2020 - present 2014 - 2019 2012 - 2014 1999 - 2012 1998 - 1999 1997 - 1998	Support Coordinator - SD 99, Cicero, IL Alternative School Lead - TSHD 202, Evanston, IL Co-Dept Chair - SD 113, Deerfield, IL Case Manager - Niles North HS, Niles, IL Special Ed teacher - Wilmette JH, Wilmette, IL Behavior Interventionist - Akimel, Phoenix, AZ

CHANGE IN STATUS

<u>Name</u>	<u>Assignment</u>
SAPIEN, ADRIANNA	Resignation
<u>Remarks</u>	World Languages - JHHS Effective May 28, 2021
STALLMAN, STEPHANIE	Resignation
<u>Remarks</u>	Special Education - BGHS Effective May 28, 2021
SPLETZER, MEGAN	Resignation
<u>Remarks</u>	Social Science - PHS Effective August 9, 2021
BROSNAN, ELIZABETH	Increase in FTE
<u>Remarks</u>	From 0.6 to 0.8 Effective August 9, 2021
ESPINOZA, ROXANNE	Increase in FTE
<u>Remarks</u>	From 0.5 to 0.7 Effective August 9, 2021
LEE, DAVID	Resignation
<u>Remarks</u>	Math - RMHS Effective June 10, 2021

PERSONNEL TRANSACTION REPORT

EMPLOYMENT OF SCHOOL PSYCHOLOGIST INTERN 2021-22

The following school psychologist intern will be employed by Township High School District 214 for the 2021-22 school year. This intern will be employed under a special contract of \$12,000 for 185 days. Workers' compensation and Medicare contributions will be paid. No other benefits will be provided.

<u>Name</u>	<u>School</u>
WOOTEN, SYDNEY	EGHS

EMPLOYMENT OF SCHOOL SOCIAL WORKER INTERNS 2021-22

The following school social worker interns will be employed by Township High School District 214 for the 2021-22 school year. These interns will be employed under a special contract of \$7,200 for 108 days. Workers' compensation and Medicare contributions will be paid. No other benefits will be provided.

<u>Name</u>	<u>School</u>
HAUGH, AMANDA	WHS
HILMER, AMANDA	WHS
KRSEK, CRAIG	RMHS
MILLER, AARIKA	EGHS
PEARL, ALISON	JHHS
PSYHOGIOS, IOANNA	JHHS
RUGGERI, GILLIAN	PHS
VANGRONDELLE, MARGARET	EGHS
VARGAS, KARINA	RMHS
ZANDERS, ALLISON	TAFV

LEAVE OF ABSENCE 2021-2022

<u>Name</u>	<u>Request</u>	<u>Area</u>	<u>School</u>
Shannon Chambers	0.2 leave	Science	WHS

CLASSIFIED PERSONNEL TRANSACTION REPORT

EMPLOYMENT OF CUSTODIAL MAINTENANCE PERSONNEL 2020-2021**CHANGE**

<u>Name:</u>	<u>Assignment</u>	<u>Salary</u>	<u>Hrs./Week</u>
ALVIDREZ, KEVIN	Custodian I - 3rd Shift (EGHS)		
Remarks:	Resignation		
	Effective: May 25, 2021		
SOTO, FRANCISCO	Custodian I - 2nd Shift (CM)		
Remarks:	Grade I, CMS 12, Step 20	\$28.49	40
	Initial Location: BGHS		
	From: Custodian I - 3rd (BGHS)		
	Effective: July 1, 2021		

EMPLOYMENT OF EDUCATIONAL SUPPORT PERSONNEL 2021 - 2022**CHANGE**

<u>Name:</u>	<u>Assignment</u>	<u>Salary</u>	<u>Hrs./Week</u>
DAVIS, VIRGIL	Technology Assistant - Library (WHS)		
Remarks:	Grade 5, Step 14	\$30.06	37.5
	From: Instructional Assistant (WHS)		
	Effective: August 5, 2021		
DRAGO, ROSE	Administrative Assistant II (RMHS)		
Remarks:	Grade 5, Step 6	\$26.00	40
	From: Health Clerk (JHHS)		
	Effective: July 1, 2021		
GARCIA, ZIULMA	Attendance Assistant (JHHS)		
Remarks:	Grade 3, Step 5	\$23.55	40
	From: Campus Security (JHHS)		
	Effective: August 9, 2021		

LARSEN, HAYLEY**Remarks:****Pre-School Assistant (BGHS)**

Grade 4, Step 3

\$23.64

23.75

From: 193 to 195 Days/Yr.

Effective: August 5, 2021

LOZANO, SONNYA**Remarks:****Athletic Assistant (PHS)**

Resignation

Effective: June 1, 2021

MOY, MELISSA**Remarks:****Instructional Assistant - Student Services (BGHS)**

Grade 4, Step 2

\$23.19

25

From 20 Hrs./Week

Effective: August 9, 2021

RAMIREZ HIDALGO, ALMA**Remarks:****Latino Outreach Facilitator (EGHS)**

Grade 4, Step 4

\$24.10

37.5

From: 30 Hrs./Week

Effective: August 9, 2021

RICHARD, DASHAWN**Remarks:****Campus Security (JHHS)**

Grade 3, Step 3

\$22.67

40

From: 27.5 Hrs./Week

Effective: August 9, 2021

TISE, ELIZABETH**Remarks:****Instructional Assistant - ELL (WHS)**

Resignation

Effective: June 1, 2021

WALKOWIAK, LORRAINE**Remarks:****Insurance Clerk (FVEC)**

Resignation

Effective: July 22, 2021

WOLLARD, CHRISTIAN**Remarks:****Campus Security (BGHS)**

Grade 3, Step 2

\$22.22

27.5

From: Temporary and Grant-Funded

Effective: August 9, 2021

EMPLOYMENT OF EDUCATIONAL SUPPORT PERSONNEL 2021 - 2022**NEW****NICKEL, AMY**

Remarks: **Athletic Assistant (PHS)**
 Grade 3, Step 1 \$21.80 40
 Effective: August 2, 2021

EMPLOYMENT OF TEMPORARY AND GRANT-FUNDED PERSONNEL 2021-2022

Name: **Assignment** **Salary** **Hrs./Week**

NEGRON, FELIX

Remarks: **Technology Assistant/ Lab (FVEC)**
 Resignation
 Effective: June 11, 2021

VOLUNTARY RETIREMENT INCENTIVE EDUCATIONAL SUPPORT PERSONNEL 2019-2020

Name: **Assignment** **Salary** **Hrs./Week**

CALDERA, MARGARITA

Remarks: **Instructional Assistant - Student Services (EGHS)**
 Intent to Participate
 Effective: Last day of school, 2025

FLICKINGER, KAREN

Remarks: **Bookkeeper (JHHS)**
 Intent to Participate
 Effective: June 30, 2025

MARSILLO, DEBORAH

Remarks: **Individual Resource Assistant (EGHS)**
 Intent to Participate
 Effective: Last day of school, 2025

O'MALLEY, DEANNA

Remarks: **Athletic Assistant (EGHS)**
 Change in Retirement Date

Effective: January 1, 2022

QUIGLEY ROGERS, MARY

Remarks: **Instructional Assistant - Student Services (SS)**
Intent to Participate
Effective: Last day of school, 2025

RIVERA, MARITZA

Remarks: **Attendance Interventionist/Campus Security (PHS)**
Intent to Participate
Effective: Last day of school, 2025

ITEM NO: 2020-095
DATE: June 10, 2021
FILE: Meetings

Subject: Destruction of Closed Meeting Audio Recordings

BACKGROUND INFORMATION:

The Illinois Open Meetings Act (5 ILCS 120/2.06) requires that Boards of Education keep a verbatim record of their closed meetings in the form of an audio or video recording. After 18 months have passed since being made, the audio or video recording of a closed meeting may be destroyed, provided the Board approved: 1) its destruction; and, 2) minutes of the particular closed meeting.

ADMINISTRATIVE CONSIDERATION:

The Board of Education approved the following minutes of the closed meetings as indicated:

<u>Date of Meeting</u>	<u>Date of Approval</u>
November 14, 2019	December 12, 2019

RECOMMENDED ACTION:

That the Board of Education approve the destruction of closed session audio recordings for the following meetings:

November 14, 2019

ITEM: 2021-096
DATE: June 10, 2021
FILE: Student Activity

Subject: Appointment of District Activity Fund Signatories

BACKGROUND

Presently Cathy Johnson, associate superintendent for finance and operations, and Sherry L. Koerner, director of business services, are authorized to sign for activity fund checks and investments. The principal, an associate principal and an assistant principal are authorized to sign checks for each building's activity fund.

ADMINISTRATIVE CONSIDERATION

Due to personnel changes, there is a need to update the authorized activity fund signatories for the district.

RECOMMENDED ACTION:

That the Board of Education approve the designation of the following persons as authorized signatories of activity checks effective July 1, 2021 and direct that appropriate bonding be acquired:

Buffalo Cathy Johnson, Associate Superintendent for Finance and Operations
Grove High **Miguel A. Vargas**, Director of Business Services
School Jeffrey Wardle, Principal
F. Robert Hartwig, Associate Principal
Mark Schaetzlein, Assistant Principal

Elk Grove Cathy Johnson, Associate Superintendent for Finance and Operations
High **Miguel A. Vargas**, Director of Business Services
School Paul Kelly, Principal
Kyle Burritt, Associate Principal
Jacquelyn Randall, Assistant Principal

John Cathy Johnson, Associate Superintendent for Finance and Operations
Hersey **Miguel A. Vargas**, Director of Business Services
High Gordon J. Sisson, Principal
School Joseph Krajacic, Associate Principal
Ronald C. Kiolbassa, Assistant Principal

Prospect High School Cathy Johnson, Associate Superintendent for Finance and Operations
Miguel A. Vargas, Director of Business Services
Gregory Minter, Principal
Kara Kendrick, Associate Principal
Frank Mirandola, Assistant Principal

Rolling Meadows High School Cathy Johnson, Associate Superintendent for Finance and Operations
Miguel A. Vargas, Director of Business Services
Eileen Hart, Principal
Nathan Aslinger, Associate Principal
Lisa DaRocha, Assistant Principal

Wheeling High School Cathy Johnson, Associate Superintendent for Finance and Operations
Miguel A. Vargas, Director of Business Services
Jerry Cook, Principal
Henry Brown, Associate Principal
Donald Rowley, Assistant Principal

District Cathy Johnson, Associate Superintendent for Finance and Operations
Miguel A. Vargas, Director of Business Services
Christopher Uhle, Director for Administrative Services

ITEM: 2021-097
DATE: June 10, 2021
FILE: Treasurer

Subject: Appointment of Activity Fund Treasurer

BACKGROUND INFORMATION:

In compliance with Section 10-20.19 of the School Code of Illinois, the Director of Business Services has been appointed by the Board of Education as Activity Fund Treasurer.

ADMINISTRATIVE CONSIDERATIONS:

District 214 maintains separate activity funds for each of the six comprehensive high school activity funds and the district activity fund. In order to implement safeguards over these funds and provide fiscal oversight to maximize returns, one activity fund treasurer is appointed for all seven activity funds. A building administrator at each site will continue to be appointed signatory. The Board of Education approved Miguel A. Vargas as the Director of Business Services effective July 1, 2021.

RECOMMENDED ACTION:

That the Board of Education appoint the Activity Fund Treasurer for Township High School District 214 through the adoption of the following resolution:

WHEREAS, Section 10-20.19 (3) of the School Code of Illinois provides that the Superintendent of Public Instruction may prescribe regulations to assist in the safeguarding of student activity funds; and

WHEREAS, said Superintendent of Public Instruction has caused such guidelines to be adopted and has filed said guidelines with the Secretary of State in the manner provided by law; and

WHEREAS, these guidelines call for the Board of Education to name activity fund treasurers to be custodians of all such funds; now, therefore,

BE IT RESOLVED, that Miguel A. Vargas be, and is hereby appointed to the position of Activity Fund Treasurer for all Township High School District 214 Student Activity Funds and that he be directed to obtain appropriate bonding.

ITEM: 2021-098
DATE: June 10, 2021
FILE: Treasurer

Subject: Appointment of District Imprest Fund Signatory

BACKGROUND INFORMATION:

Presently, the Director of Business Services, the Associate Superintendent for Human Resources and the Associate Superintendent for Finance and Operations are authorized to sign District Imprest Fund checks.

ADMINISTRATIVE CONSIDERATIONS:

The Board of Education approved Miguel A. Vargas as the Director of Business Services effective July 1, 2021. The Director of Administrative Services, Christopher Uhle, has transitioned to take over Student Activities from the Associate Superintendent for Human Resources. It becomes necessary for the Board to appoint Cathy Johnson, Christopher Uhle and Miguel A. Vargas as district imprest fund authorized signatories.

RECOMMENDED ACTION:

That the Board of Education approve the designation of Cathy Johnson, Christopher Uhle and Miguel A. Vargas as authorized signatories of District Imprest Fund checks effective July 1, 2021, and that the appropriate bonding be acquired.

ITEM: 2021-099
DATE: June 10, 2021
FILE: Insurance

Subject: Insurance Pooling Program – Designation of District Representative

BACKGROUND INFORMATION:

The district is a member of the Secondary School Cooperative Risk Management Program (SSCRMP) for self-insured property and casualty insurance coverage. The other members of the program are the following school districts: Maine 207, Palatine 211, and Glenbrook 225. SSCRMP By-Laws call for each district to appoint a person to represent that body on the Board of Directors along with another person to serve as an alternate representative.

ADMINISTRATIVE CONSIDERATIONS:

The associate superintendent for finance and operations is the district's representative to SSCRMP with the director of business services acting as the district's alternate. The Board of Education approved Miguel A. Vargas as the Director of Business Services effective July 1, 2021.

RECOMMENDED ACTION:

That the Board of Education appoint Cathy Johnson as the district's representative to SSCRMP and Miguel A. Vargas as the district's alternate representative to SSCRMP.

ITEM: 2021-100
DATE: June 10, 2021
FILE: Treasury

Subject: Treasury Services Resolution

BACKGROUND INFORMATION:

Township High School District 214 provides the treasury function for the Wheeling Township Schools treasury, which includes Districts 214, 21, 23, 25, 26 and N.S.S.E.O. The treasury's current banking agreement is with BMO Harris Bank.

ADMINISTRATIVE CONSIDERATIONS:

Section 8-7 of the Illinois School Code states that the Board of Education must approve depositories to be lawful custodians of its funds and brokers/dealers and intermediaries to assist in investment of these funds. School Treasurers are authorized to enter into agreements of any definite or indefinite term regarding deposit, redeposit, investment, reinvestment or withdrawal of school funds. The School Treasurers review banking institutions or intermediaries as shown on the approved brokers/dealers list.

The Board of Education is required to name a treasurer for each required two-year term. It is recommended to update the Treasurer Resolution at this time.

RECOMMENDED ACTION:

That the Board of Education approve the attached resolution naming Cathy Johnson, treasurer, and Miguel A Vargas, assistant treasurer, for the term commencing July 1, 2021, and ending on July 1, 2023, and naming depositories as custodians of funds and brokers/dealers and intermediaries to assist in investment of funds.

RESOLUTION

WHEREAS, Section 5-1 of the Illinois School Code provides that each elementary school district and high school district that is subject to the authority and jurisdiction of the offices of the Township Treasurer and Trustees of Schools, which offices have been abolished by operation of this Section, shall appoint its own Treasurer, for a two year term beginning and ending on the first day of July, as provided by 105 ILCS 5/8-1(c) of the School Code; and

WHEREAS, the duties and obligations of the Treasurer are established and governed by the School Code and other Illinois statutory and regulatory authorities; and

WHEREAS, the individuals presented for appointment to the position of Treasurer and Assistant Treasurer of this School District meet the necessary qualifications for appointment to such positions;

NOW THEREFORE, BE IT RESOLVED by the Board of Education of School District 214, Cook County, Illinois, as follows:

Section 1. That the Board of Education hereby finds and determines that all of the recitals in the preambles to this Resolution are full, true, and correct and does hereby incorporate them into this Resolution by reference.

Section 2. That the Board of Education hereby appoints Cathy Johnson to the position of Treasurer of this School District for a term commencing on July 1, 2021, and ending on July 1, 2023, at a compensation of \$1.00 annually.

Section 3. That the Board of Education hereby appoints Miguel A Vargas to the position of Assistant Treasurer of this School District for a term commencing on July 1, 2021, and ending on July 1, 2023, at a compensation of \$1.00 annually.

Section 4. That all other resolutions or parts of resolutions in conflict herewith be, and the same hereby are, repealed and this Resolution shall be in full force and effect immediately and forthwith upon passage.

Section 5. That the Treasurer shall make use of investments that are legal under the Illinois revised statutes (as listed in the procedural manual).

Section 6. That the Treasurer and Assistant Treasurer are authorized and the Board requests that they secure any surety and/or performance bonds as are necessary under the law, at the expense of the District.

Section 7. That monies of this unit of local government may be invested at the discretion of its Treasurer or those acting on behalf of the Treasurer through an approved intermediary on the attached Brokers/Dealers list.

Section 8. That the Treasurer and Assistant Treasurer are authorized to sign and approve all checks, electronic payments, and tax payments for this School District. Checks in excess of \$500,000 must be countersigned.

Section 9. That the Treasurer and Assistant Treasurer may sign any and all resolutions, agreements, and documents as are necessary to open any accounts as if they had been presented to the Board.

Section 10. That this resolution applies to the successors of the Treasurer and Assistant Treasurer, and in the situation of change of personnel, a new resolution need not be presented or posted.

ADOPTED upon the following vote:

AYES: _____
NAYES: _____
ABSENT: _____

President, Board of Education
Township High School District 214

ATTEST: _____
Vice President, Board of Education
Township High School District 214

DATED: June 10, 2021

BROKERS/DEALERS

To be used by Intergovernmental Agreement:

1. BMO Harris Bank, N.A.
2. Illinois School District Liquid Asset Fund Plus/PMA Financial Network, Inc./PMA Securities, Inc.
3. Illinois Trust/The PFM Group Financial & Investment Advisors/PFM Asset Management LLC
4. Wintrust Financial Corporation

BANKS

To be used by Intergovernmental Agreement:

1. BMO Harris Bank, N.A.
2. Illinois National Bank
3. JPMorgan Chase Bank, N.A.
4. Mount Prospect State Bank
5. Pan American Bank
6. U.S. Bancorp Fund Services, LLC/Illinois Funds
7. Village Bank & Trust
8. Fifth Third Securities/Fifth Third Bank
9. First Midwest Bank

President, Board of Education
Township High School District 214

ATTEST: _____
Vice President, Board of Education
Township High School District 214

DATED: June 10, 2021

ITEM: 2021-101
DATE: June 10, 2021
FILE: Budget

Subject: Alternative Student Transportation Services - RFP

BACKGROUND INFORMATION:

Alternative student transportation services are used when the District is mandated to provide transportation for a student who cannot be routed using traditional school bus services or Division 1 vehicles. The District most commonly uses such services for students protected under the McKinney-Vento Act, those attending out-of-district schools, and students participating in career or dual credit courses away from their home school.

No single carrier is able to provide consistent services for all students. The Request for Proposal (RFP) expressly states that alternative transportation services will not be limited to one company. Rather, the purpose of the RFP is to establish rates District 214 will be charged when using taxi services. The intent is to assign a route to the company best suited to meet the needs of the District and the student, both from a cost and quality of service perspective. The term of the pricing is from July 1, 2021 through June 30, 2023.

ADMINISTRATIVE CONSIDERATIONS:

RFPs were received after newspaper advertisement. Additionally, documents were sent to eight vendors. Funds are budgeted in the 2021-22 and 2022-23 transportation program. Contractors must provide evidence, at their expense, that all vehicles are in strict compliance with State and Federal standards and that all drivers are qualified and properly licensed.

RECOMMENDED ACTION:

That the Board of Education approve the following rates for alternative student transportation services beginning July 1, 2021 through June 30, 2023.

<u>Vendor</u>	<u>Base Fare</u>	<u>Cost Per Mile</u>	<u>Minimum Fare</u>
303, LLC (Chicago, IL)	\$9.94	\$2.68	\$24.00
ALC Schools, LLC (San Clemente, CA)	\$35.00	\$2.50	\$65.00
American Taxi (Mt. Prospect, IL)	\$0.00	\$2.40	\$13.50
Axess Transportation (Algonquin, IL)	\$0.00	\$2.60	\$18.00
BriteLift (Rosemont, IL)	\$18.00	\$3.00	\$40.00
Citicare Services (Lake Zurich, IL)	\$0.00	\$2.40	\$24.00
CSTMN (Minneapolis, MN)	\$0.00	\$3.50	\$35.00
Safeway Transp. (Waukegan, IL)	\$48.00	\$2.60	\$55.00

Subject: Modification of School Code – Maximum Driver Education Fee

BACKGROUND INFORMATION

Public Act 89-3 gives a school district the opportunity to request waivers or modifications of administrative rules and regulations and modifications of mandates of the School Code when the district demonstrates that it can address the intent of the rule or mandate in a more effective, efficient, or economical manner or when necessary to stimulate innovation or improve student performance.

ADMINISTRATIVE CONSIDERATIONS

In accord with the provisions of Public Act 89-3 as we can continue to offer District 214 students a high-quality driver education program in a cost-efficient manner, the administration proposes the renewal of the following modification of the School Code, which expires June 2022, effective for five years beginning with 2022-23 school year.

The required “Application for Waiver or Modification of State Board Rules and/or School Code Mandates” and supporting documentation are attached.

RECOMMENDED ACTION

That the Board of Education approve the request for renewal of the modification of School Code 105 ILSC 5/27-24.2 regarding the driver education fee.

attachments



Illinois State Board of Education

100 North First Street, S-404
Springfield, Illinois 62777-0001

APPLICATION FOR WAIVER OR MODIFICATION OF STATE BOARD RULES AND/OR SCHOOL CODE MANDATES

LEGISLATIVE AFFAIRS DEPARTMENT

Instructions: This application is to be used for seeking a waiver or modification of State Board of Education rules or of School Code mandates in accordance with Section 2-3.25g of the School Code [105 ILCS 5/2-3.25g]. The completed application must be submitted by **certified** mail, return receipt requested, to the above address. Please use the instructions on the reverse side when completing this application. **Please note that action on incomplete applications will be delayed until all required documentation is received.**

1. The application is for: (Check appropriate box(es) below.)

Waiver of School Code Waiver of ISBE Rule Modification of School Code Modification of ISBE Rule

2. APPLICANT NAME Township High School District 214 - 05-016-2140-17-0000	CONTACT PERSON Megan Knight	
NAME OF SUPERINTENDENT/EXECUTIVE DIRECTOR David R. Schuler, Ph.D.	CONTACT TELEPHONE (Include Area Code and Extension) 847-718-7696	
APPLICANT ADDRESS (Street, City, State, Zip Code) 2121 S. Goebbert Road Arlington Heights, IL 60005	CONTACT FAX (Include Area Code) 847-718-7906	CONTACT E-MAIL megan.knight@d214.org
COUNTY Cook	May we contact your e-mail address? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

3. Provide citation or language of the rule(s) or School Code mandate(s) which are the subject of this application. If you are requesting a modification, display it here, using strike through or underlining.

"Subject to the rules of the State Board of Education, the school district may charge a reasonable fee, not to exceed \$50 \$350, to students who participate in the course, unless a student is unable to pay for such a course, in which event the fee for such a student shall be waived. However, the district may increase this fee to an amount not to exceed \$250 \$350 by school board resolution following a public hearing on the increase, which increased fee must be waived for students who participate in the course and are unable to pay for the course." (105 ILSC 5/27-24.2)

4. Attach a narrative identifying and justifying the specific request.

- For proposed waivers and modifications of rules or of the School Code that are based upon meeting the intent of the rule or mandate in a more effective, efficient or economical manner, a narrative description must provide all of the required information (see Item 4(a) on the reverse side).
- All proposed waivers/modifications requested to stimulate innovation or improve student performance, including all proposed waivers of School Code mandates, shall provide the specific plan for improved student performance and school improvement upon which the request is being based and how the applicant will determine success (see Item 4(b) on the reverse side).
- Applications requesting waivers from Section 17-1.5 of the School Code must include the amount, nature, and reason for the requested relief and all remedies that have been exhausted by the district to comply with the administrative expenditure limitation.

5. **Public Testimony:**

Attach a description of the testimony provided, to include the information enumerated in item 5 on the reverse side.

6. This application is for: Initial Waiver/Modification Renewal of Previously Approved Waiver/Modification
This application requests waiver/modification for 5 years (from 2022-2023 school year through 2027-2028 school year).
(See Item 6 on reverse side for limits on the duration of waivers/modifications.)

7. Attach a copy of each public notice required. Any request not meeting the requirements will be returned as ineligible for consideration.

8. Compliance with Notice and Hearing Requirements

I certify that a hearing concerning this application and any associated plan for improved student performance was held on June 17 2022
(Date)

I further certify that the applicant has met all the notification and hearing requirements enumerated in items A and B on reverse side and that the board of education/board of directors of the applicant identified above approved this application on June 17, 2022
(Date)

Date

Signature of Applicant
(i.e. District Superintendent/Executive Director/Regional Superintendent)

INSTRUCTIONS: Please use the following as a checklist in assembling your application package. Incomplete applications will not be considered until all required documentation is received. All applicants must hold a public hearing prior to submission of the application.

- A. **Public Hearing:** Each eligible applicant (see item 2 below) must hold a public hearing, providing for a time to take testimony about the request that is separate from the time when any other business is being conducted or testimony on other matters is being heard. The public hearing may be held during a regular board meeting.
- B. **Required Notices of Public Hearing:** Provide the following notices to inform the public and others of the hearing date. Each must state the time, date, location and general subject matter of the hearing.
 - **All applicants:** Publish a notice on the applicant's website at least 14 days in advance of the hearing. Applicants requesting an **increased fee for driver's education (105 ILCS 5/27-24.2)** must also publish the proposed amount of the fee as part of the website notice and as part of the notice placed in a newspaper of general circulation.
 - **School districts:** Publish a notice in a newspaper of general circulation within the applicant's area at least 7 days in advance of the hearing.
 - **Joint agreements, ISCs or regional superintendents:** Publish a notice in a newspaper of general circulation in each school district that is a member of the joint agreement or that is served by the educational service region or intermediate service center, provided that a notice in a newspaper generally circulated in more than one school district shall be considered sufficient notice to all of the affected districts.
 - **All applicants:** Provide a written notice to the applicant's exclusive bargaining agent(s) affected by the request at least 7 days in advance of the hearing; this notice must also state that testimony will be taken from staff.
 - **All applicants:** Provide a written advance notice to the applicant's state legislators affected by the request.

Item 1. Indicate the **type of action** sought under this application:

- ISBE approval of waivers or modifications of ISBE rules and of modifications of School Code mandates to allow an applicant to meet the intent of the rule or mandate in a more effective, efficient or economical manner or when necessary to stimulate innovation or to improve student performance; or
- General Assembly approval of waivers of School Code mandates to allow an applicant to meet the intent of the rule or mandate in a more effective, efficient or economical manner or when necessary to stimulate innovation or to improve student performance.

Waivers are not permitted from ISBE rules or School Code mandates pertaining to special education, educator licensure, teacher tenure and seniority, compliance with the Every Student Succeeds Act, or township treasurers (Sections 5-1 and 5-2.1 of the School Code). Waivers of mandates pertaining to the use of student performance data and performance categories for teacher and principal evaluations are not permitted after September 1, 2014.

Item 2. **Eligible applicants** are school districts, independent authorities established pursuant to Section 2-3.25f of the School Code, joint agreements made up of school districts, and Regional Superintendents of Schools and Intermediate Service Centers on behalf of schools and programs operated by them.

Item 3. The **exact language of, or citation to,** the rule(s) or mandate(s) involved may be obtained by contacting the Legislative Affairs Department by mail at 100 North First Street, S-404, Springfield, Illinois, 62777-0001 or by telephone at (217) 782-6510.

Item 4. Identify the rationale for the specific waiver and/or modification sought.

(4)(a) For requests to meet the intent of the rule or mandate in a **more effective, efficient, or economical manner**, provide a narrative description which sets forth:

- i) the intent of the rule or mandate to be achieved;
- ii) the manner in which the applicant will meet that intent; and
- iii) how the manner proposed by the applicant will be more effective, efficient or economical.
- iv) In those instances where the applicant proposes a more economical manner, provide a fiscal analysis showing current expenditures related to the request and the projected savings that would result if the request is granted.

(4)(b) Requests necessary for **stimulating innovation or improving student performance** must include the specific plan for improved student performance and school improvement upon which the request is based that describes how the applicant will determine success.

(4)(c) Requests for waivers of the **administrative expenditure limitation** established in Section 17-1.5 of the School Code can be submitted **only** when circumstances for exceeding the cap are beyond the control of the district, and the district has exhausted all available and reasonable remedies to comply with the limitation. ISBE is required to recommend that the General Assembly disapprove any request for a waiver of the administrative expenditure limitation not meeting these requirements

Item 5. Describe the testimony provided, including:

- number of people attending the public hearing;
- number speaking in favor of and against the request;
- comments made during the hearing; and
- whether any written comments were provided.

Item 6. Waivers and modifications are limited to five years with the exception of waivers of the administrative expenditure limitation which are limited to the year in which emergency relief is needed (i.e., one year only).

Item 7. **Attach copies of the following:** (a) **website posting**, which must be dated in order to verify that it was posted at least 14 days in advance of the public hearing; (b) **newspaper notice**; and (c) **written notice to the collective bargaining agent**, each of which must be dated in order to verify that each was provided at least 7 days in advance of the public hearing; and (d) **written advance notice to the state legislators representing the applicant's territory**.

Item 8. Indicate the **date of the public hearing**. Applicants with governing boards must hold a public hearing and provide for a separate time to take testimony about the request. The superintendent's/executive director's/regional superintendent's signature on this application attests to the applicant's compliance with all hearing and notice requirements.

Submission. Applications must be postmarked not later than 15 calendar days following approval by the local board in the case of districts, joint agreements and ISCs, or by the regional superintendent of schools and be submitted by certified mail, return receipt requested, to:

**Illinois State Board of Education
Legislative Affairs Department
Attn: Waiver Coordinator
100 North 1st Street, S-404
Springfield, Illinois 62777-0001**

All complete applications for the waiver or modification of ISBE rules or for the modification of School Code mandates shall be deemed approved and effective 46 calendar days after the date of receipt by ISBE unless disapproved in writing. Receipt by ISBE shall be determined by the date of receipt shown on the return receipt form, except that material not properly addressed shall bear the date of receipt when the materials were provided to the Legislative Affairs Department.

Disapproval of an application upon which the ISBE must act shall be sent by certified mail to the applicant no later than 45 calendar days after receipt of the application. Applicants may appeal the ISBE's denial of an application by sending a written appeal to the address above by certified mail within 30 calendar days of receipt of the written denial.

Complete waiver applications and any appeals of ISBE action shall be submitted to the General Assembly for consideration in March and October of each year (for application deadlines, see <https://www.isbe.net/Pages/waivers.aspx>).

Addendum – Driver Education Waiver

4.a.

Township High School district 214 is requesting a renewal of a previously approved waiver/modification of the School Code regarding the maximum fee that can be charged for Driver Education. The current School Code set the maximum fee at \$50. A district can increase this fee to \$250 by school board resolution following a public hearing. However, \$250 is still inadequate to reduce the significant discrepancy between the per student cost of the Behind the Wheel driver education and the per student cost of other courses. Based on the attached cost analysis of the Behind the Wheel portion of our driver education program, we request that District 214's previously approved waiver/modification to charge a maximum fee of \$350 be renewed for another five years.

Based on previously approved waivers and analysis of program costs, District 214 progressively increased the driver education fee from \$50 to \$350. Our consistent goal in doing so was and is to keep the District cost of driver education approximately equal to the average cost of other courses. In this way, there is an appropriate balance between the cost to the District and the cost to the students who take high school driver education.

District 214 conducted an efficiency analysis of its driver education program. While the purpose of the analysis was to evaluate the efficiency of the program and plan for its improvement, the analysis included a current comparison between the cost of the Behind the Wheel portion of driver education and the average cost of other district courses. This analysis of the driver education program included breaking out the Behind the Wheel costs including salaries and benefits of school district personnel against the cost of other classroom instruction.

Not including fees and reimbursement, the cost of the Behind the Wheel portion of the driver education program for 2019- 2020 was \$1821.14 per student. In 2019-2020, the existing approved fee of \$350 per student reduces the net cost to the District to \$1471.14 and the received state reimbursement reduces the new cost to the District to 1325.14 per student. The comparative cost to the District of other courses in 2019-2020 was \$576.24 per student. The additional cost of \$748.90 for each Behind the Wheel student was accepted by the District as a nature of the program.

District 214 reduces or waives fees for students on the Free and Reduced Price Lunch Program and those students who qualify for the Districts' fee waiver program. This practice has always and continues to apply to driver education fees.

4.b.

The reduced cost to the District allows not only for the maintenance of a high quality driver education program, but also for the reallocation of District funds to support student achievement in other core academic areas. At a fee of \$350 and a sustained enrollment of 768 students, District 214 could shift up to \$268,800 from the driver education program to other core academic areas. Based on the 2019-2020 base teacher salary, up to 5.0 FTE and/ or the provision of

other important instructional materials and services can be assumed by the additional revenue generated by the increased fee while delivering a consistently high quality driver education program at comparatively reasonable cost. Progressively raising the driver education fee from \$50 to \$350 has allowed District 214 to fulfill the intent of the Driver Education mandate in a more cost efficient manner and to reallocate significant District funds to support efforts to improve student achievement in other core academic areas. Therefore, District 214 respectfully requests that our current waiver/modification be renewed for another five years.

ITEM: 2021-103
DATE: June 10, 2021
FILE: Curriculum

Subject: District and School Improvement Plans, Title I Schoolwide Plans, and Title I Local Educational Plan

BACKGROUND INFORMATION

A District Improvement Plan and individual School Improvement Plans must cover two fiscal years. The current plans now meet the Every Student Succeeds Act (ESSA) requirements after receiving appropriate guidance from ISBE. The DIP and SIPs reflect progress made toward instructional goals.

ESSA replaced the No Child Left Behind accountability system that began in 2003. Districts receive funds under Title I for improving the academic achievement of economically disadvantaged students, Title II for educator professional development, and Title III for the Language Instruction of Limited English Proficient and Immigrant students. All school districts receiving ESSA funding must have a current Title I Local Educational Plan. All schools receiving Title I funds that choose to have a schoolwide program must also submit a Schoolwide Plan.

ADMINISTRATIVE CONSIDERATION

All District 214 schools have prepared a School Improvement Plan for 2021-2023 in response to the district's instructional goals. A District Improvement Plan for 2021-2023 was prepared in response to overarching instructional goals.

District 214 has prepared a Title I Local Educational Plan and Consolidated District Plan in response to the ESSA requirements for receiving federal funding, and the comprehensive high schools with a Title I program have prepared Schoolwide plans to describe their plans for using federal funds for their entire educational program which serves a high number of students from low income families.

The local School Board must approve the District and School Improvement Plans, Consolidated District Plan, Schoolwide Plans, as well as the Title I Local Educational Plan.

RECOMMENDATION ACTION

That the Board of Education approve the District Improvement Plan, Consolidated District Plan, the School Improvement Plans, the Title I Local Educational Plan, and the Schoolwide Plans.

Attachment

Township High School District 214 District Improvement Plan (DIP) 2021-2023

INSTRUCTIONAL GOALS AND OBJECTIVES

1. **As measured by the Board-approved College/Career Readiness Indicators, the District will increase student success annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.**

Indicator	2015	2016	2017	2018	2019	2020
College and Career Ready	56.7%	59.0%	64.5%	64.6%	68.4%	71.1%
College Ready	70.4%	69.0%	73.9%	74.7%	75.7%	75.8%
Career Ready	--	21.7%	79.6%	80.6%	85.6%	87.0%

College Ready Indicators

Students are College Ready if they meet either the academic *or* standardized testing benchmarks listed below.

Academic Indicators

GPA 2.8 out of 4.0 and one or more of the following benchmarks:

Indicator	2015	2016	2017	2018	2019	2020
Advanced Placement Exam (3+)	48.7%	50.9%	53.5%	54.1%	52.1%	49.9%
Advanced Placement Course (A, B, or C)	65.6%	65.8%	67.0%	68.8%	68.4%	66.4%
Dual Credit College English and/or Math (A, B, or C)	--	24.4%	34.6%	34.1%	49.5%	47.9%
Developmental English/Math Proficiency	6.3%	5.0%	22.2%	18.0%	15.2%	13.6%
Algebra II Proficiency	85.0%	82.1%	86.2%	84.0%	90.0%	91.3%
Cumulative GPA 2.8+/4	63.8%	63.0%	66.8%	69.0%	69.9%	72.1%

Graduates N = 492 / 459

Standardized Testing Benchmarks (minimum score)

Indicator	2015	2016	2017	2018	2019	2020
ACT Exam: (18) / Reading (22) / Science (23) / Math (22)	46.9%	46.4%	49.6%	33.8%	27.2%	26.5%
SAT Exam: Math (530) / Reading and	--	--	4.2%	57.8%	57.7%	55.3%

Writing (480)						
Local College-Level Requirements	58.9%	58.4%	66.4%	64.4%	60.6%	57.7%

Graduates N = 492 / 459

Additional Factors that Contribute to College Success

Earning As, Bs, Cs; FAFSA completion; Enrollment in career pathway course sequence; College Academic Advising; Participation in College Bound Bridge Programs; Senior year math class; Completion of a math class after Algebra II.

Career Ready Indicators

Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Career Cluster Identified and two or more of the following benchmarks:

Indicator	2015	2016	2017	2018	2019	2020
90% Attendance	91.0%	90.3%	89.7%	88.1%	90.5%	90.4%
25 hours of Community Service	21.7%	26.7%	28.1%	29.8%	45.6%	42.9%
Workplace Learning Experience	--	23.8%	29.7%	32.0%	35.7%	36.3%
Industry Credential	4.6%	4.1%	10.5%	13.0%	16.8%	12.2%
Dual Credit Career Pathway Course	17.2%	21.2%	29.2%	39.6%	56.2%	65.8%
2+ Organized Co-Curricular Activities	61.7%	61.6%	65.8%	65.1%	63.0%	65.6%

Graduates N = 492 / 459

- As measured by the growth from PSAT to SAT, the percent of students meeting or exceeding the national growth norms from PSAT to SAT will increase annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.**

(For the transitional years as the SAT suite of assessments are being completely implemented, the District will use national norm data for comparison purposes.)

ACTION PLAN

Student Strategies and Activities

- Students will experience a curriculum aligned to Illinois Learning Standards (ILS), College Readiness Standards (CRS), SAT, and Illinois English Language Learning Standards

(IELLS).

2. Students will experience formative and summative assessments aligned to ILS, CRS, SAT, and IELLS.
3. Student strategies and activities are supported as part of a sustaining Educational Programs budget.
4. Student strategies and activities are supported as part of Title I, II, and Title III funding.
5. Target student groups will experience increased explicit, individualized and self-paced reading and mathematics instruction using a response to intervention approach.

Professional Development Strategies and Activities

1. Staff will receive professional training in high yield instructional strategies, including differentiated instruction.
2. Staff will receive professional training in the use of computer-assisted instruction focused on basic reading and mathematics skills.
3. Staff will receive professional training in curriculum alignment and unit design.
4. Staff will receive professional training in the design and use of formative and summative assessments.
5. Staff will be provided with a regular schedule of formal meeting time where professional learning teams (PLTs/PLCs) examine student work, focus on the details of their lessons, and adjust them on the basis of assessment results and scientifically research-based interventions.
6. Staff will receive professional training and support for their use of the web-based Infinite Campus – Campus Instruction portal for student progress reporting, the web-based assessment tool Mastery Manager, the Infinite Campus Student Information System, and Edgenuity for course completion or credit recovery.

Parent Involvement Strategies and Activities

1. Parents will receive regular communication regarding student academic progress through extensive use of technology.
2. Parents will continue to receive access and navigation instruction for use of the Infinite Campus – Parent Portal website to monitor student progress and provide appropriate educational support.
3. Parents will have increased awareness of the school’s collaborative works in PLTs/PLCs.
4. Parents will receive program and intervention updates through presentations, evening events, and conferences, as well as newsletters, school messages, and phone/email reminders.

ACTION PLAN MONITORING

District personnel will monitor the effectiveness of the action plan strategies and activities in the following manner:

1. District personnel will analyze and report student performance data.
2. District personnel will monitor the process of communicating with parents the opportunity to attend and participate in listed programs and services.
3. District personnel will monitor and report impact on home-school communication as a result

of using Infinite Campus – Campus Instruction for reporting and monitoring student academic progress.

4. District will maintain a late start calendar that supports Professional Learning Communities.
5. District personnel will monitor the process of organizing and facilitating program workshops. An evaluation will be provided to participants for feedback and assessment of workshops.
6. District Leadership Team structure will be used to communicate information system-wide and monitor the progress of district and school improvement strategies and activities.

PLAN DEVELOPMENT AND IMPLEMENTATION

Stakeholder Involvement

The Associate Superintendent for Teaching and Learning is responsible for carrying out the plan by communicating and evaluating the plan. Stakeholder involvement at the district level is an amalgam of the involvement at each of our six high schools. The following restates our improvement plan descriptions of individuals and activities involved. The Board of Education (BOE) reviews and approves the School Improvement Plans (SIP) and the District Improvement Plan (DIP).

District Support Team

Dr. Lazaro Lopez	Associate Superintendent of Teaching and Learning
Marni Johnson	Assistant Superintendent of Student Services
Dr. Marcella Zipp	Director of Grants and Special Programs
Dr. Gabriella Stetz Jackson	Director of Professional Learning
Jeffrey Smith	Director of Research and Evaluation
Megan Knight	Director of Academic Programs and Pathways
Janice Aponte	Assistant Director of Specialized Schools/ELL Compliance
Tony Schorloff	Director of Technology Services

The building associate principals for instruction are responsible for the development and implementation of school improvement plans.

Building Support Team

Dr. Jill Maraldo	Associate Principal for Instruction at Buffalo Grove High School
Art Senteno	Associate Principal for Instruction at Elk Grove High School
Ron Kiolbassa	Associate Principal for Instruction at John Hersey High School
Iris Dominguez	Associate Principal for Instruction at Prospect High School
Nathan Aslinger	Associate Principal for Instruction at Rolling Meadows High School
Dr. Daniel Weidner	Associate Principal for Instruction at Wheeling High School

District Responsibilities

The school district develops an annual educational fund budget and concomitant program areas budgets that will sustain the strategies and activities identified in this and each school's action plan. In addition to the ESSA Consolidated Title Grants, the district will be funding professional development throughout each year of the action plan. ESSA Consolidated Title Grants and other

federal funds:

- Title I, Part A, Improving the Academic Achievement of the Economically Disadvantaged
- Title II, Part A, Teacher and Principal Training and Recruiting Fund
- Title III/LIPLEPS
- Perkins/CTEI
- IDEA
- WIOA
- DRS/STEP
- ESSER 1, 2, and 3

Teaching and Learning has facilitated revision of the District Improvement Plan by providing collaborative planning opportunities, data analysis, and staff support. Teaching and Learning will support implementation of each school's action plan. Each action plan includes specific objectives supported by strategies and activities for student learning, professional staff development, and parental involvement. Educational plans and activities are for *all* staff and students, including English Learners and Special Education. These efforts include the following district improvement plan support activities:

- Research and Evaluation
 - Assist schools in interpretation of student performance data
 - Implement and support Redefining Ready District 214 College and Career Readiness Indicators
- Technology Services
 - Assist schools with Infinite Campus student data management system
 - Assist schools with Infinite Campus – Campus Instruction portal
 - Assist schools with classroom technology and device management
 - Provide pilot opportunities for emerging instructional technology
- Professional Learning
 - Provide schools with staff development relative to the District and School Improvement Plans
 - Facilitate conference and workshop opportunities
 - Coordinate educational speakers on important and timely topics for staff, parents, and community
- ELL Program
 - Assist schools with ELL funding and curriculum development that incorporates Illinois English Language Learner and SAT college readiness standards, and principles of best practice with elements of the Sheltered Instruction Observation Protocol (SIOP).
 - Assist schools with providing parent involvement activities, coordinate parent/adult services, and social outreach services for newcomer parents in the ELL program.
- Student Services
 - Assist schools with instructional strategies for special education students
- Grants

- Assist district and schools with Consolidated Title funding, and obtaining external funds to support the initiatives in each of the plans
- Career and Technical Education
 - Assist schools with instructional strategies related to:
 - College and career readiness
 - College and Career Pathway development
 - High School Diploma Endorsements
 - Registered and Youth Apprenticeships

Research and Evaluation is providing schools with analysis of student performance data derived from standardized assessments. This department will also provide technical assistance for Mastery Manager, District 214's web-based test management system. This system is being implemented to address school improvement efforts. Mastery Manager will analyze student performance of teacher-made formative and summative assessments. Tableau dashboards have been created for administrators to have instant access to all data points being monitored for student success.

Technology Services implements Infinite Campus, District 214's student information system. Infinite Campus is capable of providing the tracking and monitoring of student progress through the creation of specialty queries. This system enhances data access for staff with an integrated system that includes a web-based dashboard for quick access to reporting. In addition, this department supports Infinite Campus – Campus Instruction, a web-based student progress supporting system. Through online access in Infinite Campus – Parent Portal, parents can obtain current information relative to courses or programs and ongoing academic progress of their children. The technology support from these two departments, consequently, will enable school improvement teams to focus on strategies and activities to improve student learning. In addition, staff, students and parents can access current information.

District 214 provides a coordinated block school schedule that supports implementation of Professional Learning Communities (PLCs). This allows a regular schedule of formal meeting time where teachers share best practice strategies and develop Smart Goals based on the analysis of student work. Teachers align curriculum to SAT College Readiness Standards and Illinois Learning Standards and incorporate social emotional learning standards. They design units of study, create curriculum guides, develop common formative and summative assessments, and examine student work leading to adjustments in instruction.

Each school has designed a School Improvement Plan with strategies and activities related to professional development. The Department of Professional Learning will continue to provide financial support and training to help schools accomplish their objectives in their School Improvement Plan. Professional Learning will provide the following: Plan and Coordinate Programs; Disseminate Professional Resources; Support Professional Growth; Evaluate Staff Development Effectiveness; and Design, Facilitate, and Support Training Programs.

Buffalo Grove High School - School Improvement Plan (SIP) 2021-23

INSTRUCTIONAL GOALS AND OBJECTIVES

- 1. As measured by the Board-approved College/Career Readiness Indicators, the District will increase student success annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.**

Indicator	2015	2016	2017	2018	2019	2020
College and Career Ready	60.1%	60.6%	69.1%	65.9%	68.1%	71.2%
College Ready	74.8%	71.9%	81.9%	80.6%	76.1%	77.2%
Career Ready	0.2%	61.9%	77.3%	75.0%	83.7%	85.6%

College Ready Indicators

Students are College Ready if they meet either the academic *or* standardized testing benchmarks listed below.

Academic Indicators

GPA 2.8 out of 4.0 and one or more of the following benchmarks:

Indicator	2015	2016	2017	2018	2019	2020
Advanced Placement Exam (3+)	47.4%	52.5%	59.6%	58.1%	53.1%	52.0%
Advanced Placement Course (A, B, or C)	73.6%	72.1%	79.9%	78.5%	71.8%	69.5%
Dual Credit College English and/or Math (A, B, or C)	--	29.4%	32.4%	31.0%	42.5%	39.4%
Developmental English/Math Proficiency	6.7%	5.2%	30.2%	11.6%	17.6%	11.6%
Algebra II Proficiency	89.7%	83.7%	88.8%	88.2%	87.9%	88.0%
Cumulative GPA 2.8+/4	70.8%	69.1%	74.9%	76.4%	71.2%	74.2%

Graduates N = 492 / 459

Standardized Testing Benchmarks (minimum score)

Indicator	2015	2016	2017	2018	2019	2020
ACT Exam: (18) / Reading (22) / Science (23) / Math (22)	50.1%	48.8%	55.5%	38.0%	30.4%	31.4%

SAT Exam: Math (530) / Reading and Writing (480)	--	--	7.8%	63.0%	58.1%	60.2%
Local College-Level Requirements	60.4%	60.5%	74.3%	70.5%		

Graduates N = 492 / 459

Additional Factors that Contribute to College Success

Earning As, Bs, Cs; FAFSA completion; Enrollment in career pathway course sequence; College Academic Advising; Participation in College Bound Bridge Programs; Senior year math class; Completion of a math class after Algebra II.

Career Ready Indicators

Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Career Cluster Identified and two or more of the following benchmarks:

Indicator	2015	2016	2017	2018	2019	2020
90% Attendance	85.7%	86.7%	85.1%	84.1%	87.8%	88.2%
25 hours of Community Service	39.5%	30.7%	32.8%	28.9%	50.6%	43.2%
Workplace Learning Experience	17.9%	25.3%	31.1%	29.5%	29.9%	27.7%
Industry Credential	1.6%	3.1%	7.8%	4.8%	18.4%	12.9%
Dual Credit Career Pathway Course	10.1%	19.0%	22.7%	36.6%	52.1%	63.4%
2+ Organized Co-Curricular Activities	61.7%	59.3%	66.5%	63.2%	67.5%	68.2%

Graduates N = 496/459/463/484

2. **As measured by the growth from PSAT to SAT, the percent of students meeting or exceeding the national growth norms from PSAT to SAT will increase annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.**

ACTION PLAN

Student Strategies and Activities

1. Targeted students will be invited to a Bridge to High School or an EL Transition

summer program prior to their freshman year for additional instruction in reading and writing as well as helping them make an effective transition from middle school to high school.

2. Targeted students will be enrolled in a reading class in addition to their English class.
3. Targeted students will use the iLit program for their reading curriculum.
4. Targeted students within the iLit program will have a two period block for the course.
5. Targeted students will have access to a special education co-teacher trained in differentiating and modifying materials
6. Students failing multiple courses will be placed in referred study to have their progress monitored and receive extra help with their skills acquisition.
7. Students will have access to tutors in all subject areas during lunch, study hall, before and after school Mondays through Fridays and Saturday school.
8. Targeted students will have access to the EL “Homework Club” for additional help after school.
9. Students will have access to an SAT preparation course.
10. Targeted students will have skills reinforced by a curriculum in the Strategies for Learning course.
11. Students will engage in a curriculum aligned to the SAT skills, the College Readiness Standards, and the Common Core State Standards.
12. Students identified as at-risk in the area of mathematics will attend a Math lab in addition to their regular math class during their freshman year in order to allow them access to higher level math prior to junior year.
13. Students will have access to the Learning Lab for help with reading and writing.
14. Targeted students will be enrolled in Edgenuity alternative programming to gain skills and recover credits.
15. Enroll native Spanish speaking students in Spanish for Native Speakers to increase literacy and language facility along with academic success.

Professional Development Strategies and Activities

1. Teachers will participate in the PLC cycle of continuous improvement for course alike groups – creating SMART goals, developing common formative and summative assessments, developing interventions and evaluating results.
2. Teachers will continue to develop skill in implementing Assessment for Learning strategies.
3. Teachers will implement curricular documents created by content teachers to explicitly teach SAT Standards.
4. Teachers will be trained in strategies for reading in the content areas.
5. Select teachers will be trained in effective strategies for EL students both in the EL classroom and the mainstream classroom.
6. Administrators will lead teachers in a review of performance data on a quarterly basis to target greatest areas of need.
7. Teachers will participate in vertical articulation meetings with sender schools to establish and guarantee the teaching and learning of mathematics skills and concepts.
8. Teachers (PLCs) will develop formative and summative assessments aligned to SAT

- suite, Common Core, and AP Assessments.
9. Teachers (PLCs) will use Mastery Manager and Insight to analyze student performance, evaluate curriculum effectiveness, and develop timely and effective responses to student learning deficiencies.
 10. Teachers will be trained in the use of digital tools and implementing an engaging digital curriculum.
 11. Teachers will receive training in differentiation.
 12. Teachers will participate in six professional development sessions per semester. In order to collaborate on differentiation strategies and tier one strategies to be used during instruction.
 13. Instructional coaching available in the “BGENIUS LAB” provided by a full time instructional coach.

Parent Involvement Strategies and Activities

1. Parents will have access to Infinite Campus – Parent Portal to monitor student progress and provide appropriate educational support.
2. Parents will be notified the week prior to Saturday school events.
3. Parents will be notified by mail and email about the availability of the SAT prep course.
4. The liaison to our Latino parent group will provide opportunities for parent educational programs.
5. Parents will be invited to meetings with the counselors.
6. Parents will receive notice by phone and Infinite Campus if their student is receiving a D or F.
7. Parents will receive program and intervention updates through presentations, Freshman Orientation Night, Open House, Curriculum Night, Freshman Curriculum Night, College and Career Night, Parent Teacher Conferences.
8. Parents will be invited to coffee with the counselors and Hispanic Parent nights.
9. Parents will receive phone and email reminders for all parent activities.
10. Parents will receive a weekly message from the Principal with school activities and updates.
11. Parents will receive surveys regarding opportunities for feedback and input.
12. All communications are translated into the top two languages spoken at the school.

ACTION PLAN MONITORING

The effectiveness of the action plan strategies and activities will be monitored in the following manner:

1. Classroom formative and summative assessments will be monitored by the classroom teachers as well as the weekly course alike PLC meetings. From these assessments they will know how well the strategies are working and where the students need additional help.
2. The weekly D/F reporting will be monitored by the classroom teacher, the course alike

- PLCs and the counselors on the problem solving team. From this list, our MTSS process will be initiated for students who need additional help.
3. Students in SPED and reading classes will be progress monitored through iLit and STAR Reading and weekly grade reporting in Infinite Campus and Insight.
 4. Student growth will be monitored through SAT testing by building and district administrators.
 5. Data from students enrolled in interventions will be monitored weekly by the counselors and building administration.
 6. Student grades will be monitored by course alike PLCs and counselors on Problem Solving Teams on a weekly basis. They will also be monitored on a semester basis by building and district administrators.

PLAN DEVELOPMENT AND IMPLEMENTATION

Stakeholder Involvement

The entire faculty reviewed data and gave feedback on the Jan institute day. In addition, more specific input was given by the PLC leaders and Instructional Leadership Team .

Buffalo Grove High School Support Team

Jeff Wardle	Principal
Robert Hartwig	Associate Principal - Operations
Dr. Jill Maraldo	Associate Principal - Instruction
Susan Sangwa	Division Head, English and EL
Barb Meyer	Division Head, World Language/Social Science
Dr. Angel Johnson	Division Head Math /Science
Jeff Bott	Division Head, Career & Technical Education/Art/PhysEd.
Kristen Prokup	Division Head, Special Education
Stephen Kolodziej§ §	Division Head for Student Success, Safety and Wellness
Kevin Schrammel	Division Head for Student Success, Safety and Wellness
David Peight	Technology Supervisor
Andy Park	Teacher
Lillie Blackmon	Teacher
Ami Relf	Teacher
Breanne Makovec	Teacher
Danielle Ossman	Teacher
Eric Garneau	Data Processor
Kim Miklusak	Librarian
Kate Glass	Teaching and Learning Facilitator/Literacy Coach
Tim Kosiek	Teaching and Learning Facilitator/Literacy Coach
Scott Kopecky	Teacher
Mary Ryan	Teacher and MTSS Supervisor
Henry Kappler	Teacher

Thomas Cooney

Teacher

Elk Grove High School - School Improvement Plan (SIP) 2021-2023

INSTRUCTIONAL GOALS AND OBJECTIVES

- 1. As measured by the Board-approved College/Career Readiness Indicators, the District will increase student success annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.**

Indicator	2015	2016	2017	2018	2019	2020
College and Career Ready	56.7%	59.0%	64.5%	64.6%	68.4%	71.1%
College Ready	70.4%	69.0%	73.9%	74.7%	75.7%	75.8%
Career Ready	--	21.7%	79.6%	80.6%	85.6%	87.0%

College Ready Indicators

Students are College Ready if they meet either the academic *or* standardized testing benchmarks listed below.

Academic Indicators

GPA 2.8 out of 4.0 and one or more of the following benchmarks:

Indicator	2015	2016	2017	2018	2019	2020
Advanced Placement Exam (3+)	44.8%	45.6%	50.5%	43.2%	44.7%	42.7%
Advanced Placement Course (A, B, or C)	64.2%	63.3%	62.9%	61.2%	60.7%	60.8%
Dual Credit College English and/or Math (A, B, or C)	--	16.0%	39.7%	43.2%	58.0%	42.3%
Developmental English/Math Proficiency	8.6%	6.9%	22.0%	23.6%	20.9%	17.3%
Algebra II Proficiency	92.5%	88.8%	87.9%	86.6%	93.3%	93.1%
Cumulative GPA 2.8+/4	59.3%	55.7%	54.9%	57.0%	63.3%	66.9%

Graduates N = 479 / 462

Standardized Testing Benchmarks (minimum score)

Indicator	2015	2016	2017	2018	2019	2020
ACT Exam: (18) / Reading (22) / Science (23) / Math (22)	38.7%	35.4%	39.7%	11.3%	9.6%	9.1%
SAT Exam: Math (530) / Reading / Writing	--	--	0.6%	42.3%	44.5%	41.3%

(480)						
Local College-Level Requirements	50.9%	49.5%	54.9%	47.5%	49.7%	46.5%

Graduates N = 479 / 462

Additional Factors that Contribute to College Success

Earning As, Bs, Cs; FAFSA completion; Enrollment in career pathway course sequence; College Academic Advising; Participation in College Bound Bridge Programs; Senior year math class; Completion of a math class after Algebra II.

Career Ready Indicators

Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Career Cluster Identified and two or more of the following benchmarks:

Indicator	2015	2016	2017	2018	2019	2020
90% Attendance	95.9%	91.6%	90.3%	84.6%	86.6%	89.1%
25 hours of Community Service	7.5%	21.8%	25.3%	23.6%	42.6%	42.5%
Workplace Learning Experience	--	24.0%	26.3%	29.7%	33.0%	35.2%
Industry Credential	3.3%	5.4%	13.4%	12.6%	16.1%	9.3%
Dual Credit Career Pathway Course	19.8%	30.0%	33.3%	54.2%	52.8%	74.7%
2+ Organized Co-Curricular Activities	57.6%	54.6%	60.3%	56.6%	55.5%	61.5%

Graduates N = 479 / 462

2. **As measured by the growth from PSAT to SAT, the percent of students meeting or exceeding the national growth norms from PSAT to SAT will increase annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.**

ACTION PLAN

Student Strategies and Activities

1. Students identified by a 370 or below on the Writing and Language subtest of the PSAT 8/9 will be placed in a summer Transition to Language Arts program that provides intense Reading/Writing instruction prior to their freshman year.

2. Students will engage in a curriculum aligned to Illinois Learning Standards (ILS) incorporating the Common Core Standards, Next Generation Science Standards (NGSS), and the SAT.
3. Students will receive explicit content-area reading instruction (*i.e.* iLit, Response to Intervention for at-risk readers) across the curriculum.
4. Students will access instructional technology (*i.e.* iPad applications such as Notability, Schoology, etc.) as a supplement to classroom instruction.
5. Students will experience a system of common formative and summative (*i.e.* Assessment for Learning) assessment aligned to the Common Core Standards, ILS, NGSS, and the SAT.
6. Students will have access to the Mastery Lab for scheduled or “drop-in” peer and teacher tutoring in all core content areas and World Languages.
7. Students will receive targeted remedial instruction via instructional tutors in referred study halls.
8. Students identified as at-risk in the area of reading will receive an additional period of direct reading instruction during their freshman and sophomore years.
9. Students will participate in a summer reading program where staff will choose materials/books that have cross-curricular focus.
10. Targeted ninth graders will be offered bridge math classes during the summer to hone their skills and ensure success in their mathematics course during their freshman year.
11. Students identified as at-risk in the area of mathematics will receive double-block mathematics during their freshman year.
12. Students will have access to Social-Emotional Learning supports including Positive Behavioral Intervention Supports (PBIS).
13. Students will have access to earn early college credit.
14. Students will identify a career cluster and develop a post-secondary plan by graduation.
15. Students will be provided with multiple community service opportunities including Grens Give Back Day, an annual community service resource fair, and an upper-level social science course: Leadership through Service.

Professional Development Strategies and Activities

1. Staff will attend weekly Professional Learning Community (PLC) meetings.
2. Staff will work collaboratively and in an interdisciplinary fashion, especially team-teaching partners in the area of Special Education.
3. Staff will regularly review performance data to target greatest areas of need.
4. Staff from each department will attend monthly Elk Grove Lead Leaders Team (EGLLT) meetings, focused on increasing student motivation and engagement through the use of sound assessment design, *i.e.* clear learning targets, individualized and targeted feedback, and multiple opportunities to demonstrate mastery of content and skills.
5. Staff will continue to broaden their understanding and use of Assessment for Learning strategies in their classrooms.
6. Staff will continue to develop formative and summative assessments aligned to the Common Core Learning Standards, ILS, NGSS, and SAT.
7. Staff will incorporate the widespread use of Mastery Manager to analyze student performance, evaluate curriculum effectiveness, and develop timely and effective responses to student learning deficiencies.

8. Staff will use student work and assessment data to inform instruction and create appropriate interventions
9. Staff will identify students who are struggling academically and initiate and implement multi-tiered systems of support.
10. Staff will develop/implement curricular/extra-curricular supports for social-emotional learning.

Parent Involvement Strategies and Activities

1. Parents will continue to receive access and navigation instruction for use of the Infinite Campus website to monitor student progress and provide appropriate educational support.
2. Parents will receive program and intervention updates through presentations, Freshman Orientation Night, Open House, Freshman Curriculum Night, College and Career Night, Parent Teacher Conferences, as well as through the Parent-Teacher Council.
3. Parents will be invited to monthly Padres Unidos meetings.
4. Targeted parents will be invited to an annual school fees waiver review day.
5. Parents will receive weekly phone calls and letters if their child is in the D/F range.
6. Parents will receive phone and email messages as reminders for all parent activities.

ACTION PLAN MONITORING

The effectiveness of the action plan strategies and activities will be monitored in the following manner:

1. The Instructional Leadership Team (ILT) in conjunction with Professional Learning Communities (PLCs) will monitor student progress through longitudinal tracking of disaggregated student performance data.
2. Professional Learning Communities (PLCs) will routinely analyze student work.
3. The Instructional Leadership Team (ILT) will regularly review Institute Day agendas and evaluations.
4. The Student Services Department will regularly survey parents regarding communication and satisfaction with outreach programming.
5. The Instructional Leadership Team (ILT) will conduct an annual audit of all existing interventions and programs, using grade, attendance, and standardized testing data to determine their impact.

PLAN DEVELOPMENT AND IMPLEMENTATION

Stakeholder Involvement

Stakeholders reviewed appropriate data to understand the current state of student achievement at EGHS, as well as factors affecting academic performance (i.e. demographic information, attendance data, information regarding discipline). The team discussed goals for the improvement of teaching

and learning at EGHS, as well as resources available to meet the needs of students and teachers. The team revised drafts of the EGHS School Improvement Plan, and offered feedback on identified objectives, strategies and activities. The plan was developed with the input of the following EGHS administration and faculty:

Elk Grove High School Support Team

Paul Kelly
Megan Knight

Kyle Burritt

Valerie Norris
Robert Murphy
Adam Clayton
Wendy Relich
Mary Kemp
Tim Phillips
Justin Penio
Edgar Rivera

Principal
Associate Principal for Instruction,
Division Head for Physical Education/Health
Associate Principal for Operations,
Division Head for Career and Technical
Education & Driver's Education
Assistant Principal for Student Services
Assistant Principal for Student Activities
Division Head, Special Education
Division Head, English/Fine Arts
Division Head, Math/Science
Division Head, Social Sci./World Lang./ELL
Dean of Students
Dean of Students

John Hersey High School - School Improvement Plan (SIP) 2021-23

INSTRUCTIONAL GOALS AND OBJECTIVES

1. As measured by the Board-approved College/Career Readiness Indicators, the District will increase student success annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.

Indicator	2015	2016	2017	2018	2019	2020
College and Career Ready	65.3%	64.7%	77.7%	75.3%	76.5%	79.5%
College Ready	78.9%	73.9%	82.5%	85.5%	84.3%	84.4%
Career Ready	--	0.9%	90.2%	85.1%	87.7%	90.2%

College Ready Indicators

Students are College Ready if they meet either the academic *or* standardized testing benchmarks listed below.

Academic Indicators

GPA 2.8 out of 4.0 and one or more of the following benchmarks:

Indicator	2015	2016	2017	2018	2019	2020
Advanced Placement Exam (3+)	61.0%	55.6%	64.2%	69.7%	59.6%	55.9%
Advanced Placement Course (A, B, or C)	73.9%	70.8%	76.1%	78.5%	71.3%	73.0%
Dual Credit College English and/or Math (A, B, or C)	--	21.9%	27.1%	28.4%	34.3%	37.1%
Developmental English/Math Proficiency	3.9%	0.4%	10.5%	13.6%	8.5%	6.4%
Algebra II Proficiency	82.8%	80.4%	86.8%	84.2%	91.3%	95.7%
Cumulative GPA 2.8+/4	70.0%	65.8%	74.9%	77.2%	77.6%	80.7%

Graduates N = 484 / 447

Standardized Testing Benchmarks (minimum score)

Indicator	2015	2016	2017	2018	2019	2020
ACT Exam: (18) / Reading (22) / Science (23) / Math (22)	60.4%	56.0%	66.1%	54.4%	42.6%	42.25
SAT Exam: Math (530) / Reading and	--	--	4.3%	72.5%	69.3%	69.5%

Writing (480)						
Local College-Level Requirements	71.0%	67.0%	77.9%	79.7%	73.5%	74.6%

Graduates N = 484 / 447

Additional Factors that Contribute to College Success

Earning As, Bs, Cs; FAFSA completion; Enrollment in career pathway course sequence; College Academic Advising; Participation in College Bound Bridge Programs; Senior year math class; Completion of a math class after Algebra II.

Career Ready Indicators

Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Career Cluster Identified and two or more of the following benchmarks:

Indicator	2015	2016	2017	2018	2019	2020
90% Attendance	90.1%	88.6%	89.1%	92.3%	94.6%	94.5%
25 hours of Community Service	8.4%	38.8%	40.1%	45.2%	58.3%	41.4%
Workplace Learning Experience	--	26.8%	29.6%	27.3%	35.0%	41.6%
Industry Credential	3.7%	2.5%	10.7%	3.0%	5.6%	3.1%
Dual Credit Career Pathway Course	22.4%	22.8%	29.6%	30.9%	48.0%	54.3%
2+ Organized Co-Curricular Activities	69.8%	60.9%	72.7%	76.3%	69.3%	73.6%

Graduates N = 484 / 447

2. As measured by the growth from PSAT to SAT, the percent of students meeting or exceeding the national growth norms from PSAT to SAT will increase annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.

ACTION PLAN

Student Strategies and Activities

1. Students will receive equitable access to rigorous curriculum & instruction
2. Students will receive published curriculum guides, unit and lesson outcomes
3. Students will have academic support to increase acceleration into college preparatory courses
4. Students will have access to co-teaching in core content areas
5. Students will have access to the Academic Resource Center for scheduled or “drop-in”

- tutoring in all core content areas and World Languages
6. Students will receive expanded opportunities to demonstrate learning:
 - Use of multiple/varied assessments
 - Practice using requested/approved SAT testing accommodations
 - Credit recovery opportunities via Blended/online learning and D214 Intercession Programs
 - Use of the test make-up center for skill checks and retakes
 7. Students will have access to a developed and implemented special education resource curriculum that will support core academic content curriculum.
 8. Students will have access to Social-Emotional Learning supports.
 9. Students will have access to earn early college credit via a variety of Dual Credit College Courses
 10. Students we have access to workplace learning opportunities

Professional Development Strategies and Activities

1. Staff will participate in Professional Learning Community (PLC) Teams
 - Designed to address District 214 goals, including Anti-Racism work and DEI curriculum audits.
 - Focused on college and career readiness: Reading, vocabulary, and math skills to enhance vertical, horizontal PLC continuity & diagonal movement among our students.
2. Staff will develop curriculum guides for all courses focused on supporting SAT standards, Next Generation Science Standards and ISBE Standards.
3. Staff will use and analyze assessment data and make informed decisions using Tableau
4. Staff will review student performance on common formative/summative assessments
5. Staff will mark weekly eligibility in the District SIS
6. Staff will perform audits related to course content, skill alignment and DEI initiatives
7. Staff will develop/implement curricular materials aligned to SAT and state standards
8. Staff will receive training to further understand the SAT standards as it relates to curriculum design
9. Staff will create formative and summative assessments aligned with SAT and ISBE standards
10. Staff will use student work and assessment data to inform instructional practices and create appropriate interventions
11. Staff will identify students who are struggling academically and initiate and implement RtI/MTSS support protocols.
12. Staff will develop/implement curricular/extra-curricular supports for social-emotional learning
13. Staff will have access to an instructional coach (First and second year teachers will meet with an instructional coach more regularly as part of the mentor program)

Parent Involvement Strategies and Activities

1. Parents will receive improved communication:
 - Curriculum guides/Course information sheet
 - Infinite Campus (an online resource for parents to view grades)
 - Academic intervention conferences

- Online registration for TPC
 - Online Principal's newsletter
2. Parents will have informational sessions
 - Career Pathway offerings and opportunities
 - Active Parenting
 - College and Career planning for their students
 3. Parents will receive weekly eligibility reports (a phone call) on their students who are earning a D or F

ACTION PLAN MONITORING

Building personnel will monitor the effectiveness of the action plan strategies and activities as follows:

1. Equitable access to rigorous curriculum & instruction
 - Monitor course level-changes among students with disabilities
 - Monitor and audit four-year plans for graduation, including the identification of career pathway interests
 - Monitor indicators of learning among students with disabilities
 - GPA
 - Grades/course level in academic core
 - PSAT - SAT growth
 - Social-Emotional Learning inventory
 - RtI/MTSS initiatives
 - Compile post-secondary educational history
2. Assessment of Learning
 - Use of requested/approved standardized testing accommodations
3. Special Education Resource Curriculum
 - Response to Intervention process
 - Monitor parent-school contacts
 - Monitor student attendance

PLAN DEVELOPMENT AND IMPLEMENTATION

Stakeholder Involvement

Stakeholders reviewed appropriate college and career data to understand the current status for students at John Hersey High School, as well as other factors affecting academic performance (i.e., demographic information, attendance data, information regarding discipline). The team discussed goals for the improvement of teaching and learning at John Hersey High School, as well as resources available to meet the needs of students and teachers. The team reviewed drafts of the John Hersey High School Improvement Plan, and offered feedback on identified objectives, strategies and activities. This plan was developed with the input of the following John Hersey High School administration and faculty:

John Hersey High School Support Team

Gordon Sisson
Dr. Patty Grow
Joe Krajacic
Ron Kiolbassa
Matt Norris
Jenna Korakakis
Tom Smith
Dan Ludwigsen
Dawn Francis
TBD
Genny Rosenberg

Principal
Associate Principal for Instruction
Associate Principal for Operations/Student Services
Assistant Principal for Student Activities/Music
Division Head: Student Success Safety & Wellness
Division Head: Student Success Safety & Wellness
Division Head: Social Science/World Language
Division Head: CTE & PE//Driver's Education/Art
Division Head: Mathematics/Science
Division Head: English/EL
Division Head: Special Education

Prospect High School - School Improvement Plan (SIP) 2021-23

INSTRUCTIONAL GOALS AND OBJECTIVES

- 1. As measured by the Board-approved College/Career Readiness Indicators, the District will increase student success annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.**

Indicator	2015	2016	2017	2018	2019	2020
College and Career Ready	64.0%	62.7%	68.8%	68.7%	74.2%	79.6%
College Ready	80.4%	79.2%	83.4%	82.7%	84.7%	85.9%
Career Ready	--	3.8%	77.5%	80.1%	85.2%	87.9%

College Ready Indicators

Students are College Ready if they meet either the academic *or* standardized testing benchmarks listed below.

Academic Indicators

GPA 2.8 out of 4.0 and one or more of the following benchmarks:

Indicator	2015	2016	2017	2018	2019	2020
Advanced Placement Exam (3+)	58.5%	59.5%	58.2%	62.4%	59.1%	61.4%
Advanced Placement Course (A, B, or C)	72.1%	71.8%	71.3%	74.1%	74.9%	73.8%
Dual Credit College English and/or Math (A, B, or C)	--	14.6%	29.1%	31.1%	56.4%	60.3%
Developmental English/Math Proficiency	5.2%	5.7%	27.1%	32.0%	31.6%	29.9%
Algebra II Proficiency	87.1%	82.4%	90.0%	86.6%	93.5%	95.7%
Cumulative GPA 2.8+/4	73.6%	69.7%	76.6%	76.4%	75.9%	81.0%

Graduates N = 538 / 528

Standardized Testing Benchmarks (minimum score)

Indicator	2015	2016	2017	2018	2019	2020
ACT Exam: (18) / Reading (22) / Science (23) / Math (22)	60.7%	61.7%	62.1%	47.9%	40.6%	43.6%
SAT Exam: Math (530) / Reading and	--	--	7.0%	71.3%	70.0%	74.6%

Writing (480)						
Local College-Level Requirements	73.2%	73.1%	78.5%	76.5%	76.9%	78.1%

Graduates N = 538 / 528

Additional Factors that Contribute to College Success

Earning As, Bs, Cs; FAFSA completion; Enrollment in career pathway course sequence; College Academic Advising; Participation in College Bound Bridge Programs; Senior year math class; Completion of a math class after Algebra II.

Career Ready Indicators

Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Career Cluster Identified and two or more of the following benchmarks:

Indicator	2015	2016	2017	2018	2019	2020
90% Attendance	93.0%	92.6%	94.9%	93.3%	92.7%	93.3%
25 hours of Community Service	30.1%	19.1%	12.9%	13.8%	27.8%	46.2%
Workplace Learning Experience	--	15.0%	19.7%	26.8%	32.3%	30.9%
Industry Credential	1.8%	--	1.6%	2.8%	3.8%	0.8%
Dual Credit Career Pathway Course	5.0%	4.2%	15.6%	20.1%	54.4%	58.5%
2+ Organized Co-Curricular Activities	66.6%	67.0%	67.8%	72.1%	65.7%	70.8%

Graduates N = 538 / 528

2. **As measured by the growth from PSAT to SAT, the percent of students meeting or exceeding the national growth norms from PSAT to SAT will increase annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.**

ACTION PLAN

Student Strategies and Activities

1. Students will have access to technology through a 1:1 initiative with using iPads.
2. Students will have access to digital learning training.
3. Students will have access to guidance in the area of career pathways
4. Students will receive published curriculum guides, unit and lesson outcomes through Schoology on their iPads.

5. Students will receive academic support in order to accelerate movement into college prep courses by having a check-in and check out system through PBIS.
6. Students will have access to content based Strategies for Learning classes, which will focus on testing strategies and organization skills.
7. Students identified by a 380 or below on the PSAT math and/or English subtest will be placed in a mentoring program where teachers will meet with students once a week to review grades and assist in advocacy for student's academics.
8. Students will have access to the learning center for scheduled or "drop-in" tutoring for all core subjects with increased staff involvement and training to support special education students.
9. Students will receive expanded opportunities to demonstrate learning through SAT and ACT prep structured class offered 2nd semester of junior year.
10. Students will have access to an acceleration of mathematics instruction by streamlining our math curriculum.
11. Students will have access to resources that focus on SEL with increase of core curriculum offered by our student services staff.
12. Students will have access to more RtI services by staff hired to offer support to our teachers, students, and community.
13. Students will have access to mentoring program that provides 1-1 guidance from peers and adults.
14. Students will have access to tutoring in all content areas.
13. Students will participate in presentations on technology and social media.
14. Students will participate in the use of Naviance for post-secondary guidance.
15. Students will participate in leadership training.
16. Students will have access to regularly scheduled Saturday Support Academy.
17. Students will have access to service opportunities through Service Learning.

Professional Development Strategies and Activities

1. Staff will participate in Professional Learning Community (PLC) Teams.
 - i. Designed to address the three District 214 goals
 - ii. Focused on interdisciplinary curriculum alignment, vertically and horizontally
2. Staff will design purposeful PLC agendas, with Special Education teachers' input, to address curriculum, instruction and assessment.
3. Staff will use the weekly eligibility report to make informed decisions about academic interventions.
4. Student Services staff will utilize the weekly eligibility, attendance and discipline reports to identify students who require immediate intervention.
5. Staff will receive training and support in mentoring students that have academic deficits or social emotional concerns.
6. Staff will receive training and support in how to incorporate technology into their curriculum.
7. Staff will receive training and support in effective co-teaching practices.
8. Staff will implement common formative assessments.
9. Staff will utilize formal assessment vehicles to identify deficits and plan for instruction.
10. Staff will participate in and utilize information from RtI for instruction.
11. Staff will have access to push in support from student tutors.
12. Staff will lead and participate in SAT sessions designed to bridge gaps and inform instruction.

13. Leadership team will implement placement system taking into account multiple data points.

Parent Involvement Strategies and Activities

1. Parents will have access to accurate course information guides on the Prospect High School website.
2. Parents will be provided with logins to Infinite Campus to view their student's records.
3. Parents will receive weekly eligibility reports (both a phone call & letter) on their students who are earning a D or F.
4. Parents will utilize Naviance, a college/career-planning tool, throughout a student's high school experience for post secondary guidance and information on their SEL curriculum.
5. Parents will participate in informal parent presentations on technology and social media.
6. Parent opportunities will held to discuss current issues facing parents and teens.
7. Parents will participate in coffee with the counselor meetings.
8. Parents will participate in open house and parent conferences.

ACTION PLAN MONITORING

The effectiveness of the action plan strategies and activities will be monitored in the following manner:

1. State Assessment growth
2. AP yearly reports
3. Grades
4. Monitor the effectiveness of the tutoring center and mentor program by number of sessions and achievement of those who received services.
5. Monitor student attendance
6. Monitor student discipline referrals
7. Redefining ready criteria
8. SAT Strategic Plan

PLAN DEVELOPMENT AND IMPLEMENTATION

Stakeholder Involvement

Stakeholders reviewed appropriate data to understand the current state of student achievement at PHS, as well as other factors affecting academic performance (i.e., demographic information, attendance data, information regarding discipline). The team discussed goals for the improvement of teaching and learning at PHS, as well as resources available to meet the needs of students and teachers. The team reviewed drafts of the PHS School Improvement Plan, and offered feedback on identified objectives, strategies and activities.

Teachers used their professional learning teams to discuss student work both in the classroom and on standardized tests. Results of PSAT and practice SAT have been sent to each division for teachers to review in order to inform and focus instructional planning, delivery, and assessment.

Special Education teachers are co-teaching with content specialists and participating in content PLC's. Special Education students have access to the general education curriculum, and appropriate accommodations and modifications support their success.

Students will be provided with an iPad to ensure use of technology and availability of resources.

Prospect High School Support Team

Greg Minter	Principal
	Associate Principal
Kara Kendrick	Associate Principal
Frank Mirandola	Assistant Principal
	Division Head, Math and Science
Tina Athanasopolous	Division Head, Social Science
Adam Levinson	Division Head, English and Fine Arts
Christina Diaz	Division Head, Special Education
Seth Hettel	Division Head, CTE
Lisa Soukup	Dean of Students
Nick Olson	Dean of Students
Kim Murray	Guided Study Teacher

Rolling Meadows High School School Improvement Plan (SIP) 2021-2023

INSTRUCTIONAL GOALS AND OBJECTIVES

1. As measured by the Board-approved College/Career Readiness Indicators, the District will increase student success annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.

Indicator	2015	2016	2017	2018	2019	2020
College and Career Ready	54.7%	63.0%	60.4%	61.1%	69.9%	68.3%
College Ready	66.3%	69.9%	68.8%	70.5%	74.2%	71.4%
Career Ready	--	13.1%	79.1%	81.1%	89.5%	86.3%

College Ready Indicators

Students are College Ready if they meet either the academic *or* standardized testing benchmarks listed below.

Academic Indicators

GPA 2.8 out of 4.0 and one or more of the following benchmarks:

Indicator	2015	2016	2017	2018	2019	2020
Advanced Placement Exam (3+)	44.4%	53.8%	46.8%	48.8%	53.1%	41.5%
Advanced Placement Course (A, B, or C)	63.5%	69.4%	59.8%	64.2%	71.2%	62.0%
Dual Credit College English and/or Math (A, B, or C)	--	33.1%	35.2%	34.5%	49.3%	56.4%
Developmental English/Math Proficiency	13.3%	10.8%	20.4%	19.6%	5.2%	9.3%
Algebra II Proficiency	80.5%	82.8%	85.7%	76.4%	87.1%	87.6%
Cumulative GPA 2.8+/4	58.2%	63.9%	63.5%	67.8%	70.3%	68.5%

Graduates N = 456 / 433

Standardized Testing Benchmarks (minimum score)

Indicator	2015	2016	2017	2018	2019	2020
ACT Exam: (18) / Reading (22) / Science (23) / Math (22)	41.0%	46.4%	42.9%	32.0%	26.4%	22.4%
SAT Exam: Math (530) / Reading and Writing (480)	--	--	2.4%	50.1%	59.6%	49.0%
Local College-Level Requirements	57.1%	59.1%	59.8%	57.9%	58.3%	48.5%

Graduates N = 484 / 447

Additional Factors that Contribute to College Success

Earning As, Bs, Cs; FAFSA completion; enrollment in career pathway course sequence; college academic advising; participation in College Bound Bridge Programs; senior year math class; completion of a math class after Algebra II.

Career Ready Indicators

Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Career Cluster Identified and two or more of the following benchmarks:

Indicator	2015	2016	2017	2018	2019	2020
90% Attendance	88.8%	91.0%	89.9%	89.9%	92.4%	90.5%
25 hours of Community Service	13.3%	13.6%	18.7%	22.1%	46.7%	38.8%
Workplace Learning Experience	--	27.6%	36.0%	42.7%	42.4%	39.8%
Industry Credential	16.1%	10.6%	17.4%	22.5%	25.8%	20.3%
Dual Credit Career Pathway Course	24.0%	27.4%	37.1%	37.3%	61.4%	73.7%
2+ Organized Co-Curricular Activities	56.4%	64.1%	65.1%	59.6%	64.0%	58.7%

Graduates N = 456 / 433

- As measured by the growth from PSAT to SAT, the percent of students meeting or exceeding the national growth norms from PSAT to SAT will increase annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.

ACTION PLAN

Student Strategies and Activities

1. Students identified by a score of 370 and below combined English on the PSAT 8/9 reading test will be placed in the three-week summer school *Bridge to High School* program that provides intense Reading/Writing instruction prior to freshman year. One week will be dedicated to strengthen needed math skills in order to be placed at level or at an advanced level in math their freshmen year.
2. Incoming ELL students will be placed in a three-week summer school *Bridge to High School EL*, which is an ELL transition program that provides intense Reading/Writing instruction prior to freshman year. One week will be dedicated to strengthen needed math skills in order to be placed at level or at an advanced level in math their freshmen year.
3. Students will be selected into AVID (Advancement Via Individual Determination) Program prior to entering freshman year.
4. Students will receive an expanded AVID program to include all grade levels; continue to support increasing the number of underrepresented populations and student success in AP courses.
5. AVID students will take the elective and also have AVID Seminar together as a class.
6. AVID sections will continue to increase in the following years.
7. AVID strategies will continue to be embedded within regular classroom instruction (i.e. Cornell Note taking, Socratic Seminar, Inquiry Method, Collaboration, etc.)
8. Incoming 9th graders will be identified for home visits based on the articulation meetings. Staff from the student's Problem Solving Team (PST) will visit the student and family prior to the freshman year to build a positive relationship and connect the student to co-curriculars and interventions already in place to ensure success.
9. Freshman students identified as at-risk in the area of reading will get additional tutoring using iLit and have instruction daily.
10. Students will receive explicit content-area reading instruction across the curriculum.
11. Students will access computer-assisted instruction and utilize one-on one -technology with iPads.
12. Equitable access to rigorous curriculum/instruction with use of technological materials and electronic resources.
13. Students will engage in a curriculum aligned to Illinois Learning Standards (ILS), WIDA Standards, and Common Core.
14. Through the CICI initiative the WREN and Critical Thinking Workbooks to develop mastery in English, Reading, and Writing convert from ACT to SAT.
15. Students will have access to Saturday Success Academy, tutoring Tuesday-Thursday after school, and during seminar (in Special Education and ELL resource areas). For all EL and IEP students, we have designated extra support resources during seminar.
16. All students will have access to their teachers for tutoring during resource.
17. Students will have access and participate in a summer reading program where staff will choose materials/books that have cross-curricular focus and use Inquiry Method to use in culmination of Forum Presentation.
18. Students will experience a system of common formative and summative assessments aligned to CRS & Common Core.
19. Students will have access to SAT preparation and Khan Academy.
20. Targeted students will have skills reinforced by a curriculum in Strategies for Learning Courses

and focus on testing strategies and organizational skills.

21. Students will monitor grades quarterly in “grade preview” designated time in seminar and access teachers during this study time.
22. Students will receive continued support from the Problem Solving Team (PST) as a part of the Response to Intervention. Our PSTs discuss interventions that show positive improvement in student performance. Monitoring of grades, attendance, and behavior referrals are monitored weekly through d/f eligibility list.
23. Monitoring of student interventions through Infinite Campus.
24. All students will have access to a developmental guidance program including the four-year use of Naviance and other career software programs to plan for post-secondary options. Career Pathways are discussed with students in class selection process and registration.
25. College admissions representatives visit school and talk with prospective students.
26. Guest speakers are brought into classrooms to allow students to inquire about different careers.
27. Students have access to a mentor by having a check-in and checkout system through PBIS.
28. PBIS recognition for students being “caught doing the right thing,” i.e., perfect attendance, helping others, etc.
29. Gold Card privileges will be given to junior/senior students with A’s & B’s and no discipline concerns.
30. College visitation field trips opportunity provided to all 9th and 10th grade students based on their selected career pathway.
31. Collaborating with outside agencies to support students, i.e., substance, school refusal, anger management, abuse, etc.
32. Mentoring program established for Latino students in one of our sender schools with our Latino students meeting weekly with those students.
33. Estampedia –athletic activities for incoming Latino freshmen during summer to get students involved in athletics and activities.
34. Talented and Gifted Programming for students in the summer.
35. Leadership and volunteer opportunities provided within curriculum and co-curricular activities.

Professional Development Strategies and Activities

1. Staff will participate in Professional Learning Community (PLC) teams
 - a. Designed to address the three District 214 goals
 - b. Focused on interdisciplinary curriculum alignment, vertically and horizontally
2. Staff will design purposeful PLC agendas, with Special Education and ELL teachers’ input, to address curriculum, instruction and assessment.
3. Staff will use the weekly eligibility report to make informed decisions about academic interventions.
4. Administration will help staff receive SAT suite data they need to make informed decisions.
5. Staff will continue to design and utilize valid common, unit and semester assessments aligned to Common Core standards to identify deficits and plan for instruction.
6. Staff will continue the widespread use of Mastery Manager to analyze student performance, evaluate curriculum effectiveness, and develop effective responses to student learning deficiencies.
7. Staff will continue to develop, be trained on and implement the CICI initiative into our English curriculum including Khan Academy assignments and iLit.

8. Staff will continue to align our curricula to the WIDA and Common Core, develop assessments, which yield common formative and summative data, provide student feedback and strive toward mastery learning of skills and concepts.
9. Staff development will be provided for explicit content-area reading instruction across the curriculum.
10. Staff will receive training and support on how to incorporate technology into their curriculum.
11. Staff will receive continuing equity training during institute days to ensure best practices when it comes to race and poverty issues.
12. Staff will receive iLit training and support.
13. Staff will receive training and support in effective co-teaching practices.
14. Staff will receive training in AVID strategies.
15. Staff will receive training in ELL strategies.
16. Staff will receive training in differentiation strategies.
17. Staff will receive training in cultural competencies.
18. New staff will participate in two-year mentor program.
19. Staff will receive opportunities to be trained in Advanced Placement.
20. Administration and staff will conduct vertical articulation meetings with sender schools and local community college to discuss critical skills.
21. Administration and staff will review performance data to target greatest areas of need.

Parent Development Strategies and Activities

1. Parents will receive weekly phone calls as well as emails and/or letters if their child is in the D/F range.
2. Parents will receive program and intervention updates through presentations, Open House, Curriculum Night, Parent Teacher Conferences, as well as the Teacher-Parent Organization.
3. Targeted parents will be invited to a fee waiver review day as well as have certain days in the summer for additional in-person help with registering for school.
4. We will utilize parent interactions to communicate with parents to help spread a more effective vision of student success and the opportunities and advantages this will bring to the lives of their students.
5. We will involve parents in four-year planning sessions with each student and annual follow-ups utilizing Naviance, a college/career-planning tool, throughout a student's high school experience for post secondary guidance and information on their SEL curriculum.
6. We will explore ways to involve parents in helping our students develop a greater sense of future orientation.
7. Parents will have access to accurate course information guides on the Rolling Meadows High School website.
8. Parent programs on Naviance, AP courses, AVID, SAT, technology and social media, financial aid, college planning, parenting with power, etc.
9. Parents will be represented on ASCA Developmental Guidance Team, the AVID Site Team, and Latino Parent Outreach Committee.
10. Administration will give consistent updates to Parent-Teacher Organization Monthly meetings.
11. All information going to parents goes home in both English and Spanish whenever possible.
12. Relationships with parents of freshman students will be cultivated through 8th grade parent night and through the use of orientation evenings.

13. We will continue our Latino Parent meetings during evenings and weekends to educate parents about our school programs. Programs are provided in Spanish for our Spanish-speaking parents.

ACTION PLAN MONITORING

The effectiveness of the action plan strategies and activities will be monitored in the following manner:

1. The Building Leadership team, Instructional Leadership, and PLTs will analyze student progress through longitudinal tracking of disaggregated student performance data (student grades, common formative/summative assessments).
2. The classroom teachers and team at PLT meetings will monitor classroom formative and summative assessments. From these assessments they will know how well the strategies are working and where the students need additional help.
3. Creation and review of individual SMART goals and specific action plans for PLTs and monitored by Division Heads
4. PSTs will monitor data from students enrolled in interventions.
5. Student grades will be monitored by course alike PLTs and PSTs
6. Monitoring the effectiveness of Resource Areas (Special Education & ELL), Saturday Success Academy, after school tutoring
7. Monitoring of AP scores and enrollment and of students taking the tests.
8. Monitoring enrollment in dual credit (early college credit) courses.
9. Monitoring of student attendance and discipline referrals by deans
10. Monitor parent-school contacts

PLAN DEVELOPMENT AND IMPLEMENTATION

Stakeholder Involvement

Stakeholders reviewed appropriate data to understand the current state of student achievement at RMHS, as well as factors affecting academic performance (i.e. demographic information, attendance data, information regarding discipline). The team discussed goals for the improvement of teaching and learning at RMHS, as well as resources available to meet the needs of students and teachers. The team revised drafts of the RMHS School Improvement Plan, and offered feedback on identified objectives, strategies and activities.

Teachers used their professional learning teams to discuss student work both in the classroom and on standardized tests. Results of PSAT 8/9, PSAT 10, SAT and practice SAT will be sent to each division head to review in order to inform and focus instructional planning with teachers.

Special education and ELL teachers are co-teaching with content specialists. Special Education and ELL students have access to the general education curriculum and appropriate accommodations and modifications to support their success.

Staff, students, and parents participate in evaluation surveys following meetings, presentations, and targeted activities.

Staff participates in all committees at RMHS including PERC (Professional Development Reimbursement), Teaching and Learning Committee, Principal Advisory, Seminar, New Staff, AVID (Advancement via Individual Determination), ASCA (American School Counselor Association), PTO, Fine Arts (Music, Choir, and Theater) Boosters, Athletics Booster, and PBIS (Positive Behavior Intervention System).

One student from each seminar participates in the Student Principal's Advisory Committee (SPAC) so each grade level is represented.

Rolling Meadows High School Support Team

Eileen Hart	Principal
Yolanda Stovall	Associate Principal
Nathan Aslinger	Associate Principal
Lisa DaRocha	Assistant Principal
Mary Luckritz	Division Head of English/EL
Joanie Gallagher	Division Head of Math/Science
Greta Rakow	Division Head of Soc Sci/World Lang
David Wietrzak	Division Head of CTE
Brenda Martin	Division Head of Special Education
Alvin Lewis	Dean of Students
Jonathan Weintraub	Dean of Students

Wheeling High School School Improvement Plan (SIP) 2021-2023

INSTRUCTIONAL GOALS AND OBJECTIVES

1. As measured by the Board-approved College/Career Readiness Indicators, the District will increase student success annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.

Indicator	2015	2016	2017	2018	2019	2020
College and Career Ready	44.1%	51.3%	55.0%	60.0%	58.7%	57.4%
College Ready	52.4%	54.9%	59.2%	63.2%	62.2%	60.7%
Career Ready	--	47.9%	80.4%	86.1%	87.2%	86.4%

College Ready Indicators

Students are College Ready if they meet either the academic *or* standardized testing benchmarks listed below.

Academic Indicators

GPA 2.8 out of 4.0 and one or more of the following benchmarks:

Indicator	2015	2016	2017	2018	2019	2020
Advanced Placement Exam (3+)	33.5%	35.1%	40.3%	39.2%	41.1%	44.0%
Advanced Placement Course (A, B, or C)	42.7%	43.6%	50.6%	54.1%	58.7%	57.6%
Dual Credit College English and/or Math (A, B, or C)	--	35.1%	44.8%	37.8%	54.3%	51.7%
Developmental English/Math Proficiency	0.2%	--	21.9%	4.5%	--	5.0%
Algebra II Proficiency	75.8%	73.1%	77.2%	81.3%	85.2%	86.7%
Cumulative GPA 2.8+/4	47.6%	51.0%	54.1%	56.0%	59.2%	59.0%

Graduates N = 431 / 388

Standardized Testing Benchmarks (minimum score)

Indicator	2015	2016	2017	2018	2019	2020
ACT Exam: (18) / Reading (22) / Science (23) / Math (22)	28.2%	26.2%	29.4%	14.2%	10.7%	6.2%
SAT Exam: Math (530) / Reading and Writing (480)	--	--	2.8%	43.8%	42.2%	33.1%
Local College-Level Requirements	36.7%	36.9%	50.8%	50.5%	38.7%	33.1%

Graduates N = 431 / 388

Additional Factors that Contribute to College Success

Earning As, Bs, Cs; FAFSA completion; Enrollment in career pathway course sequence; College Academic Advising; Participation in College Bound Bridge Programs; Senior year math class; Completion of a math class after Algebra II.

Career Ready Indicators

Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Career Cluster Identified and two or more of the following benchmarks:

Indicator	2015	2016	2017	2018	2019	2020
90% Attendance	92.1%	91.3%	88.3%	83.3%	89.1%	86.0%
25 hours of Community Service	30.9%	38.5%	42.2%	49.8%	53.1%	45.7%
Workplace Learning Experience	--	25.9%	36.6%	37.1%	45.0%	43.1%
Industry Credential	1.8%	4.1%	13.5%	30.4%	35.5%	29.8%
Dual Credit Career Pathway Course	24.2%	27.9%	39.4%	64.6%	71.2%	71.7%
2+ Organized Co-Curricular Activities	56.6%	63.3%	61.5%	58.4%	54.8%	59.5%

Graduates N = 431 / 388

- As measured by the growth from PSAT to SAT, the percent of students meeting or exceeding the national growth norms from PSAT to SAT will increase annually or will exceed a threshold established by the Board after two years of data are collected and**

analyzed.

ACTION PLAN

Student Strategies and Activities

1. Students will have equitable access to rigorous Curriculum and Instruction.
2. Students curriculum is aligned around developing skills within Wheeling High School's Portrait of a Wildcat, developing effective communication, cultural advocacy, persistent contribution, purposeful collaboration, and creative innovation.
3. Students will have access to the curriculum guides, syllabi, unit and lesson outcomes.
4. Students will be supported through interventions aligned with Response to Intervention (RTI) and Multi-tiered System of Supports (MTSS) models.
5. English Learners (EL) will receive intervention support and progress monitoring to support language-development needs through newly developed EL Teacher interventionist roles.
6. All students will have daily access to Incubator Lab (previous Literacy Lab) to provide peer- and adult- support in all content areas and reinforcement of skills included in Wheeling's Portrait of a Wildcat.
7. Students demonstrating skill deficiencies identified at the Tier 2 MTSS level will be assigned to Incubator Lab (previous Literacy Lab) to receive peer- and adult- support in all content areas and reinforcement of skills included in Wheeling's Portrait of a Wildcat.
8. Students demonstrating needs in executive functioning identified at the Tier 2 MTSS level will be assigned to newly developed Implementation Labs (previously Lit Lab), smaller study hall settings, focused around developing these skills.
9. Students demonstrating behavioral or academic challenges identified at the Tier 2 MTSS level will participate in newly developed MTSS Goal Setting Facilitation, a check-in/check-out RTI model..
10. Students will have daily access to Resource Assistants (RAs) who are RAs are certified subject area teachers who can help out in any content specific class for 1-1 or small group instruction.
11. Students will participate in Student Success Summit, a beginning of the year event focused on transitioning to high school and supporting high school success by emphasizing the importance of academic excellence through the explicit instruction of skills and strategies and promoting skills in the Portrait of the Wildcat.
12. Incoming freshmen are identified and encouraged to participate in bridge summer school programming. General bridge programming, EL bridge programming, math-specific bridge programming and Honors-AP preparation bridge programming are available.
13. Freshmen students participate in counseling core curriculum introducing students to student services, school resources, transcripts, graduation requirements and summer school options. Students will complete career cluster finders and career planning.
14. Sophomore students participate in core counseling curriculum around career research and planning and resume building.
15. Junior students will participate in core counseling curriculum around postsecondary research and planning.
16. Senior students will participate in core counseling curriculum around postsecondary research and

- applications, financial aid and scholarships, and use of transcripts and dual credit.
17. Students have access to Edgenuity credit recovery opportunities throughout the school day and after school hours.
 18. Students in Math will have access to interventions such as Khan Academy.
 19. Students on the freshman level targeted for extra support in English will have a year-long 90 minute English experience consistent with READ 180 instructional materials and programming.
 20. EL and SPED students will have academic progress monitored through the STAR exam.
 21. Students will receive continued development of Early Intervention Team (EIT) model as part of RTI and MTSS. These teams will discuss interventions that show positive improvement in student performance.
 22. EL students will receive instruction in core courses taught by ESL-endorsed teachers with smaller class sizes with a curriculum that is aligned to WIDA standards and college readiness standards.
 23. Students will be exposed to higher levels of rigorous classes by updating our placement measures to promote more students entering in honors and regular level classes rather than regular and prep level classes respectively.
 24. All students will learn and utilize high yield instructional strategies. These strategies include using graphic organizers, summary frames, learning and applying specific vocabulary and using prescribed writing templates.
 25. Students within AVID will receive 4 years of direct instruction around AVID strategies, with a target of four sections of AVID at each grade level.
 26. Students in ESL will receive AVID instruction in conjunction with ESL curriculum.
 27. Students will receive common approaches to teaching and learning aligned with high impact, research based practices identified in WHS's Instructional Framework.
 28. Students will take a full-length practice SAT (accommodations provided to those with IEPs) and data will be analyzed after tests are taken. The data will then be used to identify students who are making progress towards growth goals.
 29. Students will be provided additional support and access to allow for involvement and success in dual credit core and career coursework, including both registration and course supports.
 30. Junior students will be provided expanded access and support through WHS-provided SAT prep.
 31. Students will be provided with information and opportunities to participate in career internships and youth apprenticeships.
 32. Students will receive supports, college, career and scholarship information through their post-secondary counselor.
 33. Students will be able to receive college and career mentoring through Next Generation Pathway opportunities.
 34. Student leadership is mentored through Cat Pack program.
 35. Freshmen students will be placed and graded using earned honors principles in core courses in Fall 2022
 36. AP students are supported in transition to and success in AP courses through access to AP Boot Camp.
 37. Students are provided with summer reading books in support of literacy.
 38. Tutoring supports are provided to students during evenings and weekends.
 39. Pre-high school students are engaged and supported through career experiences, including STEM Camp, Stellar Girls and Next Generation Engineers.

Professional Development Strategies and Activities

1. Staff Professional Learning Communities (PLC) at WHS will be developed to address targeted areas of student growth and teacher development.
2. PLC leaders will be provided with training and coordination support to support effectiveness of PLCs and PLC outcomes.
3. PLCs will continue to enhance best practice by using data to determine student strengths and weaknesses. This work will be documented throughout the PLC process.
4. PLCs will continue to analyze data to increase metrics of college and career readiness via Redefining Ready!
5. Teachers will engage in teacher leadership and development groups, including Wheeling Leadership Team (WLT), Instructional Vision Committee, Climate and Culture Committee, Racial Justice Leadership Group, Instructional Coaching team and Hiring Committee.
6. EL Teacher positions will support the development and application of language development strategies in LEP and non-LEP classrooms in support of EL and recently-exited EL student success.
7. Instructional coaching supports will be provided through FTE designated to Teaching and Learning Facilitators and Instructional Coaches in addition to staff supporting instructional coaching through 6th assignments.
8. Staff will develop short term and long-term SMART goals, which demand evidence of student learning.
9. Staff will develop Critical Learning Objectives aligned with the Portrait of a Wildcat that express the central learning outcomes of each course.
10. Staff will develop practices to clearly articulate the expectations for success of students at the lesson, unit and course levels.
11. Staff will be develop equitable and anti-racist practices through professional development activities.
12. Staff will expand use of Mastery Manager, Tableau, and Infinite Campus to analyze student performance data on formative and summative assessments.
13. Staff will be supported through Insight Through Equity reflection process and professional development to identify areas of improvement for personal professional practices that positively impact equity in student learning data.
14. Teachers are supported through district- and building workshops aligned with curricular alignment to Portrait of a Graduate, research-based instructional practices and equitable assessment techniques.
15. Teachers participate in professional development with Racial Justice consultant to promote personal professional practice and engagement with other staff members.
16. Teachers participate in district professional anti-racist training to promote anti-racist professional practice.
17. Staff members participate in D214 Learning Collaborative to elevate professional practice in areas aligned with district goals and needs.
18. Staff are supported in regular morning professional development and professional development on Institute Days focused upon equity and elevating professional practice related to components of the Portrait of a Wildcat.

Parent Involvement Strategies and Activities

1. Continue to increase participation in Latino Family Nights and services.
2. Parents will be invited to newly developed fall parent series, providing parents with explicit strategies to support student learning and expanding access and awareness to school services.
3. Engage parents and families through targeted career pathway awareness communication and evening events.
4. Parents will be provided information about district-evening programming related to college and career readiness.
5. Parents will receive support and information on academic and SEL supports through Open House and Parent teacher conferences.
6. Parents will learn about Harper Promise and other college transition opportunities.
7. Parents will be invited and involved in parts of hiring processes of key positions at Wheeling High School.
8. Parents will receive written information about school events and opportunities through email campaigns and newsletters.
9. SchoolMessenger will be used to communicate key information to families about opportunities and requirements for students.
10. Key communications will be communicated in both English and Spanish.
11. Parents will attend support groups for Fine Arts, Athletics, and PTO.
12. Parents will receive course information sheets and syllabi that delineate course expectations.
13. Parents will be informed and approve of dual credit opportunities through registration materials.
14. Parents will have access to Infinite Campus to monitor student progress and and communicate with faculty.
15. Parents will have scheduled academic intervention conferences through EIT teams.
16. Parents will have scheduled conferences through IEP meetings.
17. Parents will receive communications if students are at risk of failing courses.
18. Parents of freshmen students will be educated about course and school opportunities through pre-freshmen nights.
19. Parents will have student course recommendations and choices communicated to them through course verifiers along with guidance on discussing courses and options for change.
20. Parents will be engaged and informed around earned honors placement and grading principles
21. Parents will be engaged and informed around summer school opportunities supporting credit recovery, transition and acceleration
22. New staff members are supported in instructional and curricular approaches through new teacher mentoring and monthly new teacher programming.

ACTION PLAN MONITORING

The effectiveness of the action plan strategies and activities will be monitored in the following manner:

1. Equitable Access to Rigorous Curriculum/Instruction
 - Development and alignment of Critical Learning Objectives for all classes to the Portrait of a Wildcat
 - Monitor enrollment of students in college-prep, honors, and AP courses
 - Enhance vertical movement into the programs by data monitoring and testing
 - Increase participation in AP and Dual Credit courses through development and clear communication of offerings to staff, parents and students
 - Audit of four-year plans for graduation
 - GPA, specifically putting in place interventions for students whose GPA falls below 2.8 / 4.0
 - Monitoring of students who access college level courses in English and Math
 - Growth of students who graduate college and career ready
 - Growth on ACCESS exam and rates of students exiting EL
 - SAT progress from Grade 8 to 9 to 10 to Practice SAT to SAT
 - Formative and summative assessments in all courses
 - Advanced Placement participation and scores
 - Dual credit participation and scores
 - Social-Emotional Learning inventory: Freshmen; Seniors
 - Compile post-secondary educational history
 - Individual teacher data monitoring through Insight through Equity
 - Monitor student success data (Ds and Fs) weekly
 - Learning outcomes analyzed according to student group (gender, race, EL-status, low income status, SPED status)

2. Assessment of Learning
 - Explicit use of skill aligned curriculum and materials aligned to Critical Learning Objectives and Portrait of a Wildcat
 - Improved individual grading practices based around research-based equitable grading practices

3. Special Education Resource Curriculum
 - Response to Intervention process and our Response to Intervention Team
 - Monitor parent-school contacts
 - Monitor student attendance

PLAN DEVELOPMENT AND IMPLEMENTATION

Stakeholder Involvement

Administrative team members and staff members on Wheeling Leadership Team and related committees have participated in developing the building priorities and descriptions that are included in the SIP plan.

Staff and parents have provided input to the plans and practices at Wheeling High School through evaluation surveys following meetings, presentations and targeted activities. Students and staff are involved in the implementation and evaluation of the school improvement plan and its activities through participation in advisory committees and parent groups.

Wheeling High School Support Team

Jerry Cook	Principal
Dr. Dan Weidner	Associate Principal
Henry Brown	Associate Principal
Donald Rowley	Assistant Principal
Angela Hawkins	Division Head ELL/World Lang. /Social Studies
Tim Piatek	Division Head for English/Fine Arts
Bruce French	Division Head for Math/Science
Kevin Muck	Division Head for Career and Tech Ed/PE/Health/Dr Ed
Don Wesemann	Division Head for Special Education
Jackie Meo	Dean of Students
Ramon Williams	Dean of Students
Adriana Soto	English / EL / Racial Justice Leadership Team
Ann Wyatt	English / EL / Wheeling Leadership Team / Racial Justice Leadership Team / Instructional Coaching / Culture and Climate Committee
Arturo Fuentes	Student Services / Wheeling Leadership Team / Culture and Climate Committee / Racial Justice Leadership Team
Barry Hanrahan	Librarian / Culture and Climate Committee / Racial Justice Leadership Team
Crystal Ellis-Abdullah	Math / Racial Justice Leadership Team
Derek Swierczek	Math / RTI Coordinator / Racial Justice Leadership Team / Instructional Vision Committee
Elizabeth Delgado	Social Science / EL / Racial Justice Leadership Team / Instructional Vision Committee
Jacquelin Camacho	World Languages / Racial Justice Leadership Team
Jason Kopkowski	PE / Culture and Climate Committee / Instructional Coaching / Racial Justice Leadership Team
Jolinta Voelker	Science / Racial Justice Leadership Team
Julia Navarro	Science / Racial Justice Leadership Team
Katie Hendricks Fitzgerald	Special Education / Wheeling Leadership Team / Instructional Vision Committee / Racial Justice Leadership Team
Laura Wagner	English / Instructional Coaching / Racial Justice Leadership Team
Lauren Manola	Student Services / Racial Justice Leadership Team / Culture and Climate Committee
Linhhai Nguyen	English / Racial Justice Leadership Team
Lizbeth Arreola Nunez	English / EL / Instructional Coach / Culture and Climate Committee / Wheeling Leadership Team / Racial Justice Leadership Team
Preet Singh	Math / Racial Justice Leadership Team
Sarah Struebing	Fine Arts / Racial Justice Leadership Team / Culture and Climate Committee
Becky Kinnee	Teaching and Learning facilitator / Wheeling Leadership Team / Instructional Coaching / Culture and Climate Committee
Alex Perez	Education Support Personnel / Culture and Climate Committee
Becky Canady	Special Education / Culture and Climate Committee
Sara Strauss	Math / Instructional Coaching / Culture and Climate Committee
Mike Bosco	World Language / Instructional Vision Committee
Elyse Hoffman	World Language / Instructional Vision Committee
Tom Steinbach	Career and Technical Education / Instructional Vision Committee
Tim Meyer	Science / Instructional Vision Committee

Bruce Varela
Meredith Silverman
Megan Baker
Rebecca Castro
Shannon Chambers
Linhhai Nguyen
Orin Xavier

AVID / AVID Coordinator / Instructional Vision Committee
English / Instructional Vision Committee
English / Instructional Coaching
World Language / AVID / Instructional Coaching
Science / Instructional Coaching
English / Instructional Coaching
English / Instructional Coaching

Township High School District 214 Local Education Plan (2021-2023)

Academic Assessments

Township High School District 214 uses data from PSAT, SAT, ACT, AP, and local assessments. In addition, the district has utilized available Title I resources to implement a range of other assessments to assist staff in the identification of grade level abilities and students at-risk of failing in reading, diagnosis of instructional needs, and progress monitoring of students. The focus is on assessing students in the five key areas of reading - phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. STAR Reading and Math, System 44, Lexia, and Quia are used to provide data to assist in the identification of deficits in these five areas. Professional Learning Communities (PLC) staff, building data teams and Early Intervention Teams (EIT) are able to utilize the data to assist students in reaching state college and career readiness standards in reading and mathematics. Additional tools utilized in Differentiated Instruction may be included at the building level. Students who fall into the Differentiated Learning category receive additional interventions in the areas of concern. Additionally common formative and summative exams have allowed the PLCs and school administration to monitor student progress and growth.

Other Indicators To determine Academic Progress

In addition to the academic indicators that the State uses to determine academic progress, District 214 utilizes benchmark assessments and progress monitoring using the assessment tools indicated in the previous section. PLC staff, building data teams and Early Intervention Teams (EIT) analyze assessment data for trends including individual students, group analyses and skill area deficits. Additionally, student attendance and discipline problems are monitored and analyzed by the EIT staff. Discussions of the data as PLCs with building division heads, and EITs with administrative staff, leads to identification of appropriate interventions and best practice in teaching strategies and their implementation with supports and measures to document individual student progress.

Educational Assistance to Students

High School District 214's administrative team has identified three instructional goals for the six comprehensive high schools:

1. As measured by the Board-approved College/Career Readiness Indicators, the District will increase student success annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.
College Ready Indicators - students are College Ready if they meet either the academic indicators or standardized testing benchmarks listed below.

Academic Indicators

GPA 2.8 out of 4.0 and one or more of the following benchmarks:

- Advanced Placement Exam (3+)
- Advanced Placement Course (A, B, or C)
- Dual Credit College English and/or math (A, B, or C)
- College Developmental/Remedial English and/or Math (A, B, or C)
- Algebra II (A, B, or C)
- International Baccalaureate Exam (4+)

Standardized Testing Benchmarks (minimum score)

- SAT Exam: Math (530) | Reading and Writing (480)
- ACT Exam: (18) | Reading (22) | Science (23) | Math (22)
- College Readiness Placement Assessment (determined by post-secondary institution)

Additional Factors that Contribute to College Success

Earning As, Bs, Cs; FAFSA completion; Enrollment in career pathway course sequence; College Academic Advising; Participation in College Bound Bridge Programs; Senior year math class; Completion of a math class after Algebra II.

Career Ready Indicators

Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Career Cluster Identified and two or more of the following benchmarks:

- 90% Attendance
- 25 hours of Community Service
- Workplace Learning Experience
- Industry Experience
- Dual Credit Career Pathway Course
- Two or more organized Co-Curricular Activities

District 214 central administrative team members utilize these goals and the School Improvement Plans (SIP) in the development of the District Improvement Plan (DIP). District administrators have worked collaboratively with the Associate Principals to identify plan components that are aligned to the SIP/DIP and will provide additional resources that impact the instructional delivery model within the high school. Plans have been developed to provide a system of support within the school day for students; increase student accessibility to rigorous coursework, and completion of graduation requirements. This system of support addresses the academic needs of identified student groups in order to meet district goals.

Additionally building level teams at the individual schools, consisting of the Principal, Associate Principal, Assistant Principal for Student Services, Division Heads (Math/Science, Social Studies/Foreign Language, English Fine Arts, PE/Health & Driver's Education, Special Education, English Learners, and Career Technical Education) and a representative body of teacher leaders collaborated to restructure curriculum and instruction that meets the demands of the Differentiated Learning model in both literacy and numeracy. Over the past three years, building and district staff have engaged in a vigorous examination of past performance and instructional practice as well as a thorough exploration and evaluation of potential solutions to address our greatest areas of need in reading and math. PLCs, in collaboration with building/district administrators, served as the primary vehicle for the creation of a standards-driven (CRS) curriculum and assessment model that systematically deploys high-yield instructional practices, data-based instructional decision-making, targeted

scientifically supported math and reading interventions, as well as a systemic academic and social emotional supports. Moreover, the organizational framework provided by the model has prompted the use of alternative scheduling and instructional delivery approaches such as:

- 9th/10th Literacy block
- Algebra block (double period)
- Pre-Algebra, Algebra and Geometry two-year double block loop
- Co-teaching
- Priority scheduling of 'at-risk' students
- Transitional Math and English for college success

Examples of interventions include:

- Use of the AVID program with all grade levels.
- Targeted training on the use of AIMS web to track student progress reading below the 8th grade level.
- Universal training on the use of supplemental computer assisted technology (Rosetta Stone, Skills Tutor, Key Train, & PLATO) for resource room support.
- Targeted instruction in content area reading strategies (Kansas State University's Strategic Instructional Model, The Reading Process (Tovani), Building Academic Knowledge-Vocabulary (Marzano).
- Targeted instruction in effective co-teaching practices.
- Widespread implementation of co-taught (content area and special education) in the areas of math and reading.
- Adoption of priority scheduling and placement protocols for students classified as at-risk in reading and math, ELL and Special Education.
- Use of high yield instructional strategies such as using graphic organizers, summary template, learning and applying specific vocabulary and using prescribed writing templates
- Implementation of systemic data-based protocols that trigger a tiered system of interventions and supports.

This work reinforces the schools' and district's commitment to college and career readiness and most importantly, addresses the concept of self-engagement. Additionally, students will have access to earn early college credit (AP, Dual Credit, Middle College, etc.). Students will also have access to workplace learning experiences, internships, and apprenticeships, which are extended educational opportunities in which students engage in authentic and relevant work aligned with a career pathway. These experiences allow students to participate in a professional work environment and assist with career skill development and decision making. These opportunities may provide varied levels of support, depending upon students' individual needs.

Professional Development for Teachers and Principals

Professional learning communities (PLCs) build capacity of staff and enable them to work collaboratively to improve the academic performance of all students. Central to the staff development was the best practice strategies work of leading authorities:

- Richard DuFour, Robert Eaker, and Rebecca DuFour - Professional Learning Communities (PLCs)
- Rick Stiggins - Assessment OF/FOR Learning
- Michael Fullan - Leading Sustainable Change
- Douglas Reeves - Standards Based Assessment

District 214 teachers participate in course-alike and content area PLCs to develop interventions for all students at risk for academic failure and specifically the targeted subgroups not meeting standards. The Associate Principals and the Director of Professional Learning conducted numerous professional development training sessions for PLC leaders in order to better equip them to effectively lead their colleagues in the new organization structure. Examples include:

- Implementation of an “at-risk” referral based academic, behavioral, and socio/emotional intervention program that serves all students and addresses academic deficiencies in all content areas
- Increased articulation between content area teachers and ELL and SPED staff
- Vertical articulation with sender schools to establish and guarantee the teaching and learning of close critical reading/math skills.

Professional development activities have focused work on:

- Review of performance data on a quarterly basis to target greatest areas of need (data retreats, quarterly PLC leader meetings, Year-end PLC celebration).
- Teachers will receive targeted instruction in effective formative and summative assessment (Assessment OF/FOR Learning) practices.
- Blueprinting both common and semester exams to applicable College and Career Readiness Standards and Illinois Learning Standards
- Incorporate the widespread use of Mastery Manager, a data warehousing system providing immediate and actionable student performance data so teachers can analyze student performance, evaluate curriculum effectiveness and develop timely and effective responses to student learning deficiencies.
- Develop a guaranteed and viable curriculum articulated to College and Career Readiness Standards and Illinois Learning Standards
- Systemically implement a curriculum (reading/math skills acquisition & executive functioning) in all subject area resource (guided study) rooms.

Through the frequent and on-going examination of student performance data, a tiered system of interventions and supports is systematized both within and outside the classroom. Additionally, each school makes significant investments in staff development in effective formative/summative grading practices to include the creation of common summative exams

aligned to key curricular outcomes. Furthermore, Common Summative and Final Exams to begin to evaluate curricular effectiveness (instruction, curriculum and environment) and student performance. Because of this work a system of high yield instructional reading interventions are in place. The schools monitor targeted readers' progress via AIMSWeb reading measures and via Mastery Manager to track student growth as well as identify student deficits.

Math interventions are more structurally or organizationally focused. For example, the widespread adoption and implementation of the Co-teaching model used most commonly for Algebra courses. Although used in other areas (English and Social Studies), the co-teaching model has both a content-area teacher and interventionist (Special Education teacher) collaboratively delivering the curriculum. Often the co-taught Algebra courses are double-blocked thereby providing students more time to master critical content. In addition to the double block, the co-teaching team loops with the most at-risk learners for two years thereby providing the student both the social emotional support as well as the time to master critical content. Finally, the schools implemented Cognitive Tutor for use across the math curriculum. Cognitive Tutor is a web-based math intervention that provides an individualized learning program guided by both teacher selection and continuous student input. Based on the inputs, the program provides students continuous formative feedback thereby helping identify and address student skill deficits.

Late Start and in-service day professional development activities focus work on:

- Building teacher capacity to successfully apply differentiated instruction strategies (content, process, product) based on student's readiness, interest and learning profile.
- Implementing a reflective process that examines student work/results to foster instructional decision making.
- Learning the parameters of Differentiated Learning and how it facilitates early intervention in the areas of reading and math.
- Targeted training on the implementation of scientifically supported reading interventions.
- Targeted staff development of scientifically supported math interventions (Cognitive Tutor, Algebra double block, Algebra/Geometry Double Block loop).

Coordination with Other Education Services

Students At Risk for Academic Achievement

District 214's Associate Superintendent for Teaching and Learning coordinates with counterparts in the seven elementary school district's that feed into our high schools. Articulation meetings address transitional support from middle/junior high school to high school.

As a result of this collaboration, we are able to provide freshman student and parent orientation nights. These events are scheduled at each of the high schools to provide families with enrollment information, tours of the buildings, and high school academic and behavioral expectations. Additionally a summer transition language arts program is offered to the academically at-risk students identified through the process.

Students with Limited English Proficiency

District 214's Director of English Language Learners coordinates schools with ELL funding with curriculum development that incorporates Illinois English Language Learner, SAT college readiness standards, and principles of best practice with elements of the Sheltered Instruction Observation Protocol (SIOP). Additionally the Director coordinates with the Director of Community Education to provide parent involvement activities, coordinate parent/adult services, and social outreach services for newcomer parents in the ELL program.

Students with Disabilities

District 214's Assistant Superintendent for Student Services coordinates with the Executive Director of Northwest Suburban Special Education Organization (NSSEO) to provide a continuum of services for students with special needs district-wide.

Overall

Program goals and objectives are often discussed at these leadership meetings. Administrators are then able to articulate needs, services and funding. Much of this is able to be accomplished in the district improvement planning process. Communication between administrators of Title I, ELL (Title III), Special Education (IDEA), and homeless programs of the multiple districts and cooperatives is essential to ensure that student and educational services are intentional and focused. This communication is continuous via personal contact, telephone, and email. This eliminates duplication and reduces redundancy and fragmentation of the instructional program.

Poverty Criteria

The poverty criteria that will be used to select school attendance areas is based on the students residing in the district who qualify for free and/or reduced lunch and who attend the public and non-public schools within District 214's boundaries. Public and Non-Public values are used for ranking the schools. Areas with low income greater than or equal to the district average when ranking within entire district receive Title I services (per formula calculation in the ESSA consolidated application). District 214 services Title I students in grades 9-12 whose area low income percentage average is above or equal to 24%.

Children in Need of Services

The Director of Research and Evaluation conducts analysis on an annual basis to identify students considered to be at-risk for academic achievement in reading and mathematics using the Pre-SAT test which is administered to all incoming freshman during their 8th grade year. Using the data, incoming students with an average score of less than fourteen are considered academically at-risk. Students with 8th grade teacher recommendations for remediation also can be added to the at-risk list compiled through composite score screening. Additionally a student's prior classroom performance is considered to be far more predictive of future performance than a single test score. Therefore, if a student has otherwise performed well in their middle school classroom, they should not be considered at-risk.

The Associate Principals notify the parent through various remedial program enrollment procedures. Students that have an academic need along with Parents are made aware of

services through both the academic teacher and the student services personnel. Additional parent involvement includes:

- Parents will attend the District-wide Parent Advisory Committee which will review program data and make programmatic recommendations. Topics to help parents increase student achievement will be presented.
- Parents will be presented with data and materials from the Building Parent Council to help them advocate for their students. Each Building has a Parent Council which set direction for the Title I Program to the specific building's need.
- Parents will be offered Title I Family Night which will discuss topics including study and communication skills.

Programs and Educational Services

Targeted assistance programs for Title I students include: Bridge to College Readiness Program, AVID, Assessment for Learning-Seven Strategies for Learning, QUIA, Cognitive Tutor, Strategic Instruction Model (SIM), Danielson's Framework for Teaching Program, Reading Plus, STAR Math and Reading, System 44, Lexia, Formative Assessments-Gains, Family Literacy Support Program, and the Saturday School Program.

Services for Migratory Children

Should a student be identified as migrant the district would provide instructional support and assist with providing stability and reducing other barriers which interfere with success in school. Each building utilizes the Homeless Liaison to ensure this process. The current Board of Education policy states the process migratory students are assisted:

Migrant Students (6:145)

The Superintendent will develop and implement a program to address the needs of migrant children in the District. This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, in the event the District accepts Title I funds, and special education, gifted education, vocational education, language programs, counseling programs, and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

Migrant Education Program for Parents/Guardians Involvement

Parents/guardians of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parents/guardians of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Teacher Quality

All teachers in all district schools who teach full time are fully credentialed with appropriate endorsements and/or approval from the ISBE.

In the area of special education, building principals are provided with a listing of the areas of certification for all of their certified special education staff members. Principals then work to align teaching assignments to content areas where teachers meet the Highly Qualified Teacher standard.

The District 214 Human Resources department is responsible for hiring only highly qualified staff members, both certified and paraprofessionals, as Board of Education Policy 5:190. The Professional Learning department is responsible for the continued in-service and professional growth that enables them to stay effective.

Services for Homeless Children

Township High School District 214 provides services for students who find themselves in a Homeless situation. The level of support is dependent on the specific needs of the student. Assistance with securing community and health care services, academic support, supplies, and transportation are examples of some of the services provided. At times, expedited evaluations for special education have also been conducted. Coordination between the Associate Superintendent for Student Services responsible for the McKinney-Vento grant is district-wide. District 214 currently identified one Social Worker in each of the six buildings to coordinate homeless delivery of services. Our major focus is assisting our Homeless students and to identify and mitigate barriers to their access to and success in school.

Parent Involvement Strategies

Educational research studies indicate there is a strong link to parental involvement and student success. District 214 prescribes to the notion that parental involvement is critical in getting students to be engaged at their school. District 214 continuously relies on parent input during the development of such plans like ELL, RtI, social emotional learning, discipline policy review, college nights, career nights, IEP meetings, etc.

Parents are provided with multiple opportunities to partner with the district and school staff to provide input and feedback on initiatives, to address the academic needs of students, and with opportunities to engage in activities that support the family. The majority of these opportunities occur at the home school because of greater accessibility for the parent and family.

The current district Title I policy has parent involvement defined by Section 1118:

Title I Parental Involvement (6:170)

The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I.

These programs, activities, and procedures are described in District-level and School-level compacts.

District-Level Parental Involvement Compact

The Superintendent or designee shall develop a District-Level Parental Involvement Compact according to Title I requirements. The District-Level parental Involvement Compact shall contain: (1) the District's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School-Level Parental Involvement Compact

Each Building Principal or designee shall develop a School-Level Parental Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

Additional school level procedures include:

- I. Notify each child's parent(s)/guardians(s) that the child has been selected to participate in the Title I program.
- II. Inform each child's parent(s)/guardian(s) why their child has been selected to participate in the Title I program.
- III. Inform parent(s)/guardian(s) of the progress their child is making in the Title I program by quarterly progress notices.
- IV. Utilize the individual building's fall parent(s)/guardian(s) conference for Title I parent(s)/guardian(s) conferences.
- V. Survey teachers and parent(s)/guardian(s) of eligible Title I children for input in the planning, development, and operation of the program.
- VI. Each Title I building will develop a written parent(s)/guardian(s) involvement plan.
- VII. Each Title I building will develop and implement a school-parent compact.

Title I Programs Outside of the School Day

District 214 uses funds under Title I to support after school reading and mathematics support programs for students identified as at-risk for success in these areas. Special Education students take advantage of a fully developed study skills curriculum during the school day and a homework center after school. For ELL students the school offers a teacher staffed tutoring program both during and after school in all core content areas called EXITO.

A summer school program titled "Transition to Language Arts" is provided for academic at-risk students. An additional summer school program titled, "ELL Transition to Language Arts" is provided for at-risk ELL students. These students receive supplementary language instruction during the program.

After school and Saturday tutoring programs are sustained through Title I funds. Students are able to receive homework assistance and core academic skills development.

Elk Grove High School Title I Schoolwide Plan 2021

School Information

School Name:	Elk Grove High School
Principal:	Paul Kelly
Address:	500 West Elk Grove Blvd.
City, Zip code:	Elk Grove, Illinois 60007
Telephone:	847-718-4400
Email address:	Paul.kelly@d214.org
Planning Year:	2020-2021
Implementation Year:	2021-2022
Poverty Rate at Implementation:	36%
Local Board of Education approval date:	June 10, 2021

District Information

District Name:	Township High School District 214
RCDT:	05016214017
Superintendent:	Dr. David Schuler
Telephone:	847-718-7601
Email address:	david.schuler@d214.org

Superintendent's Signature

Date

Introduction

The Title I School Improvement Plan and Schoolwide Plan for Elk Grove High School was written by the Elk Grove High School Support Team, composed of members representative of teachers, administrators, and educational support professionals. The Support Team meets monthly.

The Schoolwide Plan reflects decisions and recommendations of the meetings that took place. Goals and activities identified for continuous school-wide improvement and growth are identified, as defined by the ten mandatory Title I Schoolwide Plan components. This document is directly related to the Elk Grove High School School Improvement Plan; specific aspects of Title I are addressed in the Schoolwide Plan.

Elk Grove High School Support Team

Paul Kelly	Principal
Arturo Senteno	Associate Principal for Instruction/ Division Head for PE/Health
Kyle Burritt	Assoc. Principal for Operations/ Div. Head for Career & Tech Ed/Dr Ed
Valerie Norris	Assistant Principal for Student Services
Robert Murphy	Assistant Principal for Student Activities
Tim Phillips	Division Head ELL/World Lang. /Social Studies
Patty Grow	Division Head for English/Fine Arts
Mary Kemp	Division Head for Math/Science
Adam Clayton	Division Head for Special Education
Justin Penio	Dean of Students
Edgar Rivera	Dean of Students
Carol Biging	Assessment Director
Dawn Ferencz	Librarian / Instructional Support
Mark Heintz	Teaching and Learning Facilitator
Kristen Lesniak	Teaching and Learning Facilitator
Rachel Vissing	Teaching and Learning Facilitator
Kirsten Fletcher	World Language / Staff Development Team
Leslie Guimon	World Language / Staff Development Team
Jackie Keeley	English / Staff Development Team
Sandra Ko	English / Staff Development Team
Bonnie Kale	English / Staff Development Team
Alissa Prendergast	English / Staff Development Team
Matt Snow	English / Staff Development Team
Mary Larson	English / Staff Development Team
Ron Fiorito	Fine Arts / Staff Development Team
Jennifer Aguilar	Fine Arts / Staff Development Team
Kim Molberger	Math / Staff Development Team
Ami Heng	Math / Staff Development Team
Amy Rivera	Math / Staff Development Team
Ryan O'Connor	Math / Staff Development Team
Midge Snow	Math / Staff Development Team
Dave Johnson	Math / Staff Development Team
Jeremy Carlson	Math / Staff Development Team
Tom Walloch	Math / Staff Development Team
Katie Owen Winstead	Special Education / Staff Development Team
Steve Lesniak	Social Science / Staff Development Team
Matt Bohenkamp	Social Science / Staff Development Team

Melinda Perkins	Social Science / Staff Development Team
Jason Spjuth	Social Science / Staff Development Team
Chris Rogers	Science / Staff Development Team
Quentin Loch	Science / Staff Development Team
Krista Glosson	Science / Staff Development Team
Keith Kura	PE / Staff Development Team
Anthony Furman	PE / Staff Development Team
Michael Radakovitz	PE / Staff Development Team
Dan Klaus	Health / Staff Development Team
Jon Pieper	CTE / Staff Development Team
Lisa Pokorny	EL / Staff Development Team
Anna Foecking	Student Services/Staff Development Team
Sean Mulcrone	Student Services/Staff Development Team

Elk Grove High School Family and Community Advisory Groups

Parent-Teacher Council (PTC)
 Grenadier Athletic Boosters (GAB)
 Elk Grove Village Park District
 Elk Grove Rotary
 Padres Unidas – EGHS Latino Parent Association

Elk Grove High School Industry Partners Advisory Group

Society of Manufacturing Engineers
 Met Plastics, Inc.
 Paragon Automation
 Iverson & Company
 ACME Industries
 Association for Manufacturing Excellence
 Diemasters
 BIG Kaiser Precision Tooling
 Tooling and Manufacturing Association
 Elk Grove Village
 Project Lead The Way
 Toshiba Machine

Comprehensive Needs Assessment of School.

Many data sources are used to complete a comprehensive school needs assessment. These include student performance data, school demographic information, classroom instructional practices, a listing of existing student support services, the identifications of professional development needs, and a review of internal testing needs.

School demographic information is reviewed on the annual school report card. Demographics include ethnic makeup of students, free/reduced lunch figures, attendance, mobility, and truancy rates.

Traditional special education services such as LD, speech, BD and inclusion are currently offered to students as needed. Title I helps fund small group intervention classes such as a referred study hall, tutoring in reading and math, college and career readiness, and social and emotional learning.

A professional development needs assessment is conducted annually, and the resulting workshops for teachers are developed based on teacher feedback. Workshops have focused on literacy across content areas, engaging students in the digital age, and creation of a culture of mastery/assessment *for* learning vs. assessment *of* learning.

Assessment activities in reading and math include:

- Khan Academy
- STAR Math
- STAR Reading
- iLit
- System 44
- Referred Study Hall

The EGHS Support Team annually reviews student achievement data from standardized state assessments; the ACT/SAT; student performance in reading, mathematics, and science related to course success rates; the number of students taking and receiving a score of 3 or higher on AP exams; and the D and F rate of students. Activities for the schoolwide plan are intended to move the students and school closer towards reaching the non-negotiable district goals established for each school.

- 1. As measured by the Board-approved College/Career Readiness Indicators, the District will increase student success annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.**

Indicator	2015	2016	2017	2018	2019	2020
College and Career Ready	56.7%	59.0%	64.5%	64.6%	68.4%	71.1%
College Ready	70.4%	69.0%	73.9%	74.7%	75.7%	75.8%
Career Ready	--	21.7%	79.6%	80.6%	85.6%	87.0%

College Ready Indicators

Students are College Ready if they meet either the academic *or* standardized testing benchmarks listed below.

Academic Indicators

GPA 2.8 out of 4.0 and one or more of the following benchmarks:

Indicator	2015	2016	2017	2018	2019	2020
Advanced Placement Exam (3+)	44.8%	45.6%	50.5%	43.2%	44.7%	42.7%
Advanced Placement Course (A, B, or C)	64.2%	63.3%	62.9%	61.2%	60.7%	60.8%
Dual Credit College English and/or Math (A, B, or C)	--	16.0%	39.7%	43.2%	58.0%	42.3%
Developmental English/Math Proficiency	8.6%	6.9%	22.0%	23.6%	20.9%	17.3%
Algebra II Proficiency	92.5%	88.8%	87.9%	86.6%	93.3%	93.1%
Cumulative GPA 2.8+/4	59.3%	55.7%	54.9%	57.0%	63.3%	66.9%

Graduates N = 479 / 462

Standardized Testing Benchmarks (minimum score)

Indicator	2015	2016	2017	2018	2019	2020
ACT Exam: (18) / Reading (22) / Science (23) / Math (22)	38.7%	35.4%	39.7%	11.3%	9.6%	9.1%
SAT Exam: Math (530) / Reading and Writing (480)	--	--	0.6%	42.3%	44.5%	41.3%
Local College-Level Requirements	50.9%	49.5%	54.9%	47.5%	49.7%	46.5%

Graduates N = 479 / 462

Additional Factors that Contribute to College Success

Earning As, Bs, Cs; FAFSA completion; Enrollment in career pathway course sequence; College Academic Advising; Participation in College Bound Bridge Programs; Senior year math class; Completion of a math class after Algebra II.

Career Ready Indicators

Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Career Cluster Identified and two or more of the following benchmarks:

Indicator	2015	2016	2017	2018	2019	2020
90% Attendance	95.9%	91.6%	90.3%	84.6%	86.6%	89.1%
25 hours of Community Service	7.5%	21.8%	25.3%	23.6%	42.6%	42.5%
Workplace Learning Experience	--	24.0%	26.3%	29.7%	33.0%	35.2%
Industry Credential	3.3%	5.4%	13.4%	12.6%	16.1%	9.3%
Dual Credit Career Pathway Course	19.8%	30.0%	33.3%	54.2%	52.8%	74.7%
2+ Organized Co-Curricular Activities	57.6%	54.6%	60.3%	56.6%	55.5%	61.5%

Graduates N = 479 / 462

2. As measured by the growth from PSAT to SAT, the percent of students meeting or exceeding the national growth norms from PSAT to SAT will increase annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.

This schoolwide plan was developed from the input of numerous stakeholders including:

- Administrative team, Instructional Leadership Team, and members of the Staff Development leadership team participated in SIP plan development.
- Division heads led discussions with their divisions regarding elements of the SIP plan.
- Staff Development Team meets monthly to assess effectiveness of cross-curricular initiatives.
- SIP will be reviewed and discussed with our TPSC (Teacher/Parent/Student Council leadership team).
- SIP was reviewed and discussed with representatives from La Familias Unidas.
- SIP will be reviewed and discussed with our ILT, SDLT, and A-team.
- Staff and parents will be asked to complete evaluation surveys following meetings, presentations and targeted activities.

Students and staff are involved in the implementation and evaluation of the School Improvement Plan and its activities through:

- Membership on the Elk Grove Lead Learners Team (Staff Development Committee)
- Participation in annual spring/summer workshops
- Participation in Teaching Teams (PLC and course alike) – part of the Professional Learning Community model

Schoolwide Reform Strategies.

The strategies listed below are intended to provide students with better opportunities to meet the state’s proficient and advanced levels of academic achievement, as well as achieve the three district academic goals. Comparing past student performance with student growth will measure the success of these strategies. The focus will be to closely monitor performance of disaggregated subgroups and aggregated PSAE and AP test data each year. Funding for these activities will come from Title I, Title II, Title III, and local school district monies.

- Students will have equitable access to rigorous Curriculum and Instruction.
- Students will have access to the curriculum guides, syllabi, unit, and lesson outcomes.
- Students identified by a 14 or below composite average on the EXPLORE test will be placed

in a summer Transition to Language Arts program that provides intense Reading/Writing instruction prior to their freshman year.

- Students will engage in a curriculum aligned to Illinois Learning Standards (ILS) incorporating the Common Core Standards, ACT Career & College Readiness Standards (ACT CCRS), and Next Generation Science Standards (NGSS).
- Students will receive explicit content-area reading instruction (*i.e.* iLit/STAR, Strategic Instruction Model, Response to Intervention for at-risk readers) across the curriculum.
- Students will access computer-assisted instruction (*i.e.* Edgenuity) as a supplement to classroom instruction in resource rooms before, during, and after school.
- Students will experience a system of common formative and summative (*i.e.* Assessment for Learning) assessment aligned to the Common Core Standards, ACT CCRS, ILS, and NGSS.
- Students will have access to the Academic Resource Center (ARC) for scheduled or “drop-in” tutoring in all core content areas and World Languages.
- Students will receive targeted remedial instruction via instructional tutors in referred study halls.
- Students identified as at-risk in the area of reading will receive double-block Reading/Writing during their freshman and sophomore years.
- Students will participate in a summer reading program where staff will choose materials/books that have cross-curricular focus.
- Students identified by 14 or below in Math on the EXPLORE math test will be placed in a Bridge Math class prior to their freshman year.
- Students will be offered bridge math classes during the summer to hone their skills in order to be placed at level or at an advanced level in mathematics in their freshman year.
- Students identified as at-risk in the area of mathematics will receive double-block mathematics during their freshman and sophomore years.
- Students will have access to Social-Emotional Learning supports.
- Students will have access to earn early college credit (AP, Dual Credit, etc.).
- Students will have access to workplace learning experiences, which are extended educational opportunities in which students engage in authentic and relevant work aligned with a career pathway. These experiences allow students to participate in a professional work environment and assist with career skill development and decision making. These opportunities may provide varied levels of support, depending upon students’ individual needs.

Instruction by Highly Qualified Teachers

High School District 214 teachers are all highly qualified. There are three distinct components to ensuring that highly qualified teachers teach students. They include: the employment process, the mentoring program, and the school’s ongoing professional development plan. These activities are funded by Title I, Title II, local district funds, and external private grants. The success of these efforts is determined by the district’s staff retention rate, staff feedback, improved student achievement as determined by student performance on AP exams and state assessments, and frequent state and national recognition of district teachers for innovation in teaching and learning.

The employment process: All teachers are screened by the district office of Human Resources to ensure they are highly qualified. Applicants utilize an online application system, and all candidates are personally interviewed by a committee of school and district staff and administrators. Once the interview is completed, a final determination is made based upon a candidate’s credentials and qualifications, experience, and references.

The mentoring program: District 214's New Licensed Staff Induction and Mentor Program includes intensive mentor training specifically linked to professional development and focused on student learning via Illinois Professional Teaching Standards and applicable content area standards. Mentors provide new staff an average of two hours of individual support per week with a mentor/new staff ratio of 1:1. It is designed to improve teacher/staff quality and retention while raising student achievement. The goals of the mentor program are for staff to participate as members of a professional learning community, acquire a deeper understanding of classroom and school culture, develop and refine the skills of a highly qualified educator, and understand and address the diverse needs of learners. The professional development mentor program is supported by research from the New Teacher Center at Santa Cruz, Charlotte Danielson's *Framework for Teaching*, the Illinois New Teacher Collaborative, and the Illinois Professional Teaching Standards. This program is approved by the Illinois State Board of Education.

Professional development: Staff development activities are aligned to the building's instructional focus, interests, and needs. The professional development plan is developed by the Elk Grove High School Support Team and High School District 214's Department of Professional Learning.

- Planning for Training Needed to Meet School, District, and Staff Professional Goals
 - Institute Day Planning
 - School Improvement Process
 - Special Conferences
 - Strategic Planning
 - Building Staff Development Program Coordination and Planning
 - Organizational Development
- Dissemination of Professional Resources
 - Distribution of resources about Quality Improvement Programs
 - Department of Professional Learning Internet Web page
 - Distribution of Resources about Best Practices
 - Professional Development Library at Forest View Educational Center linked by SIRSI
- Support for Professional Growth
 - Professional Development Fund (PDF) for Certified Staff
 - Tuition Incentive Program (TIP) for Educational Support Personnel (ESP)
 - Tuition Incentive Program (TIP) for Administrators and Supervisors
 - Administrator Academy/Administrative Professional Development Program
 - Local Workshops, Conferences and Training
 - Administrator/Supervisor Internship and Mentorship Program (AIM)
 - Teacher Re-certification Program
 - Induction and Mentor Program for Certified and Classified Staff, Administrators, and Supervisors
 - Internal University
 - Content Area Masters Cohorts
- Evaluating the Effectiveness of Staff Development Activities and Programs
 - Action Research
 - Portfolio Development
 - Teacher Effectiveness Surveys
 - Professional Development Needs Assessments
 - District Quality Improvement Assessment
- Designing, Conducting, and Facilitating Training Activities\
 - Safety and Welfare Training Program

- Ongoing Training Workshops
- Summer Curriculum, Instruction, Assessment, and Program Development Workshops
- Meeting Facilitation
- Job-embedded Training and Support
- Educational Support Personnel (ESP) Job-alike Meetings, Workshops, and Bi-Annual Conference
- Certified Staff Annual Conference
- Articulation with Sender Schools
- Consultation for School Improvement Teams
- Training of Trainers
- Co-curricular Staff Development
- Focus Groups
- Blended Online Courses
- Staff Development Center
 - Assistance with Meeting, Workshop, and Conference Planning for In/Out-of-district Groups
 - State-of-the-art Conference Facilities and Technology Support
 - Professional Development Resource Library
 - Technology Training Labs

High Quality and On-Going Professional Development for all Staff and Parents

High quality and ongoing professional development is an integral part of Elk Grove High School's School Improvement Plan and Schoolwide Plan. A special emphasis is being placed on providing more extensive school-wide professional development activities involving the entire staff. Teacher feedback is used to evaluate the effectiveness of professional development activities.

The following professional development strategies and activities are planned that address the needs and interests of the entire staff:

- Staff will attend Professional Learning Community (PLC) meetings.
- Staff will work collaboratively and in an interdisciplinary fashion, especially team-teaching partners in the areas of Special Education and ELL.
- Staff will regularly review performance data to target greatest areas of need.
- Staff from each department will attend monthly Elk Grove Lead Leaders Team (EGLLT) meetings, focused on developing a culture of literacy, engaging students in the digital age, and directly instructing reading/literacy across all content areas.
- Staff from each department will regularly attend vertical articulation meetings with District 59 sender schools.
- Staff will continue to broaden their understanding and use of Assessment *for* Learning strategies in their classrooms.
- Staff will continue to develop formative and summative assessments aligned to the Common Core Learning Standards, ILS, NGSS, CCR, and SAT.
- Staff will incorporate the widespread use of Mastery Manger to analyze student performance, evaluate curriculum effectiveness, and develop timely and effective responses to student learning deficiencies.
- Staff will use student work and assessment data to inform instruction and create appropriate interventions.
- Staff will identify students who are struggling academically and initiate and implement RtI

- support protocols.
- Staff will develop/implement curricular/extra-curricular supports for social-emotional learning.

Strategies to Recruit and Retain Effective Teachers

District policy is followed in order to attract the most effective teachers. The district promotes a positive work environment that encourages employees to perform at the highest level of achievement and to contribute in meaningful ways to the district. Recruitment, development and retention of high caliber staff are key components in enabling District 214 to maintain and build upon its status as an outstanding high school district. District 214 depends on quality staff, working collaboratively, to create the infrastructure that fosters maximum student learning.

Strategies to Increase Parental Involvement

Increased parental involvement translates into greater student achievement and success in school. The following parent involvement strategies and activities are planned:

- Parents will continue to receive access and navigation instruction for use of the Infinite Campus website to monitor student progress and provide appropriate educational support.
- Parents will receive program and intervention updates through presentations, Freshman Orientation Night, Open House, Freshman Curriculum Night, College and Career Night, Parent Teacher Conferences, as well as through the Parent-Teacher Council.
- Parents will be invited to Latino Parent nights.
- Parents will receive weekly phone calls and letters if their child is in the D/F range.
- Parents will receive phone and email messages as reminders for all parent activities.

Parent involvement activities are evaluated by means of feedback surveys and evaluations. Funding for these activities are from Title I, Title II, Title III, local business donations, and building sources.

Measures to Include Teachers in Decisions Regarding Academic Assessment

Teacher input in the use of academic assessments is formally and systematically solicited by the high school building and at the district level. The review and analysis of student achievement is a key component of this process. Student achievement data in all subjects and grade levels is plotted over time to identify trends. Old curriculum is revised and new curriculum is written. New programs are proposed and approved. Teachers at Elk Grove High School are involved in all levels of this structure.

To provide teachers at the school building the opportunity participate in the review and analysis of student performance and to discuss ways to improve student achievement, the following activities are planned:

- The administrative team meets weekly.
- The Associate Principal for Instruction meets with division heads once a month.
- The PBIS teams meet once a month.
- EIT teams meet weekly.
- There are monthly district technology meetings.
- The ILT meets weekly.
- The Title I team meets monthly.

- There are quarterly building faculty meetings.
- There are quarterly division meetings.
- There are 4 full-day school improvement days built into the district calendar.
- The Elk Grove Lead Learners Team (staff development team) meets monthly.
- Daily collaboration time is used for department meetings and parent conferences, as well as the delivery of professional development connected to the building's promising practices.

Provide Effective and Timely Assistance to Low Achieving Students

In order to provide students with effective and timely assistance, two critical components must be in place. The first is a comprehensive school-wide assessment program that includes both a diagnostic and criterion reference component. The second is the ability of the school to immediately respond to the academic needs of its students through its system of support services as student needs are identified. Elk Grove High School will continue to address these issues and seek ways to improve them.

To ensure the academic progress of all students is monitored regularly and students receive effective and timely assistance to improve academics, the following activities are planned:

- Equitable Access to Rigorous Curriculum/Instruction
 - Monitor enrollment of students in college-prep, honors, and AP courses
 - Enhance vertical movement into the programs by data monitoring and testing
 - Audit of four-year plans for graduation
 - Monitor indicators of learning among all students
 - GPA
 - Progress to SAT
 - Formative and summative assessments
 - Advanced Placement scores
 - Social-Emotional Learning inventory: Freshmen; Seniors
 - Compile post-secondary educational history
 - Monitor student success data (Ds and Fs) weekly
- Assessment of Learning
 - Improved use of SAT preparation materials
 - Explicit use of skill aligned curriculum (CICI)
 - Explicit assessment of skill aligned curriculum (CICI)
 - Improved uses of requested/approved ACT testing accommodations
 - EPAS measurement through the Practice ACT
- Special Education Resource Curriculum
 - Response to Intervention process
 - Monitor parent-school contacts
 - Monitor student attendance

In addition to PSAE assessment data, the school utilizes available Title I resources to implement a range of other assessments to assist staff in the identification of grade level abilities and students at-risk of failing in reading, diagnosis of instructional needs, and progress monitoring of students. The focus is on assessing students in the five key areas of reading - phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. iLit and STAR are used to provide data to assist in the identification of deficits in these five areas. Professional Learning Communities (PLC) staff, building data teams, and Early Intervention Teams (EIT) are able to utilize the data to assist students

in reaching PSAE college and career readiness standards in reading and mathematics. Additional tools utilized in Differentiated Instruction may be included at the building level. Across the district AIMS web is used for benchmark assessment and progress monitoring. Students who fall into the Differentiated Learning category receive additional interventions in the areas of concern. Additionally common formative and summative exams have allowed the PLCs and school administration to monitor student progress and growth.

Coordination and Integration of all Federal, State, and Local Services

Many of the activities and programs in the School-wide Plan are funded from a variety of local, state, and federal sources, including Title I, Title II, local district funds, and external grants from public and private sources. Grant activities are regularly reviewed in order to determine effectiveness of service and promoting student success.

Rolling Meadows High School Title I Schoolwide Plan

School Information

School Name:	Rolling Meadows High School
Principal:	Eileen Hart
Address:	2901 Central Rd.
City, Zip code:	Rolling Meadows, Illinois 60007
Telephone:	847-718-5600
Email address:	Eileen.hart@d214.org
Planning Year:	2020-21
Implementation Year:	2021-2022
Poverty Rate at Implementation:	27%
Local Board of Education approval date:	June 10, 2021

District Information

District Name:	Township High School District 214
RCDT:	05016214017
Superintendent:	Dr. David Schuler
Telephone:	847-718-7601
Email address:	david.schuler@d214.org

Superintendent's Signature

Date

Introduction

The Title I Schoolwide Plan for Rolling Meadows High School was written by the Rolling Meadows High School Support Team, composed of members representative of teachers, administrators, and educational support professionals.

The Support Team meets once monthly.

The Schoolwide Plan reflects decisions and recommendations of the meetings that took place. Goals and activities identified for continuous school-wide improvement and growth are identified, as defined by the Title I Schoolwide Plan components. This document is directly related to the Rolling Meadows High School School Improvement Plan; specific aspects of Title I are addressed in the Schoolwide Plan.

Rolling Meadows High School Support Team

Eileen Hart	Principal
Yolanda Stovall	Associate Principal
Nathan Aslinger	Associate Principal
Lisa DaRocha	Assistant Principal
Mary Luckritz	Division Head of English/Fine Arts
Joanie Gallagher	Division Head of Math/Science
Greta Rakow	Division Head of Soc Sci/World Lang/ELL
David Wietrzak	Division Head of CTE
Brenda Martin	Division Head of Special Education
Jonathan Weintraub	Division Head of Student Success, Safety, and Wellness
Alvin Lewis	Division Head of Student Success, Safety, and Wellness

Rolling Meadows High School Family and Community Advisory Groups

PTO
Athletic Boosters
Music Boosters
Latino Family Outreach
African American Parent Group
RMHS Agriculture Advisory Council

Rolling Meadows High School Industry Partners Advisory Group

Engineering & Manufacturing

- Technology and Manufacturer Association
- IMS Buhrke/Olson Manufacturing Company LLC
- GAM Manufacturing
- HAAS CNC Manufacturing
- City of Rolling Meadows
- Project Lead the Way

Automotive Technology

- NAPA Automotive Training

Pro-start

- Kendall College

Business & Entrepreneurship

- Caputo & Popovic Law Firm
- Waltz, Palmer & Dawson LLC
- Demarco Sciacotta Wilkens Dunleavy
- Robert Bosch Tool Company
- Little City
- Hub Dub Ltd.
- Newark Element 14
- Innovating Results
- CliftonLarsonAllen Consulting
- Motorola
- Price Waterhouse Coopers
- Weber Stephens

Comprehensive Needs Assessment of School.

Many data sources are used to complete a comprehensive school needs assessment. These include student performance data, school demographic information, classroom instructional practices, a listing of existing student support services, the identifications of professional development needs, and a review of internal testing needs.

School demographic information is reviewed on the annual school report card. Demographics include ethnic makeup of students, free/reduced lunch figures, attendance, mobility, and truancy rates.

Traditional special education services such as LD, speech, BD and inclusion are currently offered to students as needed. Title I helps fund small group intervention classes such as AVID, in-classroom support from a reading specialist, tutoring in reading and math, college and career readiness, and social and emotional learning.

A professional development needs assessment is conducted annually, and the resulting workshops for teachers are developed based on teacher feedback. Workshops have focused on literacy across content areas, teaching students of poverty and focusing on career pathways.

Assessment activities in reading and math include:

- Khan Academy
- STAR Math
- STAR Reading
- Systems 44
- System 44 Blended

The RMHS Support Team annually reviews student achievement data from standardized state assessments; the SAT; student performance in reading, mathematics, and science related to course success rates; the number of students taking and receiving a score of 3 or higher on AP exams; and the D and F rate of students. Activities for the schoolwide plan are intended to move the students and school closer towards reaching the non-negotiable district goals established for each school.

1. **As measured by the Board-approved College/Career Readiness Indicators, the District will increase student success annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.**

Indicator	2015	2016	2017	2018	2019	2020
College and Career Ready	54.7%	63.0%	60.4%	61.1%	69.9%	68.3%
College Ready	66.3%	69.9%	68.8%	70.5%	74.2%	71.4%
Career Ready	--	13.1%	79.1%	81.1%	89.5%	86.3%

College Ready Indicators

Students are College Ready if they meet either the academic *or* standardized testing benchmarks listed below.

Academic Indicators

GPA 2.8 out of 4.0 and one or more of the following benchmarks:

Indicator	2015	2016	2017	2018	2019	2020
Advanced Placement Exam (3+)	44.4%	53.8%	46.8%	48.8%	53.1%	41.5%
Advanced Placement Course (A, B, or C)	63.5%	69.4%	59.8%	64.2%	71.2%	62.0%
Dual Credit College English and/or Math (A, B, or C)	--	33.1%	35.2%	34.5%	49.3%	56.4%
Developmental English/Math Proficiency	13.3%	10.8%	20.4%	19.6%	5.2%	9.3%
Algebra II Proficiency	80.5%	82.8%	85.7%	76.4%	87.1%	87.6%
Cumulative GPA 2.8+/4	57.9%	63.9%	63.7%	67.4%	70.3%	68.5%

Graduates N = 456 / 433

Standardized Testing Benchmarks (minimum score)

Indicator	2015	2016	2017	2018	2019	2020
ACT Exam: (18) / Reading (22) / Science (23) / Math (22)	41.0%	46.4%	42.9%	32.0%	26.4%	22.4%
SAT Exam: Math (530) / Reading and	--	--	2.4%	50.1%	59.6%	49.0%

Writing (480)						
Local College-Level Requirements	57.1%	59.1%	59.8%	57.9%	58.3%	48.5%

Graduates N = 484 / 447

Additional Factors that Contribute to College Success

Earning As, Bs, Cs; FAFSA completion; enrollment in career pathway course sequence; college academic advising; participation in College Bound Bridge Programs; senior year math class; completion of a math class after Algebra II.

Career Ready Indicators

Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Career Cluster Identified and two or more of the following benchmarks:

Indicator	2015	2016	2017	2018	2019	2020
90% Attendance	88.8%	91.0%	89.9%	89.9%	92.4%	90.5%
25 hours of Community Service	13.3%	13.6%	18.7%	22.1%	46.7%	38.8%
Workplace Learning Experience	--	27.6%	36.0%	42.7%	42.4%	39.8%
Industry Credential	16.1%	10.6%	17.4%	22.5%	25.8%	20.3%
Dual Credit Career Pathway Course	24.0%	27.4%	37.1%	37.3%	61.4%	73.7%
2+ Organized Co-Curricular Activities	56.4%	64.1%	65.1%	59.6%	64.0%	58.7%

Graduates N = 456 / 433

2. **As measured by the growth from PSAT to SAT, the percent of students meeting or exceeding the national growth norms from PSAT to SAT will increase annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.**

This schoolwide plan was developed from the input of numerous stakeholders including:

- Administrative team, Instructional Leadership Team, and members of the Staff Development leadership team participated in SIP plan development.
- Division heads led discussions with their divisions regarding elements of the SIP plan.
- Staff Development Team meets monthly to assess effectiveness of cross curricular initiatives.

- SIP will be reviewed and discussed with our PTO.
- SIP will be reviewed and discussed with our ILT and Building Leadership Team.
- Staff and parent participation in evaluation surveys following meetings, presentations and targeted activities.

Students and staff are involved in the implementation and evaluation of the School Improvement Plan and its activities through:

- Membership on the Staff Development Teaching and Learning Committee
- Participation in annual Spring/Summer workshops
- Participation in Teaching Teams (PLC and course a-likes) – part of the Professional Learning Community model
- Participation in AVID Summer Professional Training

Schoolwide Reform Strategies.

The strategies listed below are intended to provide students with better opportunities to meet the state's proficient and advanced levels of academic achievement, as well as achieve the three district academic goals. Comparing past student performance with student growth will measure the success of these strategies. The focus will be to closely monitor performance of disaggregated student groups and aggregated SAT and AP test data each year. Funding for these activities will come from Title I, Title II, Title III, and local school district monies.

- Students will have equitable access to rigorous Curriculum and Instruction.
- Students will have access to the curriculum guides, syllabi, unit, and lesson outcomes.
- Students identified by a 370 or below composite average on the PSAT 8/9 test will be placed in a summer Bridge to High School program that provides intense Reading/Writing instruction prior to their freshman year. In addition, we will have a week of mathematics.
- Students will engage in a curriculum aligned to Illinois Learning Standards (ILS) incorporating the Common Core Standards, and Next Generation Science Standards (NGSS).
- Students will receive explicit content-area reading instruction (*i.e.* Read 180/System 44, Strategic Instruction Model, Response to Intervention for at-risk readers) across the curriculum.
- Students will access computer-assisted instruction (*i.e.* Edgenuity, Achieve3000) as a supplement to classroom instruction in resource rooms before, during, and after school.
- Students will experience a system of common formative and summative (*i.e.* Assessment for Learning) assessment aligned to the Common Core Standards, SAT, ILS, and NGSS.
- Students will have access to the Academic Resource Center (ARC) for scheduled or “drop-in” tutoring in all core content areas and World Languages.
- Students will have access to a resource, an academic advisory time with three tiers of interventions including targeted tutoring for struggling students.
- Students will receive targeted remedial instruction via instructional tutors in after-school tutoring.
- Students identified as at-risk in the area of reading will receive double-block Reading/Writing during their freshman and sophomore years.
- Students will participate in a summer reading program where staff will choose materials/books that have cross-curricular focus.
- Students will be offered bridge math classes during the summer to hone their skills in order to be placed at level or at an advanced level in mathematics in their freshman year.

- Students will have access to Social-Emotional Learning supports.
- Students will have access to earn early college credit (AP, Dual Credit, etc.).
- Students will have access to workplace learning experiences, which are extended educational opportunities in which students engage in authentic and relevant work aligned with a career pathway. These experiences allow students to participate in a professional work environment and assist with career skill development and decision making. These opportunities may provide varied levels of support, depending upon students' individual needs.

Instruction by Highly Qualified Teachers

High School District 214 teachers are all highly qualified. There are three distinct components to ensuring that highly qualified teachers teach students. They include: the employment process, the mentoring program, and the school's ongoing professional development plan. These activities are funded by Title I, Title II, local district funds, and external private grants. The success of these efforts is determined by the district's staff retention rate, staff feedback, improved student achievement as determined by student performance on AP exams and state assessments, and frequent state and national recognition of district teachers for innovation in teaching and learning.

The employment process: All teachers are screened by the district office of Human Resources to ensure they are highly qualified. Applicants utilize an online application system, and all candidates are personally interviewed by a committee of school and district staff and administrators. Once the interview is completed, a final determination is made based upon a candidate's credentials and qualifications, experience, and references.

The mentoring program: District 214's New Licensed Staff Induction and Mentor Program includes intensive mentor training specifically linked to professional development and focused on student learning via Illinois Professional Teaching Standards and applicable content area standards. Mentors provide new staff an average of two hours of individual support per week with a mentor/new staff ratio of 1:1. It is designed to improve teacher/staff quality and retention while raising student achievement. The goals of the mentor program are for staff to participate as members of a professional learning community, acquire a deeper understanding of classroom and school culture, develop and refine the skills of a highly qualified educator, and understand and address the diverse needs of learners. The professional development mentor program is supported by research from the New Teacher Center at Santa Cruz, Charlotte Danielson's *Framework for Teaching*, the Illinois New Teacher Collaborative, and the Illinois Professional Teaching Standards. This program is approved by the Illinois State Board of Education.

Professional development: Staff development activities are aligned to the building's instructional focus, interests, and needs. The professional development plan is developed by the Rolling Meadows High School Support Team and High School District 214's Department of Professional Learning.

- Planning for Training Needed to Meet School, District, and Staff Professional Goals
 - Institute Day Planning
 - School Improvement Process
 - Special Conferences
 - Strategic Planning
 - Building Staff Development Program Coordination and Planning
 - Organizational Development
- Dissemination of Professional Resources
 - Distribution of resources about Quality Improvement Programs

- Department of Professional Learning Internet Web page
- Distribution of Resources about Best Practices
- Professional Development Library at Forest View Educational Center linked by SIRSI
- Support for Professional Growth
 - Professional Development Fund (PDF) for Certified Staff
 - Tuition Incentive Program (TIP) for Educational Support Personnel (ESP)
 - Tuition Incentive Program (TIP) for Administrators and Supervisors
 - Administrator Academy/Administrative Professional Development Program
 - Local Workshops, Conferences and Training
 - Administrator/Supervisor Internship and Mentorship Program (AIM)
 - Teacher Re-certification Program
 - Induction and Mentor Program for Certified and Classified Staff, Administrators, and Supervisors
 - Internal University
 - Content Area Masters Cohorts
- Evaluating the Effectiveness of Staff Development Activities and Programs
 - Action Research
 - Portfolio Development
 - Teacher Effectiveness Surveys
 - Professional Development Needs Assessments
 - District Quality Improvement Assessment
- Designing, Conducting, and Facilitating Training Activities\
 - Safety and Welfare Training Program
 - Ongoing Training Workshops
 - Summer Curriculum, Instruction, Assessment, and Program Development Workshops
 - Meeting Facilitation
 - Job-embedded Training and Support
 - Educational Support Personnel (ESP) Job-alike Meetings, Workshops, and Bi-Annual Conference
 - Certified Staff Annual Conference
 - Articulation with Sender Schools
 - Consultation for School Improvement Teams
 - Training of Trainers
 - Co-curricular Staff Development
 - Focus Groups
 - Blended Online Courses
- Staff Development Center
 - Assistance with Meeting, Workshop, and Conference Planning for In/Out-of-district Groups
 - State-of-the-art Conference Facilities and Technology Support
 - Professional Development Resource Library
 - Technology Training Labs

High Quality and On-Going Professional Development for all Staff and Parents

High quality and ongoing professional development is an integral part of Rolling Meadows High School's School Improvement Plan and Schoolwide Plan. A special emphasis is being placed on providing more extensive school-wide professional development activities involving the entire staff. Teacher feedback is used to evaluate the effectiveness of professional development activities.

The following professional development strategies and activities are planned that address the needs and interests of the entire staff:

- Staff will attend weekly Professional Learning Community (PLC) meetings.
- Staff will work collaboratively and in an interdisciplinary fashion, especially team-teaching partners in the areas of Special Education and ELL.
- Staff will regularly review performance data to target greatest areas of need.
- Staff from each department will attend monthly Rolling Meadows Teaching and Learning Committee meetings, focused on developing a culture of literacy, engaging students in the digital age, and directly instructing reading strategies across all content areas.
- Staff from each department will regularly attend vertical articulation meetings with sender schools.
- Staff will continue to develop formative and summative assessments aligned to the Common Core Learning Standards, ILS, NGSS and SAT.
- Staff will incorporate the widespread use of Mastery Manager to analyze student performance, evaluate curriculum effectiveness, and develop timely and effective responses to student learning deficiencies.
- Staff will use student work and assessment data to inform instruction and create appropriate interventions.
- Staff will identify students who are struggling academically and initiate and implement RtI support protocols.
- Staff will develop/implement curricular/extra-curricular supports for social-emotional learning.

Strategies to Recruit and Retain Effective Teachers

District policy is followed in order to attract the most effective teachers. The district promotes a positive work environment that encourages employees to perform at the highest level of achievement and to contribute in meaningful ways to the district. Recruitment, development and retention of high caliber staff are key components in enabling District 214 to maintain and build upon its status as an outstanding high school district. District 214 depends on quality staff, working collaboratively, to create the infrastructure that fosters maximum student learning.

Strategies to Increase Parental Involvement

Increased parental involvement translates into greater student achievement and success in school. The following parent involvement strategies and activities are planned:

- Parents will continue to receive access and navigation instruction for use of the Infinite Campus website to monitor student progress and provide appropriate educational support.
- Parents will receive program and intervention updates through presentations, Freshman Orientation Night, Open House, Freshman Curriculum Night, College and Career Night, Parent Teacher Conferences, as well as through the Parent-Teacher Organization.
- Parents will be invited to Latino Parent Outreach Presentations.
- Parents will receive weekly phone calls and letters if their child is in the D/F range.
- Parents will receive phone and email messages as reminders for all parent activities.
- Parents will receive a monthly parent newsletter.

Parent involvement activities are evaluated by means of feedback surveys and evaluations. Funding

for these activities are from Title I, Title II, Title III, local business donations, and building sources.

Measures to Include Teachers in Decisions Regarding Academic Assessment

Teacher input in the use of academic assessments is formally and systematically solicited by the high school building and at the district level. The review and analysis of student achievement is a key component of this process. Student achievement data in all subjects and grade levels is plotted over time to identify trends. Old curriculum is revised and new curriculum is written. New programs are proposed and approved. Teachers at Jefferson Middle School are involved in all levels of this structure.

To provide teachers at the school building the opportunity participate in the review and analysis of student performance and to discuss ways to improve student achievement, the following activities are planned:

- The administrative team meets four times a month.
- The principal meets with department chairs once a month.
- The PBIS teams meet once a month.
- Problem Solving Teams (PST) meet weekly.
- There are monthly district technology meetings.
- The AVID (Advancement Via Individual Determination) site team meets monthly.
- The ILT meets four times a month.
- Principal's Advisory Committee meets monthly.
- The Title I team meets regularly.
- There are three building faculty meetings.
- There are monthly building department meetings after school.
- There are 3 full-day school improvement days built into the district calendar.
- TLC (Staff development leadership team) meets monthly.
- Daily collaboration time is used for department meetings and parent conferences, as well as the delivery of professional development connected to the building's promising practices.

Provide Effective and Timely Assistance to Low Achieving Students

In order to provide students with effective and timely assistance, two critical components must be in place. The first is a comprehensive school-wide assessment program that includes both a diagnostic and criterion reference component. The second is the ability of the school to immediately respond to the academic needs of its students through its system of support services as student needs are identified. Rolling Meadows High School will continue to address these issues and seek ways to improve them.

To ensure the academic progress of all students is monitored regularly and students receive effective and timely assistance to improve academics, the following activities are planned:

- Equitable Access to Rigorous Curriculum/Instruction
 - Monitor enrollment of students in college-prep, honors, and AP courses
 - Enhance vertical movement into the programs by data monitoring and testing
 - Increase students access to AP courses
 - Audit of four-year plans for graduation
 - Monitor indicators of learning among all students
 - GPA

- Progress from PSAT 8/9 to PSAT 10 to SAT
- Formative and summative assessments
- Advanced Placement scores
- Career Pathway Courses/Early College Credit
- AVID courses
- Social-Emotional Learning inventory: All four years
- Compile post-secondary educational history
- Monitor student success data (Ds and Fs) weekly
- Assessment of Learning
 - Improved use of SAT preparation materials
 - Explicit use of skill aligned curriculum (CICI)
 - Explicit assessment of skill aligned curriculum (CICI)
 - Improved uses of requested/approved SAT testing accommodations
 - Growth measurement through PSAT 8/9/10 to SAT
- Special Education Seminar / Resource Curriculum
 - Response to Intervention process
 - Monitor parent-school contacts
 - Monitor student attendance

In addition to SAT assessment data, the school utilizes available Title I resources to implement a range of other assessments to assist staff in the identification of grade level abilities and students at-risk of failing in reading, diagnosis of instructional needs, and progress monitoring of students. The focus is on assessing students in the five key areas of reading - phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Reading Plus, STAR Reading, and System 44 are used to provide data to assist in the identification of deficits in these five areas. Professional Learning Communities (PLC) staff, building data teams, and Problem Solving Teams (PST) are able to utilize the data to assist students in reaching college and career readiness. Additional tools utilized in Differentiated Instruction may be included at the building level.. Students who fall into the Differentiated Learning category receive additional interventions in the areas of concern. Additionally common formative and summative exams have allowed the PLCs and school administration to monitor student progress and growth.

Coordination and Integration of all Federal, State, and Local Services

Many of the activities and programs in the School-wide Plan are funded from a variety of local, state, and federal sources, including Title I, Title II, local district funds, and external grants from public and private sources. Grant activities are regularly reviewed in order to determine effectiveness of service and promoting student success.

Wheeling High School Title I Schoolwide Plan

School Information

School Name:	Wheeling High School
Principal:	Jerry Cook
Address:	900 South Elmhurst Road
City, Zip code:	Wheeling, Illinois 60090
Telephone:	847-718-7000
Email address:	jerry.cook@d214.org
Planning Year:	2020-21
Implementation Year:	2021-22
Poverty Rate at Implementation:	44%
Local Board of Education approval date:	June 10, 2021

District Information

District Name:	Township High School District 214
RCDT:	05016214017
Superintendent:	Dr. David Schuler
Telephone:	847-718-7601
Email address:	david.schuler@d214.org

Superintendent's Signature

Date

Introduction

The Title I Schoolwide Plan for Wheeling High School was developed by the Wheeling High School Support Team, composed of 43 members representative of teachers, administrators, and educational support professionals.

The Schoolwide Plan reflects decisions and recommendations across meetings that took place. Goals and activities identified for continuous schoolwide improvement and growth are identified, as defined by the ten mandatory Title I Schoolwide Plan components. This document is directly related to the Wheeling High School - School Improvement Plan; specific aspects of Title I are addressed in the Schoolwide Plan.

Wheeling High School Support Team

Jerry Cook	Principal	
	Dr. Dan Weidner	Associate
	Principal	
	Henry Brown	Associate Principal
	Donald Rowley	Assistant Principal
	Angela Hawkins	Division Head ELL/World Lang. /Social Studies
	Tim Piatek	Division Head for English/Fine Arts
	Bruce French	Division Head for Math/Science
	Kevin Muck	Division Head for Career and Tech
	Ed/PE/Health/Dr Ed	
	Don Wesemann	Division Head for Special Education
	Jackie Meo	Dean of Students
	Ramon Williams	Dean of Students
	Adriana Soto	English / EL / Racial Justice Leadership Team
	Ann Wyatt	English / EL / Wheeling Leadership Team / Racial Justice Leadership Team / Instructional Coaching / Culture and Climate Committee
	Arturo Fuentes	Student Services / Wheeling Leadership Team / Culture and Climate Committee / Racial Justice Leadership Team
	Barry Hanrahan	Librarian / Culture and Climate Committee / Racial Justice Leadership Team
	Crystal Ellis-Abdullah	Math / Racial Justice Leadership Team
	Derek Swierczek	Math / RTI Coordinator / Racial Justice Leadership Team / Instructional Vision Committee
	Elizabeth Delgado	Social Science / EL / Racial Justice Leadership Team / Instructional Vision Committee
	Jacquelin Camacho	World Languages / Racial Justice Leadership Team
	Jason Kopkowski	PE / Culture and Climate Committee / Instructional Coaching / Racial Justice Leadership Team

Jolinta Voelker Science / Racial Justice Leadership Team
 Julia Navarro Science / Racial Justice Leadership Team
 Katie Hendricks Fitzgerald Special Education / Wheeling
 Leadership Team / Instructional Vision Committee / Racial
 Justice Leadership Team
 Laura Wagner English / Instructional Coaching / Racial
 Justice Leadership Team
 Lauren Manola Student Services / Racial Justice
 Leadership Team / Culture and
 Climate Committee
 Linhhai Nguyen English / Racial Justice Leadership Team
 Lizbeth Arreola Nunez English / EL / Instructional Coach /
 Culture and Climate Committee / Wheeling Leadership Team /
 Racial Justice Leadership Team
 Preet Singh Math / Racial Justice Leadership Team
 Sarah Struebing Fine Arts / Racial Justice Leadership
 Team / Culture and Climate Committee
 Becky Kinnee Teaching and Learning facilitator / Wheeling
 Leadership Team / Instructional Coaching / Culture and
 Climate Committee
 Alex Perez Education Support Personnel / Culture and Climate
 Committee
 Becky Canady Special Education / Culture and Climate
 Committee
 Sara Strauss Math / Instructional Coaching / Culture
 and Climate Committee
 Mike Bosco World Language / Instructional Vision
 Committee
 Elyse Hoffman World Language / Instructional Vision
 Committee
 Tom Steinbach Career and Technical Education /
 Instructional Vision Committee
 Tim Meyer Science / Instructional Vision Committee
 Bruce Varela AVID / AVID Coordinator / Instructional
 Vision Committee
 Meredith Silverman English / Instructional Vision Committee
 Megan Baker English / Instructional Coaching
 Rebecca Castro World Language / AVID / Instructional
 Coaching
 Shannon Chambers Science / Instructional Coaching
 Linhhai Nguyen English / Instructional Coaching
 Orin Xavier English / Instructional Coaching

Wheeling High School Support Team

PTO

SPUR Club

Wheeling Park District

Wheeling Rotary

Latino Family Night; parent group

Wheeling High School Industry Partners Advisory Group

Iverson and Company
Stasek Chevrolet
Hydraforce
Keats Manufacturing
Golden Corridor Advanced Manufacturing Partnership
Society of Manufacturing Engineers
National Louis University
Tooling and Manufacturing Association
Village of Wheeling
Project Lead the Way
Swiss Precision Manufacturing
Engis Corporation
American Airlines
AVID

Comprehensive Needs Assessment of School.

Many data sources are used to complete a comprehensive school needs assessment. These include student performance data, school demographic information, classroom instructional practices, a listing of existing student support services, the identifications of professional development needs, and a review of internal testing needs.

School demographic information is reviewed on the annual school report card. Demographics include ethnic makeup of students, free/reduced lunch figures, attendance, mobility, and truancy rates.

Traditional special education services such as LD, speech, BD and inclusion are currently offered to students as needed. Title I helps fund small group intervention classes such as AVID, in-classroom support from a reading specialist, tutoring in reading and math, college and career readiness, and social and emotional learning.

A professional development needs assessment is conducted annually, and the resulting workshops and supports for teachers are developed based on teacher feedback. Workshops have focused on:

1. Course-alike teams for Professional Learning Communities (PLC) at WHS have been identified to support student groups with the greatest academic challenges.
2. Staff will extend Professional Learning Communities (PLC) at WHS by connecting teachers across content areas with common grade level students.
3. PLCs will be identified to bring together teachers of EL students to identify common practices and supports of these students needs.
4. PLCs will continue to enhance best practice by using data to determine student strengths and weaknesses. This work will be documented throughout the PLC process.
5. PLCs will continue to analyze data to increase the three district goals (SAT growth, student success, and AP expansion).
6. Staff will engage in interdisciplinary instructional experiences using career experiences as connections between courses.

7. Wheeling Leadership Team will identify Tier 1 instructional and curricular approaches focused on achieving mastery in research based skills for post-secondary success as evident in WHS's Portrait of a Wildcat.
8. Staff will develop a unit design aligned with skills from the SAT, College Readiness Standards, WIDA standards, CASEL Standards, Illinois Essential Employability Employability Competencies, Partnerships for 21st Century Skills, Common Core, and ASCA standards. Learning outcomes for each course are documented and kept updated annually.
9. Staff will develop short term and long-term SMART goals, which demand evidence of student learning. These goals will align with the district and building goals and will be reviewed and documented on common team documents.
10. Staff will develop practices to clearly articulate the expectations for success of students at the lesson, unit and course levels.
11. The AVID (Advancement Via Individual Determination) site team will continue to expand instructional practices within WHS and continue to attend Summer Institute. AVID supports will be expanded into the ESL program.
12. Staff will use Mastery Manager, TieNet, Tableau and Infinite Campus to analyze student performance data on formative and summative assessments.
13. Staff will be supported through Insight Through Equity reflection process and professional development to identify areas of improvement for personal professional practices that positively impact equity in student learning data.
14. Staff will use iXL, Khan Academy, Gizmos and Newsela software to identify and remediate gaps in knowledge and skills.
15. Teachers are supported through district- and building workshops aligned with curricular alignment to Portrait of a Graduate, research-based instructional practices and equitable assessment techniques.
16. Designated EL Teachers will provide case management and intervention support to students across the EL program.
17. Teachers participate in professional development with Racial Justice consultant to promote personal professional practice and engagement with other staff members.
18. Teachers participate in district professional anti-racist training to promote anti-racist professional practice.
19. Staff are supported in regular morning professional development and professional development on Institute Days focused upon equity and elevating professional practice related to components of the Portrait of a Wildcat.
20. RTI/MTSS Coordinator and team will track data, coordinate research based interventions and monitor effectiveness of interventions.
21. Teachers will engage in teacher leadership and development groups, including Wheeling Leadership Team (WLT), Instructional Vision Committee, Climate and Culture Committee, Racial Justice Leadership Group, Instructional Coaching team and Hiring Committee to identify solutions to challenges being faced at the building level.
22. Instructional coaching supports will be provided through FTE designated to Teaching and Learning Facilitators and Instructional Coaches in addition to staff supporting instructional coaching through 6th assignments.

Assessment activities in reading and math include:

1. Students will be exposed to interdisciplinary instructional experiences in the areas of math.
2. Interdisciplinary supports for reading, speaking, writing and listening are developed through the development of CLOs aligned with Effective Communication as part of Wheeling's Portrait of a Wildcat.
3. Interdisciplinary supports for mathematics are developed through the development of CLOs

aligned with Problem Solving as part of Wheeling's Portrait of a Wildcat.

4. Students are supported in reading with building-wide adoption of leveled reading practice and assessment through Newsela.
5. Students will have daily access to the Incubator Lab (previously Lit Lab), which offers support in all content areas and reinforces the school-wide focus around reading, writing, critical thinking, and inquiry.
6. Students will have daily access to Resource Assistants (RAs). RAs are certified subject area teachers who can help out in any content specific class for 1-1 or small group instruction and have a focus in reading and math.
7. Struggling students will have access to a certified staff member and AVID trained tutors focusing on learning recovery and acceleration in math and English.
8. The development and implementation of classroom level strategies and approaches through WHS's Portrait of a Graduate and Instructional Vision Framework promote student success and achievement and create more access to courses.
9. Course pathway realignment in mathematics and English leading to both AP and Dual Credit opportunities increase access to early college credit opportunities..
10. Students in Math will have access to interventions such as iXL and Khan Academy.
11. Students on the freshman level targeted for extra support in English will have a year-long 90 minute English experience consistent with iLit instructional materials and programming.
12. Efforts to detracking are starting at the freshmen level, removing the prep level classes as a standard placement.
13. Earned honors placement will be established across the freshmen level, including math and English courses, exposing all students to high level instruction and curriculum.
14. Mechanism to promote diagonal movement to transition, AP or dual credit classes by senior year have been established. All levels exist as senior options within mathematics and English.
15. Students will have access to after school instructional support through the Incubator Lab (previously Lit Lab) and Rise Up!
16. EL and LEP students will have access to a curriculum that is aligned to WIDA standards and college readiness standards. EL and Exited EL students will receive monitoring and intervention support through designated EL teachers.
17. Incoming Freshman ELL and other students identified as at-risk will be provided with a Bridge to High School program to extend learning and reduce skill and knowledge gaps as they pertain to reading, math, speaking and writing.
18. Additional summer school options will be promoted such as Excelling in Honors and AP and Bridge to Honors Math. Online options will also be available.
19. Students will take a full-length practice SAT (accommodations provided to those with IEPs) and data will be analyzed after tests are taken. The data will then be used to identify students who are making progress towards growth goals.
20. Students demonstrating skill deficiencies identified at the Tier 2 MTSS level, particularly in Math and English, will be assigned to Incubator Lab (previous Literacy Lab) to receive peer- and adult-support in all content areas and reinforcement of skills included in Wheeling's Portrait of a Wildcat.
21. Students demonstrating needs in executive functioning identified at the Tier 2 MTSS level, particularly in Math and English, will be assigned to newly developed Implementation Labs (previously Lit Lab), smaller study hall settings, focused around developing these skills.

The high school Support Team annually reviews student achievement data from the SAT, student performance in reading, mathematics, and science related to course success rates, the number of students taking and receiving a score of 3 or higher on AP exams, and the D and F rate of students.

Activities for the schoolwide plan are planned to move the students and school closer towards reaching the non-negotiable district goals established for each school.

- As measured by the Board-approved College/Career Readiness Indicators, the District will increase student success annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.**

Indicator	2015	2016	2017	2018	2019	2020
College and Career Ready	44.1%	51.3%	55.0%	60.0%	58.7%	57.4%
College Ready	52.4%	54.9%	59.2%	63.2%	62.2%	60.7%
Career Ready	--	47.9%	80.4%	86.1%	87.2%	86.4%

College Ready Indicators

Students are College Ready if they meet either the academic *or* standardized testing benchmarks listed below.

Academic Indicators

GPA 2.8 out of 4.0 and one or more of the following benchmarks:

Indicator	2015	2016	2017	2018	2019	2020
Advanced Placement Exam (3+)	33.5%	35.1%	40.3%	39.2%	41.1%	44.0%
Advanced Placement Course (A, B, or C)	42.7%	43.6%	50.6%	54.1%	58.7%	57.6%
Dual Credit College English and/or Math (A, B, or C)	--	35.1%	44.8%	37.8%	54.3%	51.7%
Developmental English/Math Proficiency	0.2%	--	21.9%	4.5%	--	5.0%
Algebra II Proficiency	75.8%	73.1%	77.2%	81.3%	85.2%	86.7%
Cumulative GPA 2.8+/4	47.6%	51.0%	54.1%	56.0%	59.2%	59.0%

Graduates N = 431 / 388

Standardized Testing Benchmarks (minimum score)

Indicator	2015	2016	2017	2018	2019	2020
ACT Exam: (18) / Reading (22) / Science (23) / Math (22)	28.2%	26.2%	29.4%	14.2%	10.7%	6.2%
SAT Exam: Math (530) / Reading and Writing (480)	--	--	2.8%	43.8%	42.2%	33.1%
Local College-Level Requirements	36.7%	36.9%	50.8%	50.5%	38.7%	33.1%

Graduates N = 431 / 388

Additional Factors that Contribute to College Success

Earning As, Bs, Cs; FAFSA completion; Enrollment in career pathway course sequence; College Academic Advising; Participation in College Bound Bridge Programs; Senior year math class; Completion of a math class after Algebra II.

Career Ready Indicators

Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Career Cluster Identified and two or more of the following benchmarks:

Indicator	2015	2016	2017	2018	2019	2020
90% Attendance	92.1%	91.3%	88.3%	83.3%	89.1%	86.0%
25 hours of Community Service	30.9%	38.5%	42.2%	49.8%	53.1%	45.7%
Workplace Learning Experience	--	25.9%	36.6%	37.1%	45.0%	43.1%
Industry Credential	1.8%	4.1%	13.5%	30.4%	35.5%	29.8%
Dual Credit Career Pathway Course	24.2%	27.9%	39.4%	64.6%	71.2%	71.7%
2+ Organized Co-Curricular Activities	56.6%	63.3%	61.5%	58.4%	54.8%	59.5%

Graduates N = 431 / 388

- 2. As measured by the growth from PSAT to SAT, the percent of students meeting or exceeding the national growth norms from PSAT to SAT will increase annually or will exceed a threshold established by the Board after two years of data are collected and analyzed.**

This schoolwide plan was developed from the input of numerous stakeholders including:

- Administrative team, Wheeling Leadership Team, Climate and Culture Team, Instructional Vision Team, Racial Justice team and SIP plan development.
- Division heads led discussions with their divisions regarding elements of the SIP plan.
- Wheeling Leadership Team meets monthly to assess effectiveness of cross curricular initiatives.
- SIP will be reviewed and discussed with our TPSC (Teacher/Parent/Student Council leadership team).
- SIP was reviewed and discussed with representatives from the Latino Parent Council.
- SIP will be reviewed and discussed with our WLT and A-team.
- Staff and parent participation in evaluation surveys following meetings, presentations and targeted activities.

Students and staff are involved in the implementation and evaluation of the school improvement plan and its activities through:

- Membership on the Wheeling Leadership Team and associate committees

- Participation in data reviews and Spring/summer workshops
- Involvement in all school professional development activities
- Participation on Principal Advisory Team
- Participation in Professional Learning Community model and related PLC Leader training and development

Schoolwide Reform Strategies.

The strategies listed below are intended to provide students with better opportunities to meet the state's proficient and advanced levels of academic achievement, as well as achieve the three district academic goals. Comparing past student performance with student growth will measure the success of these strategies. The focus will be to closely monitor performance of disaggregated subgroups and aggregated SAT, AP test and grade data each year. Funding for these activities will come from Title I, Title II, Title III, and local school district monies.

- School is transitioning to a block schedule to balance social-emotional health with academic progress by guaranteeing access to a study hall, lunch and support resources.
- Students will have equitable access to rigorous Curriculum and Instruction.
- Students will have access to the curriculum guides, syllabi, unit, and lesson outcomes.
- Students will have access to counselors in their classes to provide information on college planning, career pathways, programs of study, time management, stress management, and organization skills.
- Students will have access to Edgenuity for credit recovery opportunities throughout the school day and after school hours.
- Students on the freshman level targeted for extra support in English will have a year-long 90 minute English experience and a 45 minute reading lab consistent with READ 180 instructional materials and programming.
- All freshmen and almost all upperclassmen will have a study hall placed into their schedule. These study halls will be homogenous in nature to help staff target specific needs of students and provide support.
- Students will have access to peer and adult tutors to support academic success and learning acceleration.
- Students will have access to after school tutoring and academic support.
- EL and LEP students will have access to a curriculum that is aligned to WIDA standards and college readiness standards. EL and Exited EL students will receive monitoring and intervention support through designated EL teachers.
- Incoming Freshman ELL and other students identified as at-risk will be provided with a Bridge to High School program to extend learning and reduce skill and knowledge gaps as they pertain to reading, math, speaking and writing.
- All students will learn and utilize high yield instructional strategies aligned with researched based strategies identified through WHS's Instructional Framework.
- AVID programming is supported across all 4 years in school as well as within our ESL program.
- Problem Solving Teams (PST) provide student support and problem solving as part of a schoolwide Response to Intervention/MultiTiered System of Support Model.
- Interventions are monitored and coordinated under direction of MTSS/RTI Coordinator.
- Student services team is expanded to increase counseling, social work, and psychological services, with an emphasis on expanding capacity for bilingual services.
- Students will take a full-length practice SAT (accommodations provided to those with IEPs)

and data will be analyzed after tests are taken.

- Students will have expanded access to earn early college credit (AP, Dual Credit) and transition coursework.
- Students will have access to workplace learning experiences such as microinternships, internships and apprenticeships.
- Students are supported through guidance and access to career exploration and development experiences.

Instruction by Highly Qualified Teachers

High School District 214 teachers are all highly qualified. There are three distinct components to ensuring that highly qualified teachers teach students. They include: the employment process, the mentoring program, and the school's ongoing professional development plan. These activities are funded by Title I, Title II, local district funds, and external private grants. The success of these efforts is determined by the district's staff retention rate, staff feedback, improved student achievement as determined by student performance on AP exams and the SAT, and frequent state and national recognition of district teachers for innovation in teaching and learning.

The employment process: All teachers are screened by the district office of Human Resources to ensure they are highly qualified. Applicants utilize an online application system, and all candidates are personally interviewed by a committee of school and district staff and administrators. Once the interview is completed, a final determination is made based upon a candidate's credentials and qualifications, experience, and references.

The mentoring program: District 214's New Licensed Staff Induction and Mentor Program includes intensive mentor training specifically linked to professional development and focused on student learning via Illinois Professional Teaching Standards and applicable content area standards. Mentors provide new staff an average of two hours of individual support per week with a mentor/new staff ratio of 1:1. It is designed to improve teacher/staff quality and retention while raising student achievement. The goals of the mentor program are for staff to participate as members of a professional learning community, acquire a deeper understanding of classroom and school culture, develop and refine the skills of a highly qualified educator, and understand and address the diverse needs of learners. The professional development mentor program is supported by research from the New Teacher Center at Santa Cruz, Charlotte Danielson's *Framework for Teaching*, the Illinois New Teacher Collaborative, and the Illinois Professional Teaching Standards. This program is approved by the Illinois State Board of Education.

Professional development: Staff development activities are aligned to the building's instructional focus, interests, and needs. The professional development plan is developed by the Wheeling High School Support Team and High School District 214's Department of Professional Learning.

- Planning for Training Needed to Meet School, District, and Staff Professional Goals
 - Institute Day Planning
 - School Improvement Process
 - Morning Staff PD
 - PLC Development and Coordination
 - Staff-to-staff PD sessions
 - Committee development and action
 - Special Conferences
 - Strategic Planning

- Building Staff Development Program Coordination and Planning
- Organizational Development
- Instructional Coaching and coaching development
- Racial Justice Professional Development
- Dissemination of Professional Resources
 - Distribution of resources about Quality Improvement Programs
 - Department of Professional Learning Internet Web page
 - Distribution of Resources about Best Practices
 - Online professional development library through Professional Learning
 - Purchase of books for staff book studies
 - Shared WHS Professional learning page
- Support for Professional Growth
 - Professional Development Fund (PDF) for Certified Staff
 - Tuition Incentive Program (TIP) for Educational Support Personnel (ESP)
 - Tuition Incentive Program (TIP) for Administrators and Supervisors
 - Administrator Academy/Administrative Professional Development Program
 - PERC funding for EA professional activities
 - Local Workshops, Conferences and Training
 - Administrator/Supervisor Internship and Mentorship Program (AIM)
 - Teacher Re-certification Program
 - Induction and Mentor Program for Certified and Classified Staff, Administrators, and Supervisors
 - Internal University
 - Content Area Masters Cohorts
 - National Board Certified Teacher Support
 - New Staff Mentoring Program
 - Building work with educational consultants
- Evaluating the Effectiveness of Staff Development Activities and Programs
 - Action Research
 - Portfolio Development
 - Teacher Effectiveness Surveys
 - Professional Development Needs Assessments
 - District Quality Improvement Assessment
- Designing, Conducting, and Facilitating Training Activities
 - Safety and Welfare Training Program
 - Ongoing Training Workshops
 - Summer Curriculum, Instruction, Assessment, and Program Development Workshops
 - Meeting Facilitation
 - Job-embedded Training and Support
 - Educational Support Personnel (ESP) Job-alike Meetings, Workshops, and Bi-Annual Conference
 - Certified Staff Annual Conference
 - Articulation with Sender Schools
 - Consultation for School Improvement Teams
 - Training of Trainers
 - Cocurricular Staff Development
 - Focus Groups
 - Blended Online Courses
 - Equity and anti-racism training

- WHS Staff Leadership Committees
- Staff Development Center
 - Assistance with Meeting, Workshop, and Conference Planning for In/Out-of-district Groups
 - State-of-the-art Conference Facilities and Technology Support
 - Professional Development Resource Library
 - Technology Training Labs
 - Teaching and Learning Facilitator (TLC) and instructional coaches hub for staff professional learning
 - HUB demonstration classroom with instructional support
 - EL Center for professional support and development

High Quality and On-Going Professional Development for all Staff and Parents

High quality and ongoing professional development is an integral part of Wheeling High School's School Improvement Plan and Schoolwide Plan. A special emphasis is being placed on providing more extensive schoolwide professional development activities involving the entire staff. Teacher feedback is used to evaluate the effectiveness of professional development activities.

The following professional development strategies and activities are planned that address the needs and interests of the entire staff:

- Staff will extend Professional Learning Communities (PLC) at WHS by connecting teachers across content areas with common students.
- PLCs will continue to enhance best practice by using data to determine student strengths and weaknesses.
- PLCs will continue to analyze data to increase and improve the district's 2 goals.
- WLT will create Tier 1 approaches to instruction aligned to support student SEL and achievement of the Portrait of a Wildcat.
- Instructional vision team will meet to define universal Tier 1 instructional strategies.
- Coaching team will provide peer-to-peer instructional coaching and professional development.
- Racial Justice Leadership team will engage staff in development of anti-racist and equitable practices.
- Staff will develop short term and long-term SMART goals, which demand evidence of student learning.
- Staff will develop a unit design process to facilitate curricular alignment and reflect Portrait of a Wildcat.
- The AVID (Advancement Via Individual Determination) site team will continue to expand instructional practice and continue to attend Summer Institute.
- Staff will expand use of Mastery Manager, TieNet, Tableau, and Infinite Campus to analyze student performance data on formative and summative assessments.
- Staff will be supported in developing skills to access and analyze student data.
- Staff will be supported in the effective development and operation of PLCs to address student learning needs.
- EL teachers will provide staff support in LEP strategies aligned with WIDA standards.
- MTSS/RTI Coordinator will provide support to staff in the development and implementation of quality interventions.

Strategies to Recruit and Retain Effective Teachers

District policy is followed in order to attract the most highly qualified teachers. The district promotes a positive work environment that encourages employees to perform at the highest level of achievement and to contribute in meaningful ways to the district. Recruitment, development and retention of high caliber staff are key components in enabling District 214 to maintain and build upon its status as an outstanding high school district. District 214 depends on quality staff, working collaboratively, to create the infrastructure that fosters maximum student learning.

Strategies to Increase Parental Involvement

Increased parental involvement translates into greater student achievement and success in school. The following parent involvement strategies and activities are planned:

- Increase participation in Latino Family Services parent education programs.
- Development of Fall Parent Series on supporting students.
- Hiring of EL Teachers to engage with Spanish-speaking families around student academic needs.
- Recruitment of bilingual staff to improve communication with parents.
- Targeted parent communication campaign around career opportunities aligned with interest of students.
- Redeveloped Open House and Parent Teacher Conference model that better welcomes and engages families through flexibility and relevant topics.
- Increase communication and events with families of incoming freshmen.
- Parent presentations for targeted parent populations on the development of college and career readiness skills.
- Parents will be provided opportunities for parents to access and connect with resources at local colleges (Harper and job training programs).
- Parents will attend activities and parent support groups for AVID, Fine Arts, Athletics, PTO, and Latino Family Services in addition to Parent Teacher Conferences and Open House.
- Parents will have access to Infinite Campus (the parent portal of the student information system) to monitor student progress and communicate with faculty.
- Parents will receive course information sheets that delineate course expectations. Transparency of Critical Learning Objectives for each course will be clearly communicated to parents.
- Parents will have scheduled academic intervention conferences through EIT teams.
- Parents are engaged through IEP processes.

Parent involvement activities are evaluated by means of feedback surveys and evaluations. Funding for these activities are from Title I, Title II, local business donations, and building sources.

Measures to Include Teachers in Decisions Regarding Academic Assessment

Teacher input in the use of academic assessments is formally and systematically solicited by the high school building and at the district level. The review and analysis of student achievement is a key component of this process. Student achievement data in all subjects and grade levels is plotted over time to identify trends. Old curriculum is revised and new curriculum is written. New programs are proposed and approved.

To provide teachers at the school building the opportunity participate in the review and analysis of student performance and to discuss ways to improve student achievement, the following activities are

planned:

- The administrative team meets weekly
- The Associate Principal of Instruction division heads weekly.
- WLT meets monthly
- Wheeling leadership committees meet monthly
- Administrators, coaches and other cross district staff meet monthly through district leadership teams
- The AVID (Advancement Via Individual Determination) site team meets monthly.
- The Title I team meets regularly.
- Faculty meets 6x per semester in staff or department meetings.
- PLCs meet weekly
- There are 3 full-day school improvement days and 2 inservice days built into the district calendar.
- All staff have common plan and preparation time 2x per day in addition to time throughout the day to collaborate and meet

Provide Effective and Timely Assistance to Low Achieving Students

In order to provide students with effective and timely assistance, two critical components must be in place. The first is a comprehensive school-wide assessment program that includes both a diagnostic and criterion reference component. The second is the ability of the school to immediately respond to the academic needs of its students through its system of support services as student needs are identified. Wheeling High School will continue to address these issues and seek ways to improve them.

To ensure the academic progress of all students is monitored regularly and students receive effective and timely assistance to improve academics, the following activities are planned:

- Equitable Access to Rigorous Curriculum/Instruction
 - Monitor enrollment of students in college-prep, honors, and AP courses
 - Enhance vertical movement into the programs by data monitoring and testing
 - Increase AP tests taken by moving up the registration deadline
 - Audit of four-year plans for graduation
 - Monitor indicators of learning among all students
 - GPA
 - SAT growth from PSAT-8 to SAT
 - Formative and summative assessments
 - Advanced Placement scores
 - Social-Emotional Learning inventory and District Student Survey
 - Compile post-secondary educational history
 - Monitor student success data (Ds and Fs) weekly
 - Defined Tier 1 Monitoring and Intervention Program
 - Developed Tiered tutoring supports and interventions at Tier 2 and 3 levels
- Assessment of Learning
 - Improved use of SAT preparation materials
 - Explicit use of skill aligned curriculum
 - Explicit assessment of skill aligned curriculum

- Improved uses of requested/approved SAT testing accommodations
- SAT measurement through the Practice SAT

- Special Education Resource Curriculum
 - Response to Intervention process
 - Monitor parent-school contacts
 - Monitor student attendance

In addition to SAT assessment data, the school utilizes available Title I resources to implement a range of other assessments to assist staff in the identification of grade level abilities and students at-risk of failing in reading, diagnosis of instructional needs, and progress monitoring of students. The focus is on assessing students in the five key areas of reading - phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Software and programs are used to provide data to assist in the identification of deficits in these five areas. Professional Learning Communities (PLC) staff, building data teams and Problem Solving Team (PST) are able to utilize the data to assist students in reaching SAT and college and career readiness standards in reading and mathematics. Additional tools utilized in Differentiated Instruction may be included at the building level. Across the district AIMSweb is used for benchmark assessment and progress monitoring. Students who fall into the Differentiated Learning category receive additional interventions in the areas of concern. Additionally common formative and summative exams have allowed the PLCs and school administration to monitor student progress and growth.

Coordination and Integration of all Federal, State, and Local Services

Many of the activities and programs in the Schoolwide Plan are funded from a variety of local, state, and federal sources, including Title I, Title II, local district funds, and external grants from public and private sources. Grant activities are regularly reviewed in order to determine effectiveness of service and promoting student success.

ITEM: 2021-104
DATE: June 10, 2021
FILE: Capital Projects Program

Subject: Forest View Educational Center Garage Bid

BACKGROUND INFORMATION:

At the March 4, 2021 Board of Education workshop, an Operations Department Plan was outlined for work to be completed during 2021-22 school year. Facility upgrades and maintenance of existing areas will be completed at the District 214 buildings.

The efficiency of the Operations Department would be vastly improved with housing preventative maintenance vehicles and grounds equipment at a central location, FVEC. An increase in storage capacity would accomplish this. The base bid includes two garage structures to accommodate those needs.

ADMINISTRATIVE CONSIDERATIONS:

Bids were received after newspaper advertisement. Additionally, bids were sent to five vendors. Funds are budgeted in the Operations and Maintenance Fund.

<u>Vendor</u>	<u>Bid</u>
Boller Construction (Waukegan, IL)	\$900,000
Tandem Construction, Inc. (Chicago, IL)	\$715,000
Tri-State Enterprises (Romeoville, IL)	\$952,786

Due to the rising cost of building materials, the bids received are considerably higher than budgeted. The project will be redesigned and re-bid in the future.

RECOMMENDED ACTION:

The Board of Education reject all bids for Central Operations garage at FVEC.

ITEM: 2021-105
DATE: June 10, 2021
FILE: Budget

Subject: PHS Dust Collector Bid

BACKGROUND INFORMATION

The Fabrication Lab at Prospect High School has been renovated to include new manufacturing equipment installations. The area requires a dust collector to minimize particulates and fumes created during the manufacturing process. The existing unit is over 60 years old and it is no longer cost effective to repair.

ADMINISTRATIVE CONSIDERATIONS

Bids for the purchase and installation of a new dust collector were received after newspaper advertisement. Additionally, bids were submitted to two vendors.

Funds are available through a CTE Grant.

<u>Vendor</u>	<u>Bid</u>
Amber Mechanical Contractors, Inc.	\$197,000
MG Mechanical Contracting, Inc.	\$138,800

The bids that were received are considerably higher than budgeted grant funds available. The project will be reevaluated and re-bid.

RECOMMENDED ACTION

That the Board of Education reject all bids from for the purchase and installation of a dust collector for the Prospect High School Fabrication Lab.

ITEM: 2021-106
DATE: June 10, 2021
FILE: Capital Projects Program

Subject: Concrete Stair Repair Bid at RMHS

BACKGROUND INFORMATION:

At the March 4, 2021 Board of Education workshop, an Operations Department Plan was outlined for work to be completed during the 2021-22 school year. The exterior stair landing and staircase at Rolling Meadows High School is deteriorating and in need of repair.

ADMINISTRATIVE CONSIDERATIONS:

Bids were received after newspaper advertisements. Additionally bids were sent to six vendors. Funds are budgeted in the Operations and Maintenance Fund.

<u>Vendor</u>	<u>Bid</u>
Boller Construction Company, Inc. (Waukegan, IL)	\$69,000
Tandem Construction, Inc. (Chicago, IL)	\$53,000
Tri-State Enterprises, Inc. (Romeoville, IL)	\$100,000

The recommended bid is \$53,000.

RECOMMENDED ACTION:

The Board of Education accept the bid from Tandem Construction Company, Chicago, IL in the amount of \$53,000 for concrete stair repair at RMHS.

The Board hereby authorizes its Superintendent or designee to approve and execute contracts on behalf of the Board for services related to the Project, and to approve and execute change orders.

With respect to change orders that necessitate an increase in the cost of contracts by 10% or more, or which will change the time of completion by a total of 30 days or more, the Board hereby authorizes its Superintendent or designee to make the written determinations required by 720 ILCS 5/33E-9, that: (1) the circumstances said to necessitate the change in performance were not reasonably foreseeable at the time the contract was signed, or (2) the change is germane to the original contract as signed, or (3) the change order is in the best interest of the District and is authorized by law.

ITEM: 2021-107
DATE: June 10, 2021
FILE: Finance

SUBJECT: Illinois Municipal Retirement Fund Obligation

BACKGROUND INFORMATION:

The Illinois Municipal Retirement Fund (IMRF) system covers non-certified staff expected to work 600 or more hours annually. Currently, the District's IMRF participants' payroll is approximately \$33 million.

The District's IMRF Unfunded Actuarial Accrued Liability (UAAL) increases at approximately 7.25% yearly. Due to the current economic conditions, the IMRF rate of return is expected to drop. If District 214 pays down a portion of the UAAL, it helps to offset the loss in interest IMRF has sustained, and help to reduce our IMRF rate from substantially increasing.

During 2020-21, District 214 had a beneficial year within the insurance arena. The District has determined that it would be financially responsible to pay down a portion of the UAAL, which is anticipated to reduce both the compounding of the UAAL and the District's IMRF Employer Payroll Rate for future years.

During the Capital Projects Feasibility Task Force listening sessions, taxpayers voiced concerns regarding the district's unfunded liability. This proposal is a solution to reduce those liabilities.

ADMINISTRATIVE CONSIDERATIONS:

By paying down up to \$8 million of the UAAL liability utilizing a portion of current fund balance, the District is anticipated to reduce both the compounding of the UAAL and the District's IMRF Employer Payroll Rate in future years.

RECOMMENDED ACTION:

The Board of Education approve the recommended pay down of the IMRF Unfunded Actuarial Accrued Liability (UAAL) in the amount of up to \$8 million prior to June 30, 2021.

ITEM: 2021-108
DATE: June 10, 2021
FILE: Budget

Subject: Approval of 2021-22 Tentative Budget and Establishment of Date for Public Hearing

BACKGROUND INFORMATION:

The School Code requires that a budget be prepared in tentative form; that a tentative budget is made available for public inspection at least 30 days prior to final action; that at least one public hearing be held; and that a budget be adopted in its final form prior to the end of the first quarter of the fiscal year.

ADMINISTRATIVE CONSIDERATIONS:

The 2021-22 Tentative Budget is a reflection of the budgetary guidelines/assumptions established by the Board on March 18, 2021. The tentative budget represents a balanced operating budget. The administration will comply with the state budget format when placing the tentative budget on public display. The tentative budget may be modified as more information becomes available. Fiscal year 2022 will continue to require close monitoring while navigating through the Evidence Based Funding formula, the state's financial condition and effects of the pandemic.

RECOMMENDED ACTION:

1. That the Board of Education approve the tentative budget for 2021-22;
2. That the Secretary be directed to place the tentative 2021-22 budget substantially in the form presented on public display from July 12, 2021, through August 12, 2021;
3. That the administration be directed to convert the program budget to the State budget format for public display prior to July 12, 2021;
4. That the Board call for a public hearing on the proposed budget to be held at 7:00 p.m. on the night of August 12, 2021;
5. That the Secretary be directed to publish notice, on July 12, 2021, of the availability of the tentative budget for inspection and the hour, date, and place of the public hearing.

Att.

NOTICE OF PUBLIC HEARING

Notice is hereby given by the Board of Education of Township High School District 214, in the County of Cook, State of Illinois, that the tentative budget for said school district for the fiscal year beginning July 1, 2021, will be on file and conveniently available for public inspection during regular business hours at 2121 South Goebbert Road, Arlington Heights, Illinois, in this school district from and after 8:00 o'clock a.m. on the 12th day of July, 2021. Notice is further hereby given that a public hearing on said budget will be held on the 12th day of August 2021, at the Forest View Educational Center, 2121 S. Goebbert Road, Arlington Hts, IL, in Township High School District 214 at the Board of Education meeting which begins at 7:00 o'clock p.m.

Dated this 10th day of June, 2021

BOARD OF EDUCATION
SCHOOL DISTRICT NO. 214
IN THE COUNTY OF COOK
STATE OF ILLINOIS
CATHY JOHNSON
SECRETARY

ITEM: 2021-109
DATE: June 10, 2021
FILE: Meetings

SUBJECT: Board of Education Policy and Procedures: Recording and Broadcasting Board Meetings

BACKGROUND

Board of Education Policy 2:220 allows members of the public to record and distribute Board of Education meetings. The policy for broadcasting and recording Board meetings would need to be modified to enable the administration to record and livestream meetings.

ADMINISTRATIVE CONSIDERATION

In an effort to engage members of the public that are not able to attend meetings in-person and with the advancements in technology as well as the affordability of providing a live audio and video stream of Board of Education open meetings, the administration is recommending the policy be modified to allow District 214 staff to begin recording and live streaming Board of Education open meetings.

RECOMMENDATION

That the Board of Education discuss the recommendation of revising Policy 2:220 to allow the staff to record and live stream the open meetings of the Board.

Attachment

Board of Education

Board of Education Meeting Procedure

Agenda

The Board of Education President is responsible for focusing the Board meeting agendas on appropriate content. The Superintendent shall prepare agendas in consultation with the Board President. The President shall designate a portion of the agenda as a consent agenda for those items that usually do not require extensive discussion before Board action. Upon the request of any Board member, an item will be withdrawn from the consent agenda and placed on the regular agenda for independent consideration.

Each Board meeting agenda shall contain the general subject matter of any item that will be the subject of final action at the meeting. Any Board member may submit suggested agenda items to the Board President for his or her consideration. Under the "Board Update" portion of the agenda, at a regular meeting, a member of the Board may request an item be placed on a future agenda, by making a motion to that effect. If the motion receives a second and majority approval, the item will be added. The Board will take final action only on items contained in the posted agenda; items not on the agenda may still be discussed.

The Superintendent shall provide a copy of the agenda, with adequate data and background information, to each Board member at least 48 hours before each meeting, except a meeting held in the event of an emergency. The meeting agenda shall be posted in accordance with Board policy 2:200, *Types of Board of Education Meetings*.

The Board President shall determine the order of business at regular Board meetings. Upon consent of a majority of members present, the order of business at any meeting may be changed.

Voting Method

Unless otherwise provided by law, when a vote is taken upon any measure before the Board, with a quorum being present, a majority of the votes cast shall determine its outcome. A vote of "abstain" or "present," or a vote other than "yea" or "nay," or a failure to vote, is counted for the purposes of determining whether a quorum is present. A vote of "abstain" or "present," or a vote other than "yea" or "nay," or a failure to vote, however, is not counted in determining whether a measure has been passed by the Board, unless otherwise stated in law.

On all questions involving the expenditure of money and on all questions involving the closing of a meeting to the public, a roll call vote shall be taken and entered in the Board's minutes. An individual Board member may request that a roll call vote be taken on any other matter; the President or other presiding officer may approve or deny the request but a denial is subject to being overturned by a majority vote of the members present.

Any Board member may request that his or her vote be changed before the President announces the result.

Minutes

The Board Secretary shall keep written minutes of all Board meetings (whether open or closed), which shall be signed by the President and the Secretary. The minutes include:

1. The meeting's date, time, and place;
2. Board members recorded as either present or absent;

3. A summary of the discussion on all matters proposed, deliberated, or decided, and a record of any votes taken;
4. On all matters requiring a roll call vote, a record of who voted “yea” and “nay”;
5. If the meeting is adjourned to another date, the time and place of the adjourned meeting;
6. The vote of each member present when a vote is taken to hold a closed meeting or portion of a meeting, and the reason for the closed meeting with a citation to the specific exception contained in the Open Meetings Act (OMA) authorizing the closed meeting;
7. A record of all motions, the members making the motion and the second;
8. Upon request by a Board member, a record of how he or she voted on a particular motion; and
9. The type of meeting, including any notices and, if a reconvened meeting, the original meeting’s date.

The minutes shall be submitted to the Board for approval or modification at its next regularly scheduled open meeting. Minutes for open meetings must be approved within 30 days after the meeting or at the second subsequent regular meeting, whichever is later.

At least semi-annually in an open meeting, the Board: (1) reviews minutes from closed meetings that are currently unavailable for public release, and (2) decides which, if any, no longer require confidential treatment and are available for public inspection. The Board may meet in a prior closed session to review the minutes from closed meetings that are currently unavailable for public release.

The Board’s meeting minutes must be submitted to the Board Treasurer at such times as the Treasurer may require.

The official minutes are in the custody of the Board Secretary. Open meeting minutes are available for inspection during regular office hours within ten days after the Board’s approval; they may be inspected in the District’s main office, in the presence of the Secretary, the Superintendent or designee, or any Board member.

Minutes from closed meetings are likewise available, but only if the Board has released them for public inspection, except that Board members may access closed session minutes not yet released for public inspection (1) in the District’s administrative offices or their official storage location, and (2) in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. The minutes, whether reviewed by members of the public or the Board, shall not be removed from the District’s administrative offices or their official storage location except by vote of the Board or by court order.

The Board’s open meeting minutes shall be posted on the District website within 10 days after the Board approves them; the minutes will remain posted for at least 60 days.

Verbatim Record of Closed Meetings

The Superintendent, or the Board Secretary when the Superintendent is absent, shall audio record all closed meetings. If neither is present, the Board President or presiding officer shall assume this responsibility. After the closed meeting, the person making the audio recording shall label the recording with the date and store it in a secure location. The Superintendent shall ensure that: (1) an audio recording device and all necessary accompanying items are available to the Board for every closed meeting, and (2) a secure location for storing closed meeting audio recordings is maintained within the District’s main office.

After 18 months have passed since being made, the audio recording of a closed meeting is destroyed provided the Board approved: (1) its destruction, and (2) minutes of the particular closed meeting.

Individual Board members may access verbatim recordings in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. Access to the verbatim recordings is available at the District’s administrative offices or the verbatim recording’s

official storage location. Requests shall be made to the Superintendent or Board President. While a Board member is listening to a verbatim recording, it shall not be re-recorded or removed from the District's main office or official storage location, except by vote of the Board or by court order.

Before making such requests, Board members should consider whether such requests are germane to their responsibilities, service to District, and/or Oath of Office in policy 2:80, *Board Member Oath and Conduct*. In the interest of encouraging free and open expression by Board members during closed meetings, the recordings of closed meetings should not be used by Board members to confirm or dispute the accuracy of recollections.

Quorum and Participation by Audio or Video Means

A quorum of the Board must be physically present at all Board meetings. A majority of the full membership of the Board constitutes a quorum.

Provided a quorum is physically present, a Board member may attend a meeting by video or audio conference if he or she is prevented from physically attending because of: (1) personal illness or disability, (2) employment or District business, or (3) a family or other emergency. If a member wishes to attend a meeting by video or audio means, he or she must notify the recording secretary or Superintendent at least 24 hours before the meeting unless advance notice is impractical. The recording secretary or Superintendent will inform the Board President and make appropriate arrangements. A Board member who attends a meeting by audio or video means, as provided in this policy, may participate in all aspects of the Board meeting including voting on any item.

No Physical Presence of Quorum and Participation by Audio or Video; Disaster Declaration

The ability of the Board to meet in person with a quorum physically present at its meeting location may be affected by the Governor or the Ill. Dept. of Public Health issuing a disaster declaration related to a public health emergency. The Board President or, if the office is vacant or the President is absent or unavailable to perform the office's duties, the Vice President determines that an in-person meeting or a meeting conducted under the **Quorum and Participation by Audio or Video Means** subhead above, is not practical or prudent because of the disaster declaration. If neither the President or Vice President are present or able to perform this determination, the Superintendent shall serve as the duty authorized designee for purposes of making this determination.

The individual who makes this determination for the Board shall put it in writing, include it on the Board's published notice and agenda for the audio or video meeting and in the meeting minutes, and ensure the Board meets every OMA requirement for the Board to meet by video or audio conference without the physical presence of a quorum.

Rules of Order

Unless State law or Board-adopted rules apply, the Board President, as the presiding officer, will use Robert's Rules of Order, Newly Revised (10th Edition), as a guide when a question arises concerning procedure.

Broadcasting and Recording Board Meetings

Any person may record or broadcast an open Board meeting. Special requests to facilitate recording or broadcasting an open Board meeting, such as seating, writing surfaces, lighting, and access to electrical power, should be directed to the Superintendent at least 24 hours before the meeting.

Recording meetings shall not distract or disturb Board members, other meeting participants, or members of the public. The Board President may designate a location for recording equipment, may restrict the movements of individuals who are using recording equipment, or may take such other steps as are deemed necessary to preserve decorum and facilitate the meeting.

LEGAL REF.: 5 ILCS 120/2a, 120/2.02, 120/2.05, 120/2.06, and 120/7.
105 ILCS 5/10-6, 5/10-7, 5/10-12, and 5/10-16.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:150 (Committees), 2:200 (Types of Board of Education Meetings), 2:210 (Organizational Board of Education Meeting), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board)

ADOPTED: August 5, 2020