



Illinois State Board of Education


100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

Darren Reisberg
Chair of the Board

Dr. Carmen I. Ayala
State Superintendent of Education

MEMORANDUM

TO: The Honorable William E. Brady, Senate Minority Leader
The Honorable Don Harmon, Senate President
The Honorable Jim Durkin, House Minority Leader
The Honorable Michael J. Madigan, Speaker of the House

FROM: Dr. Carmen I. Ayala 
State Superintendent of Education

DATE: December 31, 2020

SUBJECT: Illinois State Board of Education Report as required by Public Act 101-0643 regarding 105 ILCS 5/18-8.15(e)(3)

The Illinois State Board of Education (ISBE) respectfully submits this report to the General Assembly in accordance with Illinois School Code (105 ILCS 5/18-8.15(e)(3)), which states that the following duty shall be exercised: A written report shall be submitted to the General Assembly in cases of determination on the amount of District Intervention Money to be added to identified Evidence-Based Funding Organizational Units' Base Funding Minimum.

Specifically, this report provides:

1. A summary of the relevant portion of Illinois School Code as it relates to North Chicago Community Unit School District 187 and East St. Louis School District 189.
2. Analysis of North Chicago Community Unit School District 187 and East St. Louis School District 189 as they relate to the relevant portion of Illinois School Code.
3. A Board-approved determination that \$6.05 million of District Intervention Money be added to each of the Base Funding Minimums for North Chicago Community Unit School District 187 and East St. Louis School District 189, for a total of \$12.1 million, based on the identified school districts' fulfillment of the criteria articulated in 105 ILCS 5/18-8.15(e)(3).
4. Appendices containing:
 - a. The Board memo preceding Board action to make this determination and authorize that this report be submitted to the General Assembly.
 - b. The Financial and Strategic Plans of North Chicago Community Unit School District 187 and East St. Louis School District 189.

Per statute, the General Assembly must review the State Board's report and may approve or disapprove, by joint resolution, the Board's determined addition of District Intervention Money. If the General Assembly fails to act on the report within 40 calendar days from the receipt of the report, the addition of District Intervention Money is deemed approved.

If you have any questions regarding this report, please contact Amanda Elliott, executive director of Legislative Affairs, at (217) 782-6510.

cc: Secretary of the Senate
Clerk of the House
Legislative Research Unit
State Government Report Center
Office of the Governor



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PUBLIC ACT 101-0643 REPORT ON DISTRICT INTERVENTION MONEY

This report is being submitted in accordance with Illinois School Code (105 ILCS 5/18-8.15(e)(3)), which charges the Illinois State Board of Education (ISBE) to submit a report to the General Assembly if the State Board determines that any Organizational Unit has met the statutory criteria to warrant the incorporation of the Unit's District Intervention Money into its Base Funding Minimum (BFM). This report is due to the General Assembly by Jan. 2 of the fiscal year in which the State Board has made its determination.

EXECUTIVE SUMMARY

Public Act 101-0643 created a pathway for any school district receiving District Intervention Money from the General Assembly to instead receive District Intervention Money as an addition to its Evidence-Based Funding (EBF) BFM. In order to be eligible for this pathway, a school district must:

- Be operated under an Independent Authority or court-ordered State Board control for minimum of four years.
- Be designated as an EBF Tier 1 or Tier 2 district in previous fiscal year.
- Have demonstrated sustainability through five-year financial and strategic plans.
- Have demonstrated sufficient progress and achieved sufficient stability in the areas of governance, academic growth, and finances.

ISBE has determined that two school districts have fulfilled the criteria laid out in statute and therefore are eligible to receive District Intervention Money within their BFM. These school districts are North Chicago Community Unit School District 187 and East St. Louis School District 189. ISBE has further determined that the amount of District Intervention Money to be added into the BFM shall be \$6.05 million for each school district, for a total of \$12.1 million. If approved by the General Assembly, these school districts would no longer receive District Intervention Money as a separate line item but rather would receive the identified dollars as part of their BFM, to be treated in perpetuity as any other BFM dollars.

BACKGROUND

Public Act 101-0643, passed in spring 2020, provides for processes and criteria that, if fulfilled, allow for district intervention funding to be incorporated into the receiving school districts' EBF BFM. Any district intervention funding incorporated into the school districts' BFM would remain therein in perpetuity and be treated legislatively like any other BFM dollars received by the districts.

Two school districts – East St. Louis School District 189 and North Chicago CUSD 187 – currently receive district intervention funding through General Assembly appropriations and have done so since fiscal year 2013, with varying appropriations levels received over the nine years. See table on the next page.

District Intervention Funding History

Fiscal Year	East St Louis SD 189	North Chicago CUSD 187	Total
FY 2013	\$9,000,000	\$0	\$9,000,000
FY 2014	\$3,000,000	\$0	\$3,000,000
FY 2015	\$8,201,250	\$4,594,250	\$12,795,500
FY 2016	\$5,400,000	\$5,800,000	\$11,200,000
FY 2017	\$0	\$0	\$0
FY 2018	\$3,193,300	\$3,366,900	\$6,560,200
FY 2019	\$3,196,800	\$3,363,400	\$6,560,200
FY 2020	\$6,050,000	\$6,050,000	\$12,100,000
FY 2021	\$6,050,000	\$6,050,000	\$12,100,000
Total	\$44,091,350	\$29,224,550	\$73,315,900

Per PA 101-0643, districts eligible for their district intervention funding to be incorporated into BFM must fulfill all of the below criteria:

- Be operated under an Independent Authority or court-ordered State Board control for minimum of four years.
- Be designated as an EBF Tier 1 or Tier 2 district in previous fiscal year.
- Have demonstrated sustainability through five-year financial and strategic plans.
- Have demonstrated sufficient progress and achieved sufficient stability in the areas of governance, academic growth, and finances, as determined via consideration of any of the following:
 - Summative designations.
 - Accreditations.
 - District Financial Profile.

If ISBE determines that these criteria have been met by any school district, it makes a determination on the amount of district intervention funding to be added to the district's BFM and accordingly issues a report to the General Assembly by Jan. 2 of the fiscal year in which the determination is made. The General Assembly then must review the report and approve or disapprove, by joint resolution, the incorporation of the district intervention funding into the school district's BFM. If the General Assembly fails to act on the report within 40 days from the receipt of the ISBE report, the district intervention funding is deemed approved for addition into the school district's BFM.

Finally, per PA 101-0643, if district intervention funding is approved for addition into a school district's BFM, the district must submit progress reports regarding its financial and strategic plans on or before Nov. 30 for four consecutive years. ISBE may establish a Financial Oversight Panel in the district if it does not demonstrate sufficient progress toward its five-year plans or if it has failed to file any financial plans or information as required by law. ISBE may also lengthen the duration of a Financial Oversight Panel in cases in which one is already established. Both East St. Louis School District 189 and North Chicago CUSD 187 have operated since 2012 under Financial Oversight Panels appointed by the State Superintendent.

ANALYSIS

The two school districts considered for action in this report are both positioned favorably relative to the eligibility criteria laid out in PA 101-0643, as evidenced by the chart on the next page.

Eligibility criteria, per PA 101-0643	East St Louis SD 189	North Chicago CUSD 187
<i>Operated under an Independent Authority or court-ordered State Board control for minimum of four years</i>	Operated under a consent decree since 2013	Operated under an Independent Authority since 2012
<i>EBF Tier 1 or Tier 2 in previous fiscal year</i>	EBF Tier 2 in fiscal year 2020	EBF Tier 1 in fiscal year 2020
<i>Demonstrates sustainability through five-year financial and strategic plans</i>	<p>Five-year Financial and Strategic Plans (attached as appendices to this report) demonstrate sustainability.</p> <p>The Financial Plan reflects deficit spending for the fiscal years 2021 through 2026. However, this is a conscious decision of the district administration. The district is utilizing its fund balance to sustain its operations and facility needs and to accomplish the goals within the Strategic Plan. At the end of fiscal year 2026, the district's ending fund balance is projected to be 31.32 percent of the revenue projections for the four operating funds. Twenty-five percent is required to obtain the highest Financial Profile score for the Fund Balance to Revenue Ratio.</p> <p>The Strategic Plan shows an intentional progression of direct steps that will be taken by the district in order to build capacity within the district. If the district achieves the five goals identified in the Strategic Plan, sustainable practices will be developed and improvements to student outcomes will be realized as measured by improvements on the Illinois Assessment of Readiness (IAR) math and reading proficiency scores.</p>	<p>Five-year Financial and Strategic Plans (attached as appendices to this report) demonstrate sustainability.</p> <p>The district's Financial Plan projects a surplus for the four operational funds -- Education, Operation and Maintenance, Pupil Transportation, and Working Cash. The fund balance is being utilized to address facility needs.</p> <p>The Strategic Plan shows an intentional progression of direct steps that will be taken by the district in order to build capacity within the district in both instructional and operational systems. If the district successfully implements the plan, sustainable practices will be developed and improvements to student outcomes will be realized as measured by improvements on IAR math and reading proficiency scores.</p>
<i>Demonstrates "sufficient progress and achieved sufficient stability in the areas of governance, academic growth, and finances," determined via consideration of any of the following:</i>	Currently, there are four schools in the district with the summative designation of lowest performing that receive comprehensive supports through IL-EMPOWER. In addition, one school is between the lowest 6%-10% of schools in the state and receives targeted supports through 1003(a) funding. A successful implementation of the district's Strategic Plan means we can expect that zero schools will be	Currently, there are three schools in the district with the summative designation of lowest performing that receive comprehensive supports through IL-EMPOWER. In addition, two schools are between the lowest 6%-10% of schools in the state and receive targeted supports through 1003(a) funding. A successful

- *Summative designations*
- *Accreditations*
- *District Financial Profile*

	<p>designated as lowest performing and three schools will be receiving targeted supports.</p> <p>East St. Louis SD 189 received a Financial Profile score of 3.70 out of 4.00, for a Recognition designation, in the latest Financial Profile. Utilizing the data submitted in the Financial Plan, it is estimated that the district's Financial Profile designation will decline to the second highest designation of Financial Review for fiscal years 2021 through 2026. However, the district is in the midrange for this designation and continues to have healthy fund balances. The decrease is due to the district's projected deficit spending using fund balance to achieve student needs as per the Strategic Plan.</p>	<p>implementation of the district's Strategic Plan means we can expect that zero schools will be designated as lowest performing and two schools will be receiving targeted supports.</p> <p>North Chicago CUSD 187 received a Financial Profile score of 3.60 out of 4.00, for a Recognition designation, in the last Financial Profile. Utilizing the data submitted in the Financial Plan, it is estimated that the district's Financial Profile designation will remain consistent for fiscal years 2021 through 2026.</p>
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Both school districts worked with ISBE staff from June-September 2020 to augment their existing Strategic and Financial Plans and integrate them into their five-year plans spanning fiscal years 2022-26. The local governing boards of each district approved these plans in September 2020. The plans are attached to this report as appendices for the General Assembly's consideration.

The following table indicates the estimated impact on district finances for fiscal year 2021 if district intervention funding were added to each district's BFM and if \$300 million in EBF Tier Funding had been provided.

	<u>No District Intervention Funding in BFM</u>			<u>With District Intervention Funding Incorporated into BFM</u>			<u>Difference</u>	
	% of Adequacy	Tier	Tier Funding	% of Adequacy	Tier	Tier Funding	% of Adequacy	Tier Funding
East St. Louis SD 189	76.9%	2	\$ 470,431	86.7%	2	\$ 162,909	9.9%	\$ (307,522)
North Chicago CUSD 187	68.6%	1	\$ 624,917	81.6%	2	\$ 204,617	13.0%	\$ (420,300)

The potential impact of incorporating district intervention funding into the BFM of the identified districts is further analyzed in the below chart.

State budget impact	<p>Neutral for fiscal year 2022.</p> <ul style="list-style-type: none"> • District intervention funding would be removed as a line item from state budget for fiscal year 2022. • The total amount of recommended appropriation would remain the same; the appropriation would be incorporated into the BFM instead of being distributed via the district intervention funding line item.
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	In subsequent fiscal years, the General Assembly would no longer appropriate a separate line item for district intervention funding. Instead, the districts would receive their BFM as appropriated through the established EBF mechanisms.
EBF formula implications	<p>EBF did not previously account for the additional funds that East St. Louis SD 189 and North Chicago CUSD 187 have received in district intervention funding. With the incorporation of district intervention funding into the districts' BFMs,</p> <ul style="list-style-type: none"> • The EBF formula would account for the two districts' additional funds in fiscal year 2022, appropriately raising their level of adequacy. • The two districts would experience an increase in adequacy and would be in line to receive less Tier Funding than they are currently. <p>These factors would result in a more equitable distribution for all other districts for fiscal year 2022. Furthermore, future tier distribution amounts for all districts will be based on an accurate measurement of available resources.</p> <p>The incorporation of district intervention funding into the BFM furthers the state's work to channel as many funding streams as are appropriate through the EBF formula, in acknowledgment of the formula's equitable distribution. It also continues to uphold the funding formula reform principle that "no district loses money," whereby all districts maintained their prior year's funding levels.</p>
District operations implications	Rather than relying on a separate appropriation each year, both districts would receive funding through EBF on an annual basis. The predictability and stability afforded by this changed funding stream would support sustainable strategic and financial planning within the districts as their administrations and staff act on behalf of their students.
District oversight implications	The incorporation of district intervention funding into the BFM would cement a funding decision in perpetuity that the General Assembly previously made on an annual basis with the opportunity for review and adjustment each year. However, the districts will still be responsible for providing annual progress reports to ISBE for four years. The legislation moreover creates a new accountability mechanism by which ISBE could extend the Financial Oversight Panels of either district, if deemed necessary. Without further action, the Financial Oversight Panels of both districts are statutorily set to expire no later than 2022.

BOARD DETERMINATION

In consideration of the provided background and analyses, the Illinois State Board of Education acted at its Dec. 16, 2020 meeting to authorize agency staff to prepare and submit a report to the General Assembly by Jan. 2, 2021, affirming that East St. Louis SD 189 and North Chicago CUSD 187 have met the criteria for District Intervention Money to be added to the districts' Base Funding Minimums. Specifically, the Illinois State Board of Education determined that, if approved by the General Assembly, \$6.05 million shall be added to the Base Funding Minimum of each district, for a total of \$12.1 million.

If approved by the General Assembly, the Board will subsequently review and make a decision regarding the extension of the districts' Financial Oversight Panels as permitted in PA 101-0643.

ILLINOIS STATE BOARD OF EDUCATION MEETING
December 16, 2020

To: Illinois State Board of Education

From: Dr. Carmen I. Ayala, State Superintendent of Education
Dr. Ernesto Matias, Education Officer
Robert Wolfe, Finance Officer

Agenda Topic: Implementation of PA 101-0643: District Intervention Funding

Expected Outcome: Affirmative determination that East St. Louis SD 189 and North Chicago CUSD 187 shall be recommended to have District Intervention Money added to their Base Funding Minimums

Materials: East St. Louis SD 189 Strategic Plan, FY22-FY26
East St. Louis SD 189 Financial Plan, FY22-FY26
North Chicago CUSD 187 Strategic Plan, FY22-FY26
North Chicago CUSD 187 Financial Plan, FY22-FY26

Staff Contact(s): Dr. Ernesto Matias, Education Officer
Robert Wolfe, Finance Officer
Krish Mohip, Deputy Superintendent, Operational Education
Deb Vespa, Director, School Business Services
Sara R. Shaw, Senior Manager, Fiscal and Academic Solvency

Purpose of Agenda Item

The Education and Finance Centers request the Board to authorize a report to be sent to the General Assembly recommending the incorporation of \$12.1 million of district intervention funding into the Base Funding Minimums (BFMs) of East St. Louis School District 189 and North Chicago CUSD 187.

Background Information/History

Statutory Background

Public Act 101-0643, which was passed in spring 2020, provides for processes and criteria that, if fulfilled, allow for district intervention funding to be incorporated into the receiving school districts' Evidence-Based Funding (EBF) BFM. Any district intervention funding incorporated into the school districts' BFM would remain therein in perpetuity and be treated legislatively like any other BFM dollars received by the districts.

Two school districts – East St. Louis School District 189 and North Chicago CUSD 187 -- currently receive district intervention funding and have done so since fiscal year 2013, with varying appropriations levels received over the nine years. See table below.

District Intervention Funding History

Fiscal Year	East St Louis SD 189	North Chicago CUSD 187	Total
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Per PA 101-0643, districts eligible for their district intervention funding to be incorporated into BFM must fulfill all of the below criteria:

- Operated under an Independent Authority or court-ordered State Board control for minimum of four years
- EBF Tier 1 or Tier 2 in previous fiscal year
- Demonstrates sustainability through five-year financial and strategic plan
- Demonstrates “sufficient progress and achieved sufficient stability in the areas of governance, academic growth, and finances,” determined via consideration of any of the following:
 - Summative designations
 - Accreditations
 - District Financial Profile

If the Illinois State Board of Education determines that these criteria have been met by any school district, it makes a determination on the amount of district intervention funding to be added to the district’s BFM and accordingly issues a report to the General Assembly by Jan. 2 of the fiscal year in which the determination is made. Upon receipt of the report from ISBE, the General Assembly must review the report and approve or disapprove, by joint resolution, the incorporation of the district intervention funding into the school district’s BFM. If the General Assembly fails to act on the report within 40 days from the receipt of the ISBE report, the district intervention funding is deemed approved for addition into the school district’s BFM.

Finally, per PA 101-0643, if district intervention funding is approved for addition into a school district’s BFM, the district must submit progress reports regarding its financial and strategic plan on or before Nov. 30 for four consecutive years. ISBE may establish a Financial Oversight Panel in the district if the school district does not demonstrate sufficient progress toward its five-year plan or if it has failed to file any financial plans or information as required by law. ISBE may also expand the duration of a Financial Oversight Panel in cases in which one is already established. Both East St. Louis School District 189 and North Chicago CUSD 187 have operated under a State Superintendent-appointed Financial Oversight Panel since 2012.

East St. Louis SD 189 and North Chicago CUSD 187 Background in Relation to Statute

Both school districts up for consideration for district intervention funding incorporation into BFM are currently positioned favorably relative to the eligibility criteria laid out in PA 101-0643, as evidenced by the below chart.

	East St Louis SD 189	North Chicago CUSD 187
<i>Operated under an Independent Authority or court-ordered State Board control for minimum of four years</i>	Operated under a consent decree since 2013	Operated under an Independent Authority since 2012
<i>EBF Tier 1 or Tier 2 in previous fiscal year</i>	EBF Tier 2 in FY20	EBF Tier 1 in FY20
<i>Demonstrates sustainability through five-year financial and strategic plan</i>	<p>Five-year Financial and Strategic Plans (attached to this memo) demonstrate sustainability.</p> <p>The Financial Plan reflects deficit spending for the fiscal years 2021 through 2026. However, this is a conscious decision of the district administration. The district is utilizing fund balance to sustain its operations and facility needs and to accomplish the goals within the Strategic Plan. At the end of fiscal year 2026, the district’s ending fund balance is projected to be 31.32 percent of the revenue projections for the four operating funds. Twenty-five percent is required to obtain the highest Financial Profile score for the Fund Balance to Revenue Ratio.</p>	<p>Five-year Financial and Strategic Plans (attached to this memo) demonstrate sustainability.</p> <p>In the attached Financial Plan, the district is projecting a surplus for the four operational funds, Education, Operation and Maintenance, Pupil Transportation, and Working Cash. See the summary table below. The fund balance is being utilized to address facility needs.</p> <p>The Strategic Plan shows an intentional progression of direct steps that will be taken by the district in order to build capacity within the district in both instructional and operational systems. If implemented</p>

	<p>The Strategic Plan shows an intentional progression of direct steps that will be taken by the district in order to build capacity within the district. Through the five goals identified in the Strategic Plan, when implemented successfully by the district, sustainable practices will be built and improvements to student outcomes will be realized as measured by improvements on the Illinois Assessment of Readiness (IAR) Math and Reading proficiency scores.</p> <p>See more details in next section, "East St. Louis SD 189 Plan Highlights."</p>	<p>successfully by the district, sustainable practices will be built and improvements to student outcomes will be realized as measured by improvements on the Illinois Assessment of Readiness (IAR) Math and Reading proficiency scores.</p> <p>See more details in next section, "North Chicago CUSD 187 Plan Highlights."</p>
<p><i>Demonstrates "sufficient progress and achieved sufficient stability in the areas of governance, academic growth, and finances," determined via consideration of any of the following:</i></p> <ul style="list-style-type: none"> • <i>Summative designations</i> • <i>Accreditations</i> • <i>District Financial Profile</i> 	<p>Currently, there are four schools with the summative designation of lowest performing, which receive comprehensive supports through IL-EMPOWER. In addition, one school is between the lowest 6%-10% of schools in the state and receive targeted supports through 1003(a) funding. A successful implementation of the district's Strategic Plan means we can expect that zero schools will be designated as a lowest-performing school and three schools will be receiving targeted supports.</p> <p>East St. Louis SD 189 received a Financial Profile score of 3.70 out of 4.00, for a Recognition designation, in the latest Financial Profile. Utilizing the data submitted in the Financial Plan, it is estimated that the district's Financial Profile designation will decline to the second highest designation of Financial Review for fiscal years 2021 through 2026. However, the district is in the midrange for this designation and continues to have healthy fund balances. The decrease is due to the district's projected deficit spending to utilize fund balances to achieve student needs as per the Strategic Plan.</p>	<p>Currently, there are three schools with the summative designation of lowest performing, which receive comprehensive supports through IL-EMPOWER. In addition, two schools are between the lowest 6%-10% of schools in the state and receive targeted supports through 1003(a) funding. A successful implementation of the district's Strategic Plan means we can expect that zero schools will be designated as a lowest-performing school and two schools will be receiving targeted supports.</p> <p>North Chicago CUSD 187 received a Financial Profile score of 3.60 out of 4.00, for a Recognition designation, in the last Financial Profile. Utilizing the data submitted in the Financial Plan, it is estimated that the district's Financial Profile designation will remain consistent for fiscal years 2021 through 2026.</p>

Both school districts worked with ISBE staff from June 2020-September 2020 to augment their existing strategic and financial plans into integrated five-year plans spanning fiscal years 2022-26. The local governing boards of each district approved these plans in September 2020; the plans are attached to this memo for the Board's consideration.

East St. Louis SD 189 Plan Highlights

East St. Louis SD 189 Strategic Plan highlights, as identified by district leaders

- K-8 Academy
 - Critical Initiative 1.4.5: Create a K-8 Academy to house the ESTL 189 Residency Program and promote an uninterrupted academic environment for students.
 - Research/Rationale

- Source: Alspaugh, J. W. (1998). Achievement loss associated with the transition to middle school and high school. *Journal of Educational Research*, 92(1), 20–25.

“A statistically significant achievement loss associated with the transition from elementary school to middle school at 6th grade was found, as compared with K–8 schools that did not have a school-to-school transition at 6th grade. The transition loss in achievement was larger when students from multiple elementary schools were merged into a single middle school during the transition. The students from the middle schools and K–8 elementary schools experienced an achievement loss in the transition to high school at 9th grade. The achievement loss in the transition to high school was larger for middle school students than for K–8 elementary students. High school dropout rates were higher for districts with grade 6–8 middle schools than for districts with K–8 elementary schools.”

From Abstract on Institute of Education Sciences Website,
<https://ies.ed.gov/ncee/edlabs/regions/west/Ask/Details/53>

- Based on cohort trend data, District 189 has historically lost an average of 91 4th-7th grade students each year. Other cohort trends show a loss of over 150 students in grades 1 through 4. Some of this loss is due to mobility, while at other points families prefer area middle schools that are usually smaller in size or are structured as K-8 programs. We notice an increase in families returning to the district for high school as we gain on average 100 freshmen from surrounding districts annually.
- School leadership and staff from Gordon Bush Elementary School successfully implemented SIG initiatives and demonstrated increases in student achievement, taking it from one of the worst performing schools in the state to now a school rated as “Commendable” by ISBE. Their success can be expanded beyond K-5th grade and into a K-8 Academy. This school went from being next to last in elementary school rankings in 2013 ranked in the bottom ten percent of schools to being ranked above 35% of schools in the state. During annual SIG compliance visits, Bush received high ratings in all areas. The school team, parents and district administration were excited to receive a proposal from the school team to lead the district’s K-8 Academy. We believe based on the last successful five years of data, the commitment of this team, and parent survey data that a K-8 Academy would provide more enrollment stability with potential growth in enrollment, as well as serve as a model and perhaps a pilot to use for other schools.
- Through an intense District 189 rating system called the Academic Excellence Indicator System (AEI), Gordon Bush was deemed “School of the Year” for three consecutive years. The AEI measures a school’s academic performance and growth on state and national assessments, as well as climate and culture measurements, such as teacher and student attendance, school environment, suspension rate, etc.
- In parental survey data that was gathered for the proposal, we noticed that 60% of parents surveyed did not feel comfortable sending their child(ren) to the traditional city middle schools; 94% were interested in their child(ren) remaining at Gordon Bush. Some of the themes in parent discussions to stay or leave the elementary school for middle school years included quality of teachers, culture and climate, teacher/student relationships, student voice, and available extracurricular programs.
- Key Activities
 - Move the school to a larger facility to accommodate growth from a K-5 program into a K-8 school. Capital costs include \$3 million for this project.
 - From school year 2021-22 through school year 2023-24, two classes of students will be added each year to bring a new grade level to the K-8 Academy.
 - With anticipated reallocation of students to the K-8 Academy, the district will reassign teachers from the middle schools to teach at the K-8 Academy.
 - Improve teaching and learning by implementing equitable intervention and enrichment programs.
- Expected Outcomes
 - Retention of students who would typically leave the district between grades 4-7.

- Meet and/or exceed state and national student performance and growth norms on assessments.
 - Improved attendance and a decrease in the dropout rate.
- Dual Credit Expansion
 - Critical Initiative 1.4.2: Advance youth ownership of their educational journey.
 - Activity 1.4.2b: Expand dual credit opportunities for high school students.
 - Activity 1.4.3d: Expand Career and Technical education opportunities at the high school level to include Nursing, Business Ed, Teacher Education, HVAC, and Culinary (one program addition each year).
 - Research/Rationale
 - Source: <https://www.educationdive.com/news/dual-enrollment-is-increasing-college-going-behavior-but-only-for-some-stu/>

“Data from the National Student Clearinghouse Research Center show that in the fall of 2010, 15% of U.S. community college entrants were high school dual-enrollment students. The figure comes from [the research group's 2017 report](#) on how students taking such courses fare after secondary school, tracking more than 200,000 high school students from 2010 to 2016.

The report found that only 12% of those dually enrolled high school students didn't go on to enroll in some form of college by the age of 20, with 41% of dually enrolled students going on to a four-year college. Of the other 47% of students who first matriculated in community college between the ages of 18 and 20, 84 percent went to the institution where they were taking the dual enrollment courses.”
 - Source: <https://www.rand.org/blog/2019/06/dual-enrollment-for-high-schoolers-can-expand-access.html>

“[Digging deeper into recent statistics](#)” (PDF) suggests that access to these programs is not currently equally distributed. Overall, there are lower levels of dual enrollment participation for minority students and students whose parents have lower levels of education. A [U.S. Government Accountability Office report \(PDF\)](#) had similar findings: Schools with the largest proportion of students who qualify for free or reduced price lunch, smaller schools, and schools in urban areas were substantially less likely to offer these programs compared to schools with the smallest proportion of low-income students, larger schools, and schools in suburban and rural areas. Such uneven access to dual enrollment may exacerbate the existing gap in postsecondary access and success between low income and minority students and their peers.”
 - Our district currently has a goal of supporting the Illinois 60 by 25 initiative and Postsecondary Workforce and Readiness Act and continues to analyze foundational data to support early readiness for two-year, four-year, and trade schools. Over the past five years, we have been working on ensuring that students are able to get accepted to their desired and matched two-year, four-year, and trade schools with an average of 99% of our students being accepted into postsecondary programs. In addition, we have teams continually working to ensure that students take advantage of and receive available scholarships.
 - Of our postsecondary student population, 76% are enrolled in community colleges and are subject to remedial courses compared to 44% statewide, which delay time spent in desired fields of study, and can be financially burdensome to families. 54% of the students who go to a 4-year college or university are persisting past the 16 month point as compared to 74% of their statewide counterparts.
 - We are currently evaluating our course master to implement diploma pathway endorsements allowing our students to align their high school courses including AP and dual credit to their college pathways. This will provide a clearer pathway for students and will increase the chances of lifelong economic stability and success for students.
 - Having on-campus dual credit options alongside our off-campus programs will ensure that we can service more students and improves the quality of our teaching staff.
 - Key Activities
 - Secure teachers who have an educational background that allows them to provide on-campus dual credit.

- Acquire relationships with local community colleges for partnerships with teaching dual credit and certification programs.
- Strengthen Transitional Math and add a Transitional English program.
- Add college freshman level English and College Algebra courses.
- Add four additional certification programs to Career and Technical Education (Nursing, Business Ed, Teacher Education, HVAC, Culinary).
- Expand industry-recognized certifications and pathway endorsements for diplomas.
- Costs for Academic Dual Credit: \$280,000 and CTE Expansion: \$1,003,000.
- **Expected Outcomes**
 - All high school graduates will have completed their first college year of English and Math, including any foundational and remedial courses. This will allow students with two-year, four-year, or trade pathways to access their field of study earlier and increases their chances of completing their education and career certifications.
 - Incremental increases in college persistence reaching or exceeding statewide averages.
 - Incremental decreases in the students needing remedial courses in community colleges.
 - Decrease in the district's dropout rate.

East St. Louis SD 189 Financial Plan highlights

For the four operating funds – Education, Operation and Maintenance, Pupil Transportation, and Working Cash – the Financial Plan reflects the following:

	FY 2021 Budget	Projected FY 2022	Projected FY 2023	Projected FY 2024	Projected FY 2025	Projected FY 2026
Beginning Fund Balance	56,971,757	54,381,122	49,564,086	46,550,404	41,470,237	36,617,160
Revenue	104,962,829	96,226,175	97,869,594	98,368,859	98,933,827	99,459,076
Expenditures	107,553,464	99,343,211	98,668,276	101,159,026	102,886,904	104,321,741
Results of Operation	(2,590,635)	(3,117,036)	(798,683)	(2,790,167)	(3,953,077)	(4,862,665)
Other Sources and Uses	0	(1,700,000)	(2,215,000)	(2,290,000)	(900,000)	(690,000)
Ending Fund Balance	54,381,122	49,564,086	46,550,404	41,470,237	36,617,160	31,064,495
Fund Balance to Revenue Ratio	51.81%	51.51%	47.56%	42.16%	37.01%	31.23%
Estimated Financial Profile Designation	Financial Review	Financial Review	Financial Review	Financial Review	Financial Review	Financial Review
Estimated Financial Profile Score	3.35	3.35	3.25	3.25	3.25	3.25

As noted above, district administration is making a conscious decision to utilize fund balance to achieve the Strategic Plan and for facility needs. When reviewing the four operating funds, the Fund Balance to Revenue Ratio is projected to be at 31.23 percent in fiscal year 2026. This is still above the 25% required to get the highest score for the Financial Profile.

The Financial Plan also discusses the district's policy of maintaining a 15 to 20% ending Fund Balance to Expenditure Ratio. The submitted Financial Plan reflects an ending Fund Balance to Expenditure Ratio of 29.78%

As stipulated in the sustainability section of the Financial Plan, beginning on page 81, district administration acknowledges the intent to spend down the fund balance to sustain operations and incorporate the need to achieve the Strategic Plan. They further acknowledge they will pursue additional grant and monitor the Strategic Plan for necessary plan revisions if funds are not available.

Progress reports on the Financial Plan and Strategic Plan are required to be submitted annually to ISBE. ISBE will continue to monitor both for financial and strategic sustainability.

North Chicago CUSD 187 Plan Highlights

North Chicago CUSD 187 Strategic Plan highlights, as identified by district leaders

- The Strategic Plan identifies and commits the North Chicago Board to three challenging and aspirational academic goals for student growth, and aligns key strategies needed to reach those

goals over the next five years. When the goals are reached, the district's schools will reach or exceed state averages for academic performance.

- Goal #1: Focus on Early Intervention and Early Success
 - 66% of students in D187 schools will reach national average proficiency levels as measured by NWEA MAP by the end of third grade. Baseline data from 2018 indicate that 16% of students were meeting this goal in Math and 22% in Reading.
- Goal #2: Accelerated Student Growth
 - #2A - 95% of students grades K-8 scoring at or below the 40th percentile nationally will achieve 120% of projected growth each academic year, as measured by NWEA MAP. 2018 baseline data indicate that only 29% of students were reaching this growth goal in Math and 28% in Reading
 - #2B - 95% of students grades K-8 scoring above the 40th percentile nationally will achieve 100% of projected growth each academic year, as measured by NWEA MAP. In 2018, 37% of students met this growth goal in Math and 36% in Reading.
 - #2C - 37% of 9-12 grade students in Math and 40% of 9-12 grade students in EBRW are at or above the college readiness benchmark, as measured by PSAT/SAT. In 2018, only 10% of students were meeting this goal in Math and 24% in EBRW.
- Goal #3: High School 4-Year Graduation Rate
 - #3A - 93% of Freshman will be on track according to the ISBE definition at the end of their first year. The baseline data for this metric indicate that 56% of freshman were on track in 2018.
 - #3B - 88% of NCCHS students will graduate in four years. In 2018, just 56% of students graduated in four years.
- The strategies identified are divided into two categories: instructional and operational. These 18 strategies, each assigned to one member of the Senior Leadership Team to lead, are what we believe are needed to deliver on the board's goals and the district's mission.
- Instructional strategies include:
 1. The district will implement CCSS aligned world-class curricula and assessment system for all students in each subject.
 2. The district will develop and implement comprehensive academic and behavioral tiered supports for all students (MTSS).
 3. The district will implement a research-based Dual Language Model K-8.
 4. The district will improve Special Education services and implement strategies to increase inclusion of students with special needs across the district.
 5. The district will implement a comprehensive approach to social emotional learning aligned to the CASEL definition of SEL and state standards.
 6. The district will create structures and systems that increase expectations for adults and students so that each member of the D187 community can reach their potential.
 7. The district will develop a cadre of school leaders that will be able to implement school wide change and lead academic advancement for each student.
 8. The district will implement research-based practices to tightly couple instructional practices across the district.
 9. The district will implement a data management system to align board goals to school, classroom, and student goals.
 10. The district will implement equity-based policies and practices to guide each other strategy.
 11. The high school will implement structures to increase graduation and post-secondary success.
 12. The district will engage parents in new ways in order to build parent leadership and support student learning.
- Operational strategies include:
 13. The district will implement 1:1 technology for all students, K-12.
 14. The district will develop partnerships and strategies to increase recruitment, specifically targeting recruitment of candidates of color.
 15. The district will implement strategies to increase the retention of high-quality teachers, especially in hard to fill areas.
 16. The district will pursue regionally competitive and motivating salary and benefit packages for employees, with special attention to teachers.
 17. The district will pursue a facilities plan to rehabilitate our school buildings.
 18. The district will maintain financially sound practices that protect the financial stability of the district.
- Each strategy has one identified SMART goal, linking the strategy to the board goals. Additionally, the district leadership team has drafted annual implementation goals to

measure the progress of each strategy's action steps. This improvement on our strategic plan will provide the leadership team, boards, and community with the information needed to assess the progress of the strategic plan. To take the Social and Emotional Learning (SEL) strategy as an example:

- The district will implement a comprehensive approach to social emotional learning aligned to the CASEL definition of SEL and state standards.
 - Smart Goal: 50% reduction in out-of-school suspension; close disparity in % of students disciplined for defiance/disrespect by race; 10% increase in student-teacher trust on 5Essentials
 - Key Actions for 2021:
 - Second Step or Responsive Classroom implemented districtwide K-8
 - Pilot use of SEL screener
 - District SEL Team sets goals, provides school-based routines for improvement
 - Launch district SEL resources website.
 - IL-EMPOWER grant dollars focused on Lead Learning Partner support with SEL
 - Embedded 9-12 grade restorative justice training for staff initiated with IL-EMPOWER Lead Learning Partner.
- Together, the strategic statement, SMART goal, and key activities for each year of the five-year plan, along with specific implementation metrics, make up the strategic planning tool.

North Chicago CUSD 187 Financial Plan highlights

For the four operating funds – Education, Operation and Maintenance, Pupil Transportation, and Working Cash -- the Financial Plan reflects the following:

	FY 2021 Budget	Projected FY 2022	Projected FY 2023	Projected FY 2024	Projected FY 2025	Projected FY 2026
Beginning Fund Balance	27,173,012	25,445,205	24,205,878	22,949,359	22,008,644	20,872,376
Revenue	58,645,173	59,170,993	60,288,731	61,118,818	62,511,050	63,810,326
Expenditures	58,522,980	59,060,320	60,195,250	61,059,533	62,447,318	63,733,358
Results of Operation	122,193	110,673	93,481	59,285	63,732	76,968
Other Sources and Uses	(1,850,000)	(1,350,000)	(1,350,000)	(1,000,000)	(1,200,000)	(1,300,000)
Ending Fund Balance	25,445,205	24,205,878	22,949,359	22,008,644	20,872,376	19,649,344
Fund Balance to Revenue Ratio	43.39%	40.91%	38.07%	36.01%	33.39%	30.79%
Estimated Financial Profile Designation	Recognition	Recognition	Recognition	Recognition	Recognition	Recognition
Estimated Financial Profile Score	3.60	3.60	3.60	3.60	3.60	3.60

The Financial Plan reflects the district is projecting an operational surplus each year. District administration is utilizing fund balance to address facility needs. With this impact on fund balance each year, the district is still projecting a Fund Balance to Revenue Ratio of 30.79 percent for fiscal year 2026. As discussed above for East St. Louis SD 189, the 2026 projected Fund Balance to Revenue Ratio for North Chicago remains above the 25 percent required to get the highest score for this Financial Profile indicator.

For the sustainability, the Financial Plan acknowledges, “The next five years will be difficult; however, this plan does identify revenues to meet the most urgent needs of the students of North Chicago and prepare the district for a far better financial position.”

Impact of Potential Action

The following table indicates the estimated impact on district finances for fiscal year 2021 if district intervention funding were added to each district's BFM and if \$300 million in Evidence-Based Tier Funding had been provided.

	<u>No District Intervention Funding in BFM</u>			<u>With District Intervention Funding Incorporated into BFM</u>			<u>Difference</u>	
	<u>% of Adequacy</u>	<u>Tier</u>	<u>Tier Funding</u>	<u>% of Adequacy</u>	<u>Tier</u>	<u>Tier Funding</u>	<u>% of Adequacy</u>	<u>Tier Funding</u>
East St. Louis SD 189	76.9%	2	\$ 470,431	86.7%	2	\$ 162,909	9.9%	\$ (307,522)
North Chicago CUSD 187	68.6%	1	\$ 624,917	81.6%	2	\$ 204,617	13.0%	\$ (420,300)

Analysis and Implications for Policy, Budget, Legislative Action, and Communications

Policy Implications: District intervention funding would be removed as a line item from state budgets. The two districts' Base Funding Minimums would be increased by the amount of their district intervention funding, providing the districts with financial predictability and sustainability.

Budget Implications: None for fiscal year 2022. The total amount of recommended appropriation does not change under this action, only the manner in which it is distributed (through district intervention funding or through the BFM). In the years subsequent to any incorporation of district intervention funding into the BFM, the General Assembly would no longer appropriate a separate line item for district intervention funding. Instead, the districts would receive their BFM as appropriated. Both districts would experience an increase in adequacy and would be in line to receive less Tier Funding than they are currently.

Legislative Action: If the Board sends a report to the General Assembly by Jan. 2 indicating action on incorporating the district intervention funding into the BFM, the General Assembly has 40 days to act to approve or disapprove. If the General Assembly does not act, the incorporation is deemed approved.

Communication: None.

Pros and Cons of Various Actions

Pros: If district intervention funding is incorporated into the BFM of both districts, their administration, staff, and students reap the benefits of a stable funding source that supports sustainable strategic and financial planning. The incorporation of district intervention funding into the BFM of both districts would also mark the first time that the EBF formula can account for these additional funds that the districts receive, appropriately raising their level of adequacy and ensuring a more equitable distribution for other districts. Future tier distribution amounts for these districts will be based on an accurate measurement of available resources with the incorporation of District Intervention Funding into the Base Funding Minimum. (EBF tier distributions during fiscal years 2018 through 2020 did not account for the district intervention funding benefitting these two districts.) The incorporation of district intervention funding into the BFM furthers the state's work to channel as many funding streams as are appropriate through the EBF formula, in acknowledgment of the formula's equitable distribution. Finally, moving district intervention funding into the BFM honors a principle undergirding funding formula reform – namely, that all districts would maintain their prior years' funding levels.

Cons: The incorporation of district intervention funding into the BFM would cement a funding decision in perpetuity that the General Assembly previously made on an annual basis with the opportunity for review and adjustment each year. However, even if district intervention funding is added to the BFM, the districts will still be responsible for providing annual progress reports to ISBE for four years. Moreover, the legislation creates a new accountability mechanism by which ISBE could extend the Financial Oversight Panels of either district, if deemed necessary. Without further action, the Financial Oversight Panels of both districts are statutorily set to expire no later than 2022.

Board Member(s) Who Will Abstain: None.

Superintendent's Recommendation

I recommend that the following motion be adopted:

The State Board of Education hereby authorizes agency staff to prepare and submit a report to the General Assembly by January 2, 2021 affirming that East St. Louis SD 189 and North Chicago CUSD 187 have met the criteria for District Intervention Money to be added to the districts' Base Funding Minimums. The report shall further determine that, if approved, \$6,050,000 shall be added to the Base Funding Minimum of each district for a total of \$12,100,000.

Next Steps

Submit report to General Assembly and await approval within 40 days.

If approved, the Board will subsequently review and make a decision regarding the extension of the districts' FOPs as permitted in PA 101-0643.

Date of Board Action: December 16, 2020



FIVE-YEAR FINANCIAL PLAN

NORTH CHICAGO COMMUNITY UNIT SCHOOL DISTRICT 187

FISCAL YEARS 2022 to 2026

Revision 1

Approved, September 22, 2020

2021 Financial Oversight Panel:

Hornsby Kneeland, Chair

Allen Albus

Inette Coleman

Hillarie Sienna

Mary Werling

Superintendent: John P. Price

Director of Finance and Operations: Gregory Volan

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EXECUTIVE SUMMARY

The COVID Pandemic, and the resulting financial ramifications, has had a heavy impact on the projections contained in this report. Over the next five years, the district's conservative projections indicate flat revenues, and increasing expenses. This requires moderate annual expenditure reductions in a manner that does not negatively impact the district's ability to achieve strategic goals.

However, contained in this plan is also an aggressive facilities capital expenditure plan, the first in the district since 2002. Furthermore, though the 2025 and 2026 financial years are likely to be the hardest years, from this point on the financial picture of the district is likely to improve over the following five-year period. The long term projections for the school district, in the 10 to 15 year time horizon, look much more positive than the projections contained in this five year projection report.

The information contained in this report shares a high level of detail about the assumptions made, the underlying data behind the projections, and a linkage to the district's strategic plan.

INTRODUCTION

The mission of the North Chicago Unit School District is to:

Empower each child to write their own story of success, and to prepare each child, academically and socially, to pursue and realize their unique purpose.

The extent to which we will fulfill this mission and realize our goals for our children is in large part dependent upon the wise use of district resources. Appropriate resource management means that:

- The highest priority areas receive the most funding, or the fewest cuts, over time;
- When initiatives are started, they are affordable and sustainable over the long term

The purpose of creating this document is to carefully consider financial, operational, and management issues that will directly impact the educational objectives of the school district. As the district plans for changing enrollment and revenues, we can strategically plan for changing investments and expenditures to meet those needs; and, as we consider strategic priorities, we can prioritize those needs based upon resource availability. This plan will provide a benchmark against which we can compare progress, and against which we can compare changes as the district's financial condition continues to evolve.

The purpose for reading this document is to fully understand the district's current financial position, future projections, and priorities. Our intent is that the reader increases their understanding of the district's long-term financial plan and their confidence in the district's management.

Over the past several years, the district has significantly advanced its planning and forecasting. In 2018, the district finalized a new strategic plan including goals and key actions for the district to take. In 2019, the district completed a Facility Master Plan in order to understand our buildings' needs, and the resources needed to meet those needs. Also in 2019, the district completed a human resources recruitment and retention plan. In 2020, the district has completed this financial plan and updated the strategic plan with new goals and more focused strategies. Taken together, these documents provide the district with a far better road map for improving student outcomes.

These planning documents and processes have revealed the levels of need within the district, and the many areas that have been starved of investment for many many years. The district's facility plan revealed \$120M in needed building renovation work across 5 buildings used for students currently - not including Neal Middle School or the District Office. The strategic plan revealed that most students in the district are performing years behind grade level standards. And the HR plan has revealed that teachers too frequently leave the district before their 5th year and are underpaid compared to regional peers. In addition, teachers require training and support beyond anything that has been provided in the district previously. Finally, the recent COVID-19 crisis has revealed just how far behind the district is related to student technology access and use.

In summary, the district's needs are intense and widespread across many areas. We need to make investments in instruction, technology, certified staff salaries, and buildings. We cannot afford to ignore any of these areas; however, investing in all of these areas to the degree that they require is not supported by current revenue projections. This plan will outline those difficult choices, the reasons for them, and the opportunities to improve the district's standing over time. This document will assist in making difficult decisions, and ensure that the decisions made are sustainable.

The North Chicago Community Unit School District would like to thank the Illinois State Board of Education for their support in the creation of this document, and for years of support for the district, especially since the inception of the Financial Oversight Panel in 2012. ISBE's guidance and support have been instrumental in the district's progress since that time.

I. DISTRICT OVERVIEW

A. History of District

North Chicago is a district that has experienced turbulence and significant challenges over the past 30 years. Financial challenges have repeatedly necessitated drastic changes. In 1987, two local districts consolidated to form District 187 in order to provide much needed financial resources to the high school district. In 1995, regional leaders created a plan to dissolve the district and split up the district schools into several of the surrounding districts. This plan was never implemented.

The district was listed on academic watch lists from the beginning of the NCLB era due to the performance of the district's schools. And in 2012, the elected board was dissolved by ISBE and the local superintendent dismissed. A state appointed Independent Authority and Financial Oversight Panel were put into place along with an experienced interim superintendent with the intention of bringing the district's finances under control and improving student academic outcomes. Since the state takeover in June of 2012, the district has restructured schools and grade levels at least three times.

In the first five years of state control significant financial progress was made. The district closed several schools and laid off staff in order to right size the district and bring the budget under control. Annual deficits slowly turned into annual surpluses and the district's fund balances returned to healthy levels. The district now enjoys the highest financial score that ISBE gives districts, and is able to face the challenges of the next five years, caused primarily by the COVID crisis, from a much improved financial position.

B. Mission and Goals

The mission of the district is to “empower each child to write their own story of success, and to prepare each child academically and socially, to pursue and realize their unique purpose.” This statement has real power in our school district. It is a mission statement crafted through the feedback of hundreds of staff members, and represents our best intentions for our students. The role of the student is primary in our mission statement and our district, and the role of the adult is to support each child in the pursuit of their promise.

The district has set aggressive academic goals, and the operations of the district must align to meet those goals. The four goals of the school district are:

- Increase the achievement of 3rd grade students, in Reading and Mathematics, to national averages.
- Increase the annual academic growth of each student in the district.

- Increase the four-year graduation rate for our high school students to 85%.
- Ensure that 100% of graduating students have a post-secondary plan.

A more detailed discussion of the district's goals can be found in our strategic plan, including specific annual targets.

C. Current State of District

The district's current financial state is a mixture of promising progress and long-term structural challenges that will take many more years to solve.

On the positive side, the district's current fund balance sits at approximately 40% of operational expenditures, well above the 25% minimum recommended by the state and required by District 187 board policy. Revenues have increased significantly over the past three years due to the Evidence Based Funding Law passed by the General Assembly in 2017. This law prioritizes districts like North Chicago for increased funding, when available, from the State of Illinois.

The district has received District Intervention funds from ISBE that have helped the school district to make annual debt payments, and in recent years, invest in capital expenditure programs.

There are two serious structural problems that remain for the district. The first is the low wealth and high tax rate in the community of North Chicago. Residential property values have still not recovered from the 2008 housing bubble, when the community's homes lost over 60% of their overall Equalized Assessed Value (EAV). Decreasing local property values drove up local property tax rates in a deepening fiscal crisis. There are recent promising signs - both increasing property values and promising real estate developments - but this issue is many years from resolution in North Chicago.

Second, the district agreed in 2010 to sell \$42M in Alternative Revenue bonds under the false promise of long-term savings. Those savings were never realized, the bond revenues were spent on short-term needs, and the district remains saddled with high annual debt payments.

This means that the district has no bonding capacity left to pay for capital expenditures as financially healthy districts can do; therefore, since 2010 and for the entirety of this plan, capital expenditures must come from operating revenues. And, additionally, the district must also use operating revenues to make the debt payments. These confounding issues means that the district must use very limited local revenues and operating funds to pay for a large debt service, and capital expenditures, along with all of the educational needs of our students.

In 2027, the year after this plan ends, the district will retire the first round of long term debt, and will be able to, once again, sell bonds that could be used for capital expenditures. This means that 2026 could be the last year that the district would have to use operating revenues to fund capital expenditure projects. Second, the Alternative Revenue bonds will be fully paid in 2035. At that point, the district will gain back the revenues needed today for debt payments that can then be invested in educational programming. Those two shifts, which will occur over the next 15 years, does give the district a promise of a brighter long-term financial picture.

II. FIVE-YEAR FINANCIAL FORECAST

The tables on the following four pages give a summary of the district's financial plan for FY 22 to FY 26. We start with the FY 21 adopted budget as a baseline and provide the financial forecast for each year, FY 22 to FY 26, in sequence.

The first chart (on two pages) shows the operating budget, broken down by fund. The operating budget includes Fund 10 (Educational), Fund 20 (Operations & Maintenance), Fund 40 (Transportation), Fund 70 (Working Cash), Fund 50 (Municipal Retirement / Social Security), and Fund 80 (Tort).

The second chart (on two pages) shows the debt service and capital budgets. These budgets include Fund 30 (Debt Service), Fund 60 (Capital Projects), and Fund 90 (Fire Prevention & Life Safety). We include Fund 90 as part of the capital budget.

The following sections of this financial plan will go into more detail about the assumptions used in this five-year financial forecast.

North Chicago CUSD 187
Operating Budget
FY21 Preliminary Budget + Five-Year Forecast for FY 22 to FY 26

	OPERATING BUDGET						TOTALS
	EDUCATIONAL (FUND 10)	O&M (FUND 20)	TRANSPORT. (FUND 40)	WORK. CASH (FUND 70)	IMRF/FICA (FUND 50)	TORT (FUND 80)	
Estimated Fund Balance 7/1/2020	\$ 20,928,702	\$ 1,957,298	\$ 1,708,770	\$ 2,578,242	\$ 952,715	\$ 978,023	\$ 29,103,750
FY 21 REVENUES	\$ 51,230,085	\$ 4,172,203	\$ 3,166,333	\$ 76,552	\$ 273,108	\$ 262,675	\$ 59,180,956
FY 21 EXPENDITURES - PERSONNEL	\$ 26,845,990	\$ 85,143	\$ 65,740	\$ -	\$ 1,062,447	\$ 274,355	\$ 28,333,675
FY 21 EXPENDITURES - NON-PERSONNEL	\$ 23,654,467	\$ 3,970,140	\$ 3,901,500	\$ -	\$ -	\$ 503,643	\$ 32,029,750
SURPLUS/(DEFICIT)	<u>\$ 729,628</u>	<u>\$ 116,920</u>	<u>\$ (800,907)</u>	<u>\$ 76,552</u>	<u>\$ (789,339)</u>	<u>\$ (515,323)</u>	<u>\$ (1,182,469)</u>
Transfer to Capital Projects Fund	\$ (1,850,000)						\$ (1,850,000)
Estimated Fund Balance 6/30/2021	<u>\$ 19,808,330</u>	<u>\$ 2,074,218</u>	<u>\$ 907,863</u>	<u>\$ 2,654,794</u>	<u>\$ 163,376</u>	<u>\$ 462,700</u>	<u>\$ 26,071,281</u>
FY 22 REVENUES	\$ 51,273,972	\$ 3,915,580	\$ 3,902,056	\$ 79,385	\$ 1,041,807	\$ 744,233	\$ 60,957,033
FY 22 EXPENDITURES - PERSONNEL	\$ 27,491,935	\$ 87,698	\$ 67,712	\$ -	\$ 1,060,783	\$ 282,585	\$ 28,990,713
FY 22 EXPENDITURES - NON-PERSONNEL	\$ 23,383,902	\$ 4,049,543	\$ 3,979,530	\$ -	\$ -	\$ 511,792	\$ 31,924,767
SURPLUS/(DEFICIT)	<u>\$ 398,135</u>	<u>\$ (221,661)</u>	<u>\$ (145,186)</u>	<u>\$ 79,385</u>	<u>\$ (18,976)</u>	<u>\$ (50,144)</u>	<u>\$ 41,553</u>
Transfer to Capital Projects Fund	\$ (1,350,000)						\$ (1,350,000)
Estimated Fund Balance 6/30/2022	<u>\$ 18,856,465</u>	<u>\$ 1,852,557</u>	<u>\$ 762,677</u>	<u>\$ 2,734,179</u>	<u>\$ 144,400</u>	<u>\$ 412,556</u>	<u>\$ 24,762,834</u>
FY 23 REVENUES	\$ 52,268,711	\$ 3,956,910	\$ 3,981,679	\$ 81,431	\$ 1,068,613	\$ 763,415	\$ 62,120,759
FY 23 EXPENDITURES - PERSONNEL	\$ 28,179,670	\$ 90,329	\$ 69,743	\$ -	\$ 1,062,296	\$ 281,310	\$ 29,683,348
FY 23 EXPENDITURES - NON-PERSONNEL	\$ 23,665,853	\$ 4,130,534	\$ 4,059,121	\$ -	\$ -	\$ 520,104	\$ 32,375,612
SURPLUS/(DEFICIT)	<u>\$ 423,188</u>	<u>\$ (263,953)</u>	<u>\$ (147,185)</u>	<u>\$ 81,431</u>	<u>\$ 6,317</u>	<u>\$ (37,999)</u>	<u>\$ 61,799</u>
Transfer to Capital Projects Fund	\$ (1,350,000)						\$ (1,350,000)
Estimated Fund Balance 6/30/2023	<u>\$ 17,929,653</u>	<u>\$ 1,588,604</u>	<u>\$ 615,492</u>	<u>\$ 2,815,610</u>	<u>\$ 150,717</u>	<u>\$ 374,557</u>	<u>\$ 23,474,633</u>

North Chicago CUSD 187
Operating Budget
FY21 Preliminary Budget + Five-Year Forecast for FY 22 to FY 26

	OPERATING BUDGET						TOTALS
	EDUCATIONAL (FUND 10)	O&M (FUND 20)	TRANSPORT. (FUND 40)	WORK. CASH (FUND 70)	IMRF/FICA (FUND 50)	TORT (FUND 80)	
Estimated Fund Balance 6/30/2023	\$ 17,929,653	\$ 1,588,604	\$ 615,492	\$ 2,815,610	\$ 150,717	\$ 374,557	\$ 23,474,633
FY 24 REVENUES	\$ 53,011,773	\$ 3,975,707	\$ 4,048,680	\$ 82,658	\$ 1,084,587	\$ 774,923	\$ 62,978,328
FY 24 EXPENDITURES - PERSONNEL	\$ 28,558,883	\$ 93,038	\$ 71,835	\$ -	\$ 1,077,734	\$ 289,551	\$ 30,091,041
FY 24 EXPENDITURES - NON-PERSONNEL	\$ 23,982,329	\$ 4,213,145	\$ 4,140,303	\$ -	\$ -	\$ 528,582	\$ 32,864,359
SURPLUS/(DEFICIT)	\$ 470,561	\$ (330,476)	\$ (163,458)	\$ 82,658	\$ 6,853	\$ (43,210)	\$ 22,928
Transfer to Capital Projects Fund	\$ (1,000,000)						\$ (1,000,000)
Estimated Fund Balance 6/30/2024	\$ 17,400,214	\$ 1,258,128	\$ 452,034	\$ 2,898,268	\$ 157,570	\$ 331,347	\$ 22,497,561
FY 25 REVENUES	\$ 54,302,064	\$ 4,001,021	\$ 4,123,654	\$ 84,311	\$ 1,106,099	\$ 790,421	\$ 64,407,570
FY 25 EXPENDITURES - PERSONNEL	\$ 29,248,630	\$ 95,830	\$ 73,990	\$ -	\$ 1,100,913	\$ 308,788	\$ 30,828,150
FY 25 EXPENDITURES - NON-PERSONNEL	\$ 24,508,351	\$ 4,297,408	\$ 4,223,109	\$ -	\$ -	\$ 537,229	\$ 33,566,097
SURPLUS/(DEFICIT)	\$ 545,083	\$ (392,217)	\$ (173,445)	\$ 84,311	\$ 5,187	\$ (55,596)	\$ 13,323
Transfer to Capital Projects Fund	\$ (1,200,000)						\$ (1,200,000)
Estimated Fund Balance 6/30/2025	\$ 16,745,297	\$ 865,911	\$ 278,589	\$ 2,982,579	\$ 162,757	\$ 275,751	\$ 21,310,884
FY 26 REVENUES	\$ 55,497,360	\$ 3,926,841	\$ 4,300,127	\$ 85,998	\$ 1,128,041	\$ 806,229	\$ 65,744,596
FY 26 EXPENDITURES - PERSONNEL	\$ 30,017,278	\$ 98,705	\$ 76,209	\$ -	\$ 1,132,548	\$ 318,052	\$ 31,642,792
FY 26 EXPENDITURES - NON-PERSONNEL	\$ 24,850,239	\$ 4,383,356	\$ 4,307,571	\$ -	\$ -	\$ 546,049	\$ 34,087,215
SURPLUS/(DEFICIT)	\$ 629,843	\$ (555,220)	\$ (83,653)	\$ 85,998	\$ (4,507)	\$ (57,872)	\$ 14,589
Transfer to Capital Projects Fund	\$ (1,300,000)						\$ (1,300,000)
Estimated Fund Balance 6/30/2026	\$ 16,075,140	\$ 310,691	\$ 194,936	\$ 3,068,577	\$ 158,250	\$ 217,879	\$ 20,025,473

North Chicago CUSD 187
Debt Service and Capital Budgets
FY 21 Preliminary Budget + Five-Year Forecast for FY 22 to FY 26

	DEBT AND CAPITAL BUDGETS					
	DEBT SERVICE (FUND 30)	CAP PROJECTS (FUND 60)	FP & SAFETY (FUND 90)	TOTALS	ALL OPERATING FUNDS	TOTAL ALL FUNDS
Estimated Fund Balance 7/1/2020	\$ 3,186,741	\$ 4,500,000	\$ 698,920	\$ 8,385,661	\$ 29,103,750	\$ 37,489,411
					\$ -	\$ -
FY 21 REVENUES	\$ 4,041,805	\$ 3,150,000	\$ 153,104	\$ 7,344,909	\$ 59,180,956	\$ 66,525,865
FY 21 EXPENDITURES - PERSONNEL	\$ -	\$ -	\$ -	\$ -	\$ 28,333,675	\$ 28,333,675
FY 21 EXPENDITURES - NON-PERSONNEL	\$ 4,099,293	\$ 6,000,000	\$ 500,000	\$ 10,599,293	\$ 32,029,750	\$ 42,629,043
SURPLUS/(DEFICIT)	\$ (57,488)	\$ (2,850,000)	\$ (346,896)	\$ (3,254,384)	\$ (1,182,469)	\$ (4,436,853)
					\$ -	\$ -
Transfer to Capital Projects Fund		\$ 1,850,000		\$ 1,850,000	\$ (1,850,000)	\$ -
					\$ -	\$ -
Estimated Fund Balance 6/30/2021	\$ 3,129,253	\$ 3,500,000	\$ 352,024	\$ 6,981,277	\$ 26,071,281	\$ 33,052,558
					\$ -	\$ -
FY 22 REVENUES	\$ 4,065,843	\$ 2,650,000	\$ 158,770	\$ 6,874,613	\$ 60,957,033	\$ 67,831,646
FY 22 EXPENDITURES - PERSONNEL	\$ -	\$ -	\$ -	\$ -	\$ 28,990,713	\$ 28,990,713
FY 22 EXPENDITURES - NON-PERSONNEL	\$ 4,098,205	\$ 4,000,000	\$ 160,000	\$ 8,258,205	\$ 31,924,767	\$ 40,182,972
SURPLUS/(DEFICIT)	\$ (32,362)	\$ (1,350,000)	\$ (1,230)	\$ (1,383,592)	\$ 41,553	\$ (1,342,039)
					\$ -	\$ -
Transfer to Capital Projects Fund		\$ 1,350,000		\$ 1,350,000	\$ (1,350,000)	\$ -
					\$ -	\$ -
Estimated Fund Balance 6/30/2022	\$ 3,096,891	\$ 3,500,000	\$ 350,794	\$ 6,947,685	\$ 24,762,834	\$ 31,710,519
					\$ -	\$ -
FY 23 REVENUES	\$ 4,089,881	\$ 3,150,000	\$ 162,862	\$ 7,402,743	\$ 62,120,759	\$ 69,523,502
FY 23 EXPENDITURES - PERSONNEL	\$ -	\$ -	\$ -	\$ -	\$ 29,683,348	\$ 29,683,348
FY 23 EXPENDITURES - NON-PERSONNEL	\$ 4,099,355	\$ 4,500,000	\$ 160,000	\$ 8,759,355	\$ 32,375,612	\$ 41,134,967
SURPLUS/(DEFICIT)	\$ (9,474)	\$ (1,350,000)	\$ 2,862	\$ (1,356,612)	\$ 61,799	\$ (1,294,813)
					\$ -	\$ -
Transfer to Capital Projects Fund		\$ 1,350,000		\$ 1,350,000	\$ (1,350,000)	\$ -
					\$ -	\$ -
Estimated Fund Balance 6/30/2023	\$ 3,087,417	\$ 3,500,000	\$ 353,656	\$ 6,941,073	\$ 23,474,633	\$ 30,415,706

Debt Service and Capital Budgets
FY 21 Preliminary Budget + Five-Year Forecast for FY 22 to FY 26

	DEBT AND CAPITAL BUDGETS					
	DEBT SERVICE (FUND 30)	CAP PROJECTS (FUND 60)	FP & SAFETY (FUND 90)	TOTALS	ALL OPERATING FUNDS	TOTAL ALL FUNDS
Estimated Fund Balance 6/30/2023	\$ 3,087,417	\$ 3,500,000	\$ 353,656	\$ 6,941,073	\$ 23,474,633	\$ 30,415,706
FY 24 REVENUES	\$ 4,089,881	\$ 3,000,000	\$ 165,317	\$ 7,255,198	\$ 62,978,328	\$ 70,233,526
FY 24 EXPENDITURES - PERSONNEL	\$ -	\$ -	\$ -	\$ -	\$ 30,091,041	\$ 30,091,041
FY 24 EXPENDITURES - NON-PERSONNEL	\$ 4,102,530	\$ 4,000,000	\$ 160,000	\$ 8,262,530	\$ 32,864,359	\$ 41,126,889
SURPLUS/(DEFICIT)	\$ (12,649)	\$ (1,000,000)	\$ 5,317	\$ (1,007,332)	\$ 22,928	\$ (984,404)
Transfer to Capital Projects Fund		\$ 1,000,000		\$ 1,000,000	\$ (1,000,000)	\$ -
					\$ -	\$ -
Estimated Fund Balance 6/30/2024	\$ 3,074,768	\$ 3,500,000	\$ 358,973	\$ 6,933,741	\$ 22,497,561	\$ 29,431,302
FY 25 REVENUES	\$ 4,089,881	\$ 2,300,000	\$ 168,623	\$ 6,558,504	\$ 64,407,570	\$ 70,966,074
FY 25 EXPENDITURES - PERSONNEL	\$ -	\$ -	\$ -	\$ -	\$ 30,828,150	\$ 30,828,150
FY 25 EXPENDITURES - NON-PERSONNEL	\$ 4,097,518	\$ 3,500,000	\$ 160,000	\$ 7,757,518	\$ 33,566,097	\$ 41,323,615
SURPLUS/(DEFICIT)	\$ (7,637)	\$ (1,200,000)	\$ 8,623	\$ (1,199,014)	\$ 13,323	\$ (1,185,691)
Transfer to Capital Projects Fund		\$ 1,200,000		\$ 1,200,000	\$ (1,200,000)	\$ -
					\$ -	\$ -
Estimated Fund Balance 6/30/2025	\$ 3,067,131	\$ 3,500,000	\$ 367,596	\$ 6,934,727	\$ 21,310,884	\$ 28,245,611
FY 26 REVENUES	\$ 4,089,881	\$ 1,700,000	\$ 171,996	\$ 5,961,877	\$ 65,744,596	\$ 71,706,473
FY 26 EXPENDITURES - PERSONNEL	\$ -	\$ -	\$ -	\$ -	\$ 31,642,792	\$ 31,642,792
FY 26 EXPENDITURES - NON-PERSONNEL	\$ 4,099,530	\$ 3,000,000	\$ 500,000	\$ 7,599,530	\$ 34,087,215	\$ 41,686,745
SURPLUS/(DEFICIT)	\$ (9,649)	\$ (1,300,000)	\$ (328,004)	\$ (1,637,653)	\$ 14,589	\$ (1,623,064)
Transfer to Capital Projects Fund		\$ 1,300,000		\$ 1,300,000	\$ (1,300,000)	\$ -
					\$ -	\$ -
Estimated Fund Balance 6/30/2026	\$ 3,057,482	\$ 3,500,000	\$ 39,592	\$ 6,597,074	\$ 20,025,473	\$ 26,622,547

III. ENROLLMENT

A. Five-Year Enrollment Projections

Enrollment in the district has been declining, and we project that enrollment will continue to decline over the next five years, as shown in the following table:

District Enrollment, FY 17 to FY 26 (projected)

School	FY 17	FY 18	FY 19	FY 20	FY 21 Proj	FY 22 Proj	FY 23 Proj	FY 24 Proj	FY 25 Proj	FY 26 Proj
Green Bay	238	241	239	254	254	254	254	254	254	254
Forrestal	454	435	446	406	390	381	373	374	374	374
Alexander	379	376	345	314	301	295	290	290	290	290
A J Katzenmeier	456*	437	399	326	320	314	301	287	275	276
Neal Math & Science	611	576	599	579	535	463	426	411	405	383
NCCHS	773	747	757	729	725	737	727	711	678	656
LEARN 6	492	486	468	486	490	490	493	494	495	495
LEARN 10	94	159	184	227	256	282	285	287	293	290
Outplaced	118	120	100	122	120	118	116	114	112	110
Total	3615	3577	3537	3443	3391	3334	3265	3222	3176	3128

*Includes students at Yeager, which closed as a district-run school after FY 17 and is used by LEARN 10.

Overall, as a district, there are fewer students entering the district as kindergarten students. The following table shows the number of kindergarten students entering the district over the last few years.

Kindergarten Enrollment, FY 11 to FY 20

All Schools*	FY 11	FY 12	FY 13	FY 14	FY 15	FY 16	FY 17	FY 18	FY 19	FY 20
Kindergarten	368	368	370	362	307	283	298	325	265	271

*Enrollment counts do not include outplaced students.

Five years ago, more than 300 kindergarten students would enroll in the district each year. That number is down to about 270. Our enrollment projections assume that kindergarten classes will remain at 268 students (the average of the last two years) into the future.

District-run schools are also affected by LEARN 10's expansion. In the 2019-20 school year, LEARN 10 expanded into 6th grade, and it will continue to add grade levels for two more years. The impact of LEARN 10's expansion has already been felt at district-run elementary schools, and it may have a dramatic negative impact on enrollment at Neal Math and Science Academy over the next few years.

B. Methodology Used for Projections

Our enrollment projections are based on a cohort survival ratio methodology. We look at enrollment trends over the last five years to determine how many students at each grade level continue to the next grade level in the following year. The methodology assumes that future enrollment will follow the same patterns as the past. As an example, if we see that enrollment in second grade over the past few years has been 97% of the previous year's first grade enrollment, we will apply that same percentage in the future. If this year's first grade enrollment is 100 students, we will project that next year's second grade enrollment will be 97 students.

The methodology does not examine why students may drop out of enrollment from year to year, such as moving out of district, enrolling in private school, or dropping out of school. The methodology assumes that all of those potential reasons are factored into the enrollment trends, and that those trends will continue into the future.

There is some uncertainty in the cohort survival ratio methodology. In some instances, it may be difficult to determine a clear trend. For instance, assume that the number of second grade students is 97% of the previous year's first grade students; however, the year before, that same percentage was 83%, and 96% the year before, and 80% the year before that. With that kind of enrollment trend, it is difficult to predict next year's second grade enrollment based on the size of this year's first grade class. The methodology demands that these disparate values be reconciled into a single rate (such as taking an average), but that leaves room for error. It is easier when the trends from previous years fall within a narrow range, but that does not always happen, and has not happened recently in North Chicago. Even with this disadvantage, cohort survival is still the best method for us to use to estimate our enrollment.

C. Specific Considerations

The enrollment projections also factored in the following specific considerations:

- Enrollment at Green Bay is constrained by building capacity, since preschool education is not compulsory and there is often a waiting list for available slots. Enrollment at Green Bay is projected to continue at current levels.
- Kindergarten enrollment at Forrestal and Alexander is based on average kindergarten enrollment over the past two years. There is no strong correlation between the number of preschool students at Green Bay and the number of kindergarten students at Forrestal and Alexander in the following year.
- The number of fourth grade students at A.J. Katzenmaier is based on the number of third grade students at Forrestal and Alexander in the previous year.
- The number of sixth grade students at Neal Math and Science Academy is based on the number of fifth grade students at AJK in the previous year.

- The number of ninth grade students at the high school is based on the number of eighth grade students in the district, including Neal and the charter schools. Since LEARN charter schools are K-8 schools, it is assumed that LEARN eighth graders feed into NCCHS. To the extent that LEARN students are encouraged to attend private high schools, that choice is reflected in the average cohort survival ratios.

The enrollment projections did not factor in the construction of a new building for Neal Math and Science Academy. When the new building opens, Neal may be a more attractive option for students entering middle school, and district students may choose Neal over charter or private schools. However, the cohort survival ratio methodology does not try to anticipate such a change in trend.

Similarly, the methodology does not factor in new housing developments, like the newly opened Brookstone development. New housing often has less of an impact on enrollment than anticipated, and the methodology does not try to predict what the impact may be. The methodology waits for the students to come; the increased enrollment will factor into the cohort survival ratios and impact enrollment projections in future years.

IV. REVENUE PROJECTIONS

A. Five-Year Projections

Local property taxes comprise approximately 21% of the district's overall budget. The typical school district in Illinois receives 60% of its revenue from local property taxes. Many of the wealthy neighboring school districts receive more than 80% of their revenue from local property taxes, with some over 90%.

Revenue for the District is expected to increase by approximately 1.5% per year over the next five years. Property tax revenue and Evidence Based Funding (EBF) revenues are expected to increase, while Impact Aid revenue is expected to decrease due to lower enrollment counts.

Total Revenue, All Funds, FY 18 to FY 26

	FY 18	FY 19	FY 20 Budget	FY 21 Budget	FY 22 Budget	FY 23 Budget	FY 24 Budget	FY 25 Budget	FY 26 Budget
Local Revenue	15,647,137	16,218,703	17,777,932	14,531,152	15,490,594	16,713,652	16,966,073	17,238,665	17,516,710
State Revenue	35,319,578	38,935,226	39,922,326	41,257,108	43,180,254	43,515,492	43,838,964	44,164,206	44,491,253
Federal Revenue	6,899,258	12,601,156	9,714,673	10,709,798	9,395,798	9,424,358	9,453,489	9,483,203	9,513,511
TOTAL	57,865,973	67,755,085	67,414,931	68,319,896	68,066,646	69,653,502	70,258,526	70,886,074	71,521,474

B. Local Revenue

Local Revenue, All Funds, FY 18 to FY 26

	FY 18	FY 19	FY 20 Budget	FY 21 Budget	FY 22 Budget	FY 23 Budget	FY 24 Budget	FY 25 Budget	FY 26 Budget
Property Taxes	13,231,269	13,363,324	14,122,932	12,410,959	13,590,594	14,626,152	14,828,573	15,101,165	15,379,210
CPPRT	1,221,790	1,359,606	1,563,000	1,220,193	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
Other Local	1,194,078	1,495,773	2,092,000	900,000	900,000	1,087,500	1,137,500	1,137,500	1,137,500
Total Local	15,647,137	16,218,703	17,777,932	14,531,152	15,490,594	16,713,652	16,966,073	17,238,665	17,516,710

1. Property Taxes

In the fall of each year, we levy property taxes for that tax year. Those taxes are extended the following year and collected between May and October of that year. For instance, in the fall of 2019, we levied taxes for the 2019 tax year. The taxes were extended in 2020 and are paid in two installments -- the first due in June 2020, and the second due in September 2020. Revenue collected from the first installment is recognized in FY 20. Revenue from the second installment is recognized in FY 21.

As a tax-capped district, property taxes can increase only by the increase in the consumer price index (CPI) from the prior calendar year. The CPI used for the 2019 tax year is the CPI from December 2018, which was 1.9%. The CPI that will be used for the 2020 tax year is the CPI from December 2018, which is 2.3%. We have assumed that the CPI for 2020, which will be used for the 2021 tax year, will be 0%, due to the COVID-related economic recession. In the following year, CPI will increase to 1%, and thereafter increase to 2%.

Property Tax Revenue with Assumptions, by Tax Year

Tax Year	2019	2020	2021	2022	2023	2024	2025
Year of CPI data	2018	2019	2020	2021	2022	2023	2024
CPI	1.9%	2.3%	0.0%	1.0%	2.0%	2.0%	2.0%
Tax Extension (before abatement)	14,402,330	14,705,731	14,705,731	14,840,679	15,113,272	15,391,316	15,674,924
PTRG Abatement	(1,433,974)	(1,433,974)					
Property Tax Revenue	12,968,356	13,271,757	14,705,731	14,840,679	15,113,272	15,391,316	15,674,924
Assumed collection rate	95%	97%	99%	99%	99%	99%	99%
FY of first half of payments	FY 20	FY 21	FY 22	FY 23	FY 24	FY 25	FY 26
FY of second half of payments	FY 21	FY 22	FY 23	FY 24	FY 25	FY 26	FY 27

In January 2020, the district was awarded a property tax relief grant, which requires the district to abate property taxes in the amount of \$1,433,974 for the 2019 and 2020 tax years. In exchange, the district will receive a grant in the amount of \$1,418,612 in May 2020. This grant amount is shown as state revenue for FY 20 (and the chart shows that the district splits property tax revenue across two fiscal years, which explains why we do not see the entire \$1.4 million decrease or increase in one fiscal year). In FY 21, the district’s EBF funding has been increased by the grant amount (\$1,418,612). This increase is also shown in the state revenue section. This revenue will remain in the district’s EBF funding, even though there is no further requirement to abate property taxes after the 2020 tax year. This will result in a net revenue increase for the district in FY 22 and FY 23.

2. Corporate Personal Property Replacement Tax

Corporate Personal Property Replacement Taxes, or CPPRT, is revenue that the district receives to make up for the repeal of corporate personal property taxes in 1970. We have assumed a significant reduction in CPPRT revenue to \$1.0 million, beginning in FY 21 and remaining flat in future years. We have increased the amount of CPPRT revenue for FY 21 to \$1.22 million based on a recent estimate from the Illinois Department of Revenue. However, we have continued to project only \$1.0 million in CPPRT revenue from FY 22 to FY 26 due to the continuing economic impact of COVID-19.

3. Other Local Revenue

The district receives local revenue from registration fees, rentals, drivers' education fees, investment income, and donations. Due to the COVID pandemic, we have assumed reductions in registration fees, rentals, and drivers' education fees in FY 21 and FY 22. Revenue returns to normal levels beginning in FY 23.

In FY 2020, the district received a generous \$1 million grant from AbbVie to help pay the costs of replacing the high school roof. We have not assumed similar grants for capital construction projects in our revenue assumptions for FY 21 through FY 26.

C. State Revenue

State Revenue, All Funds, FY 18 to FY 26

	FY 18	FY 19	FY 20 Budget	FY 21 Budget	FY 22 Budget	FY 23 Budget	FY 24 Budget	FY 25 Budget	FY 26 Budget
EBF	27,133,195	28,738,333	29,939,262	31,357,874	37,642,874	37,877,874	38,112,874	38,347,874	38,582,874
SPED	1,455,314	1,125,647	735,200	1,175,000	1,175,000	1,175,000	1,175,000	1,175,000	1,175,000
Transportation	2,327,171	3,025,071	2,200,000	2,422,826	2,288,880	2,334,658	2,381,351	2,428,978	2,477,558
EC	534,748	2,574,228	958,864	2,047,746	2,048,000	2,088,960	2,130,739	2,173,354	2,216,821
Intervention	3,371,269	3,423,235	6,050,000	6,050,000	0	0	0	0	0
Other State	497,881	48,712	39,000	25,500	25,500	39,000	39,000	39,000	39,000
Total State	35,319,578	38,935,226	39,922,326	43,078,946	43,180,254	43,515,492	43,838,964	44,164,206	44,491,253

1. Evidence Based Funding

The district has benefited significantly from the introduction of the Evidence Based Funding (EBF) model, beginning in FY 18. The district has received large tier increases in funding each year.

For the first time since the passage of the law, in FY 21 the state is not funding tier increases. All school districts in Illinois are receiving the same EBF funding as in the previous year. The elimination of the tier increase in FY 21 has a compounding impact because it does not get added into the base funding minimum for future years. Therefore, the elimination of the tier increase affects each year in this five-year financial plan.

However, the district's EBF funding has increased in FY 21 because the property tax relief grant (\$1,418,612) has been added to the base funding minimum. This increase remains in the district's EBF funding even though there is no duty to abate property taxes after the 2020 tax year.

In FY 22, it is assumed that District Intervention funding is added to EBF funding. This does not increase revenue overall for the district; it merely shifts revenue from one source to another. This action makes the revenue more secure, but it negatively affects the size of future EBF tier increases. Adding \$6.05 million to the district's base funding minimum will increase the district's adequacy percentage, eliminating Tier 1 increases and reducing the size of Tier 2 increases. We estimate that tier increases will be only \$235,000 per year between FY 22 and FY 26, less than 20% of the size of tier increases that the district has received in recent years.

2. District Intervention

In FY 20 and FY 21, the district has received \$6.05 million of District Intervention funds from the state. Because District Intervention funding is one-time revenue with no guarantee that it will continue in future years, the district has been careful to use the funding for one-time expenses, rather than ongoing operations.

In both years, the district has allocated its District Intervention funding as follows:

- \$2.9 million into the Debt Services Fund to cover the bond payments for the alternate revenue source bonds; and
- \$3.15 million into the Capital Projects Fund to address the district's facilities needs.

If District Intervention funding is rolled into EBF, the stability of the district's funding will increase, but these needs will not go away. The district will still be required to allocate \$2.9 million to make the bond payments on the alternate revenue source bonds, and to use operating revenue to fund its many capital needs.

3. Special Education

The district receives state categorical revenue for special education from three sources: (1) Orphanage revenue, for students in special education who are wards of the state, (2) Orphanage summer term revenue, for summer school expenses for the same Orphanage students, and (3) private facilities revenue, which reimburses a portion of the tuition cost for students who are placed in private facilities.

We have assumed that state special education revenue will remain flat between FY 21 and FY 26.

4. Early Childhood

State funding for early childhood education comes in two components: (1) Preschool for All block grant, and (2) a Preschool Expansion grant. The Preschool Expansion Grant used to have a federal and state component, but they have now been combined in a single state grant.

In recent years, the state has shown a great interest in funding early childhood education. We have assumed funding to remain flat between FY 21 and FY 22 because of the COVID crisis. Beginning in FY 23, we have assumed a 2% annual increase in early childhood funding.

5. Transportation

School districts file a transportation claim with ISBE each August, claiming revenue based on its expenditures from the previous year. All school districts can claim reimbursement for 80% of their special education transportation expenses, although the actual reimbursement is prorated based on the availability of state funding. General education transportation reimbursement is based on the district's ability to raise funds through the transportation levy. Because District 187's equalized assessed valuation (EAV) is so low, we receive state revenue for a large portion of our general education transportation expenses. In some years, almost 75% of our costs are recovered as state revenue.

FY 21 transportation revenue has been updated based on the claim that was filed in August 2020. Transportation revenue in FY 22 will likely be lower since it is based on current year expenses, and we have begun FY 21 with fully-remote instruction. It is assumed that transportation revenue will return to normal levels in FY 23, and increase slightly as transportation costs increase.

6. Other State Revenue

The district receives a small amount of state revenue for drivers education, CTE programs, and free lunch and breakfast revenue. We have assumed a reduction of drivers' education revenue in FY 21 and FY 22 due to the COVID crisis. Otherwise, revenue has been held flat.

D. Federal Revenue

Federal Revenue, All Funds, FY 18 to FY 26

	FY 18	FY 19	FY 20 Budget	FY 21 Budget	FY 22 Budget	FY 23 Budget	FY 24 Budget	FY 25 Budget	FY 26 Budget
Impact Aid*	960,941	8,343,180	4,700,000	4,700,000	4,700,000	4,700,000	4,700,000	4,700,000	4,700,000
School Lunch	1,312,449	1,395,597	1,150,000	1,400,000	1,428,000	1,456,560	1,485,691	1,515,405	1,545,713
Title	1,569,535	1,026,933	1,740,193	1,800,000	1,800,000	1,800,000	1,800,000	1,800,000	1,800,000
IDEA	680,465	673,098	576,539	1,067,798	1,067,798	1,067,798	1,067,798	1,067,798	1,067,798
EC	1,0877,05	511,298	1,033,630	0	0	0	0	0	0
Other Federal	1,288,163	651,050	514,311	1,742,000	400,000	400,000	400,000	400,000	400,000
Total Federal	6,899,258	12,601,156	9,714,673	10,709,798	9,395,798	9,424,358	9,453,489	9,483,203	9,513,511

*The chart shows actual Impact Aid revenue for FY 18 and FY 19, and budgeted revenue for all other fiscal years. Most of the revenue for FY 18 was received late and recognized in FY 19, which is why the revenue amounts are so skewed for those years. The average Impact Aid revenue over the two years is in line with our budgeted amounts between FY 20 and FY 26.

1. Impact Aid

Impact Aid is unrestricted federal revenue for school districts that have federal property in their boundaries. The funding is given to replace the lost property tax revenue from the federal property.

Impact Aid is allocated based on the number of federally-connected students in the district. While this number of students may decrease as the district's enrollment decreases, the per-pupil allocation increases over time, which is why we have budget flat revenue in future years.

Because the federal government does not fully fund Impact Aid, there is a complex formula used to pro-rate available funds to districts filing for Impact Aid. However, District 187 is one of a handful of school districts nationwide that is designated as a "heavily-impacted" district, which allows the district to jump to the head of the line and collect 100% of its Impact Aid funding. If the district lost its status as a "heavily-impacted" district, funding would be reduced to about one-quarter of its current level. Hold harmless provisions would mitigate the loss for several years, but once the hold harmless ran its course, the district would lose approximately \$3.5 million of annual revenue. Such a funding loss would be devastating for the district, eliminating its entire capital budget and forcing deep cuts in operations.

District 187 maintains its status as a heavily-impacted district because of on-going housing rehabilitation at Great Lakes Naval Base. As long as the naval base certifies that it is still in the process of this rehabilitation process, the district remains a heavily-impacted district. Should the naval base ever complete its housing construction, the district would not meet the threshold

requirements to qualify as a heavily-impacted district, which would lead to a devastating reduction in revenue. Due to the Hold Harmless provisions in the law, for the length of this plan the district's projected revenue from Impact Aid is flat.

The school district supports any efforts to fully fund Impact Aid. Full funding of Impact Aid would not increase revenue for the school district, but protects against the potential loss of revenue. If all school districts received 100% of their Impact Aid claim, District 187 would no longer need to maintain its heavily-impacted status to continue receiving its current level of funding.

2. National School Lunch Program

The district receives federal funding for meals served to students. Under the Community Eligibility Program, all students in the district qualify for free breakfast and lunch. The federal revenue we receive covers all of the cost of providing food service to students. We have budgeted for an increase in revenue of 2% per year. Similarly, we have also budgeted for food service expenditures to increase by 2% per year.

3. Title Funding

The district receives a significant amount of Title I funding because of its high population of low-income students. Title I funding is distributed to the schools with the highest percentage of students from low-income families in the district. The district also receives a smaller amount of funding under Title II and Title IV, as well as Title I School Improvement funding under the Illinois Empower program.

We have projected that Title revenue as a whole will remain flat through FY 26.

4. IDEA

Beginning in FY 21, the district's IDEA funding no longer flows through the Special Education District of Lake County (SEDOL). Since SEDOL had retained a portion of the district's IDEA funding, it appears that IDEA revenue has increased significantly, beginning in FY 21. However, the IDEA funding that SEDOL had retained from school districts was used to lower tuition costs for its programs. SEDOL has responded to the loss of revenue by increasing its tuition rates. For District 187, this has been a net loss. In FY 21, we expect that IDEA revenues will increase by approximately \$500,000, but SEDOL tuition costs will increase by approximately \$800,000.

Our five-year forecast assumes that IDEA revenues between FY 22 and FY 26 will remain flat at FY 21 levels.

5. Early Childhood

In the past, the district received federal and state preschool expansion grants. This funding has been combined into the state grant.

Funding for Early Childhood education has not decreased; however, it is now all provided as state funding.

6. Other Federal Revenue

The district receives additional federal revenue for Medicaid claims and for continuing education under the Perkins program. We project that this revenue will remain flat through FY 26.

V. EXPENDITURE FORECAST

A. Five-Year Expenditure Forecast

The following table summarizes budgeted expenditures in the FY 20 amended budget, the FY 21 preliminary budget, and our budget forecasts for the FY 22 through FY 26:

Budgeted Expenditures, Operating Funds, FY 20 to FY 26

	FY 20 Budget	FY 21 Budget	FY 22 Budget	FY 23 Budget	FY 24 Budget	FY 25 Budget	FY 26 Budget
Salaries and benefits	26,972,716	28,741,699	28,990,713	29,683,348	30,091,041	30,828,150	31,642,792
Non-personnel expenses							
• Custodial & maintenance	3,593,240	3,452,540	3,521,591	3,592,023	3,663,863	3,737,140	3,811,884
• Transportation	4,221,261	3,901,500	3,979,530	4,059,121	4,140,303	4,223,109	4,307,571
• Food service	1,203,470	1,400,000	1,428,000	1,456,560	1,485,691	1,515,405	1,545,713
• Security	487,600	517,600	527,952	538,511	549,282	560,268	571,472
• Technology	1,143,081	1,767,581	1,478,000	1,503,600	1,529,712	1,556,346	1,583,513
• Charter tuition	7,719,098	8,539,138	8,789,654	9,154,595	9,517,621	9,988,724	10,259,715
• SPED tuition (incl. SEDOL)	5,384,539	6,179,013	6,179,013	6,179,013	6,179,013	6,179,013	6,179,013
• Gen ed tuition (Tech Campus)	170,539	255,000	260,100	265,302	270,608	276,020	276,020
• Curriculum	1,090,000	1,130,000	1,060,000	980,000	900,000	900,000	900,000
• Other	5,062,023	5,067,378	4,700,927	4,646,887	4,628,266	4,630,072	4,652,314
Total Expenditures	57,048,566	60,951,449	60,915,480	62,058,960	62,955,400	64,394,247	65,730,007

B. Personnel/Staffing

Our five-year forecast is based on staffing levels in FY 21. Salary and benefit costs were projected for future years using the following assumptions:

- Salary and benefits costs increase by 3 percent each year
- Vacancy savings assumption of \$1 million and \$800,000 included in the FY 20 and FY 21 budgets, respectively; vacancy savings assumption is reduced to \$500,000 by FY 23, due to expected improvements in recruitment and retention.

In addition, we expect to make a net reduction of 27.0 FTE over the next five years. The table below identifies the position changes made for our strategic initiatives or because of enrollment changes:

Year	Position	Reason for Change
FY 22 Net change of -8.0 FTE	-1.0 Paraprofessional	Strategic initiative #3. Paras reduced as dual language program expands.
	-2.0 Paraprofessional	Strategic initiative #8. Need for support decreases with instructional improvements.
	-2.0 College and Career Coaches	Strategic initiative #11. Redesign and reduction based upon new model for services
	-3.0 Teachers	Enrollment-based reduction at Neal based on projected enrollment decline of 72 students
FY 23 Net change of -8.0 FTE	+1.0 Instructional Coach	Strategic initiative #1. Investment in research-based instructional support.
	-2.0 Paraprofessionals	Strategic initiative #3. Paras reduced as dual language program expands.
	-1.0 SEL Teacher	Strategic initiative #5. Reduction of 0.5 FTE at Forrestal and Alexander as SEL responsibilities shift to classroom teachers.
	-1.0 Administrator	Strategic initiative #7. Reduction of administrator position at Green Bay due to bring school closer to within grant allotment
	-2.0 Paraprofessionals	Strategic initiative #8. Need for support decreases with instructional improvements.
	-1.0 Finance Department Support	Strategic initiative #18. Reduction due to expected retirement in the Business Office. Department will restructure to absorb responsibilities with remaining staff.
	-2.0 Teachers	Enrollment-based reduction at Neal based on projected enrollment decline of 37 students
FY 24 Net change of -6.5 FTE	-1.0 Assistant Director of Multilingual Program	Strategic initiative #3. Position has been created for a three-year period to assist with compliance issues for multilingual program. Position will phase out in FY 24 as program compliance improves.
	-1.0 Paraprofessional	Strategic initiative #3. Paras reduced as dual language program expands.
	-1.0 SEL Teachers	Strategic initiative #5. Reduction of 0.5 FTE at Forrestal and Alexander as SEL responsibilities shift to classroom teachers.
	-1.0 Assistant Principal	Strategic initiative #7. Reduction of third AP position at Neal returns Neal to normal allotment.
	-0.5 Recruitment and Retention Manager	Strategic initiative #15. Success of recruitment partnerships leads to decreased need for this position.

	-2.0 Teachers	Enrollment-based reduction at AJK based on projected enrollment decline of 39 students between FY 20 and FY 24.
FY 25 Net change of -2.5 FTE	+0.5 Instructional Coach	Strategic initiative #1. Continued investment in research-based instructional supports.
	+1.0 Instructional Coach	Strategic initiative #3. Position created to provide additional instructional support for dual language program.
	-1.0 Instructional Lead	Strategic initiative #7. Reduction of specialist position at Green Bay to bring school closer to grant fiscal constraints.
	-2.0 Teachers	Enrollment-based reduction at NCCHS based on projected enrollment decline of 51 students between FY 20 and FY 25.
	-1.0 Teacher	Enrollment-based reduction at Neal based on projected enrollment decline of 21 students between FY 23 and FY 25.
FY 26 Net change of -2.0 FTE	-1.0 Teacher	Enrollment-based reduction at NCCHS based on projected enrollment decline of 22 students between FY 25 and FY 26.
	-1.0 Teacher	Enrollment-based reduction at Neal based on projected enrollment decline of 22 students between FY 25 and FY 26.

C. Operations and Contracted Services

1. Maintenance and Custodial

Maintenance and custodial services for the district are provided by an outside contractor, ABM. These services comprise the vast majority of the expenses in Fund 20 (Operation and Maintenance).

Our five-year forecast includes 2% annual cost-of-living increases for maintenance and custodial services.

2. Transportation

Transportation services for the district are provided by outside transportation vendors. Lakeside Transportation provides general education transportation and many of the special education routes. All-Ways and Topline also handle particular special education transportation needs.

Transportation costs are budgeted in Fund 40, and our five-year forecast includes 2% annual cost-of-living increases.

We have not factored in potential savings from operational efficiency in our forecast, although there are opportunities to do so, especially as district enrollment decreases. Re-routing students to eliminate one bus route would represent a substantial savings for the district. We may also reduce costs and/or improve service by going through a competitive bidding process to ensure that the district is paying the best rates. We are planning to conduct an RFP for transportation services next year for contracts beginning in FY 23.

Both general education and special education transportation services are heavily subsidized by the state in our district. Any savings to the district from reduction of transportation costs will be partially offset by a reduction in state transportation revenue in the following year. There is still a net savings for the district, but the impact is diminished by the revenue offset. Improving quality of transportation service may be a better strategy than reducing transportation costs.

3. Food Service

Food service for the district is also handled by a contractor, Organic Life. Our school district is part of the Community Eligibility Option program, in which every student in the district qualifies for free breakfast and lunch. Federal revenue from the school lunch program covers all of our costs to the vendor, including food and labor.

We have assumed a 2% annual increase in both food service revenue and expenditures in our five-year forecast.

4. Security

Security services are provided by a contract vendor, Per Mar Security. We suffer from high turnover and long periods with unfilled vacancies, due in large part to the low wages that are paid, which are not competitive in the local market. At the same time, we have under-spent our security budget for the last several years.

We are working with our vendor to increase wages paid to our security guards. Our costs will also increase, but we believe that we can do so without increasing the amount budgeted for security. We have also included a 2% annual increase in security costs in our five-year forecast.

5. Technology

Our FY 21 budget includes a one-time investment of \$460,000 to purchase Chromebooks that will allow the district to provide a Chromebook for every K-12 student in the district. This is an investment the district is making to ensure that we have the technology for remote e-learning.

We do not need to make this investment every year. The replacement cycle for Chromebooks requires an annual investment of only \$210,000 per year. The technology budget in FY 22 is therefore reduced by \$250,000. We have also factored in an annual increase of 2% for technology costs.

D. Charter Tuition

The district has authorized two charter schools -- LEARN 6 and LEARN 10. These two campuses serve more than 700 of the district's students. LEARN 6 serves K-8 students. LEARN 10 served K-6 students in FY 20 and continues to expand. By FY 22, it will also serve K-8 students.

The district pays tuition to the charter schools, which provides them with funding to operate. Under our contracts with the charter schools, the district pays tuition under a Student Based Budget formula defined in the contract. However, a statute was passed in 2017 that requires the per-pupil tuition amount paid to charter schools to be within a narrow range of 97% to 103% of the per capita tuition charge from the district's most recent Annual Financial Report. That statute has effectively superseded the Student Based Budget formula, and the per capita tuition charge (PCTC) is now the key driver of the tuition rate by which the district makes charter tuition payments.

The cash payment made to the LEARN is the tuition payment less the following three charges:

- Management fee of 2.5% of the per capita tuition charge for charter management services provided by the district office. This kind of charge is standard for school districts that authorize charter schools, and the rate is below the industry standard of 3%.
- Operations and maintenance charge of \$120,001. LEARN 10 operates out of the former Yeager Elementary School building. LEARN has a lease agreement to use that building essentially rent free -- the rental rate is \$1 per year. The district provides custodial and maintenance services for the building, and LEARN pays a rate of \$3 per square foot for those services. The parties have agreed that the square footage of the building is 40,000 square feet, and so the total charge is \$120,000, plus the \$1 of rent.
- The district has debt obligations of approximately \$4.1 million per year. These are dollars that the district is required to pay that are not able to be used for the education of any of the district's current students. The district treats debt service payments as a shared obligation that should be borne by both district-run and charter schools. Interest on debt is included in the per capita tuition charge, which is used to set charter rates. For this reason, a per-pupil amount based on

the amount of interest paid on debt service is charged to charter schools as an in-kind payment for this shared obligation.

The district has estimated charter tuition payments assuming a per capita tuition charge that increases steadily due to increasing expenditures and declining average daily attendance. We have also assumed that charter enrollment will continue to increase at LEARN 10 until it completes its expansion to 8th grade, and then will level off. The following table shows the tuition amounts included in our expenditure forecast, along with the assumptions used:

	FY 21	FY 22	FY 23	FY 24	FY 25	FY 26
Per capita tuition charge	\$12,264	\$12,225	\$12,598	\$13,006	\$13,485	\$13,865
Charter enrollment	754	772	778	781	788	785
Tuition payments (after deductions)	\$8,539,045	\$8,789,654	\$9,154,595	\$9,517,621	\$9,988,724	\$10,259,715

E. Debt Service

Debt service costs are fixed throughout the period of the five-year plan. We have an annual obligation to pay \$1.19 million to service the debt on our 2003 and 2007 Series bonds. We levy property taxes to cover these bond payments, which continue until FY 27.

We also have an annual obligation to pay just over \$2.9 million to service our alternate revenue source bonds, which we refinanced in 2019. We do not levy for this payment. If District Intervention funds are rolled into EBF funding, we would use EBF funds to make this debt service payment.

While the debt service payment may fluctuate by a few thousand dollars from year to year, there is no substantial increase in the debt service payment. It remains flat throughout the period of the strategic plan.

F. Outplaced Students

Some of the district’s special education students with severe needs receive their education in private facilities, for which the district pays tuition. In the 2019-20 school year, 42 district students were in private facilities for at least a portion of the school year. The district receives revenue from the state for a portion of the tuition cost that we pay to private facilities.

In addition, special education students who are wards of the state receive their education from Allendale, one of the private facilities that the district contracts with. The full tuition costs of these students is reimbursed to the district in our state Orphanage claim.

G. SEDOL/Tech Campus

Some of the district's special education students attend programs at the Special Education District of Lake County (SEDOL) in cases where the district is unable to provide those programs in district-run schools.

Up to and including FY 20, the district's federal IDEA funding flowed through SEDOL, which kept a portion of our funding to offset the costs of their programs. Beginning in FY 21, IDEA funding comes directly to the district. Since SEDOL is no longer retaining a portion of IDEA funding from the school districts that it serves, it has raised its tuition costs to reflect the full cost of the programs.

This change has a net negative impact on District 187. In FY 21, our IDEA revenue is expected to increase by approximately \$500,000. However, the tuition costs paid to SEDOL are expected to increase by \$800,000, from \$3.3 million to \$4.1 million.

Projecting forward, we expect SEDOL tuition costs to remain flat through FY 26. Although tuition costs are likely to increase from year to year, we expect that the number of students receiving services from SEDOL will decline as district enrollment declines.

General education students at North Chicago Community High School have the opportunity to attend career and technical education classes at the Lake County Technical Campus. The amount of tuition paid to the Tech Campus depends on the number of students choosing to take advantage of the programs they offer.

We have assumed that tuition to the Tech Campus will remain flat in future years. Again, we are assuming that annual increases in tuition costs will be offset by declining enrollment at the high school (and therefore declining participation in Tech Campus programs). If there is a substantial increase in participation in Tech Campus programs, we would offset that increase by reviewing teacher staffing levels at the high school, since a greater portion of students would be off campus for a portion of the school day.

H. Curriculum and Instruction

In recent years, the district has made significant investments in new curriculum materials, and professional development for teachers to gain expertise on the new curriculum. Having made these investments, we believe it is not necessary to maintain the same levels of funding over

the length of this plan. We have planned for reductions in our curriculum and professional development budgets between FY 22 and FY 24 to reflect the decreasing annual need for new materials and the training needed to use them.

I. Other Operating Expenditures

Other operating expenditures include budget for professional services (auditors, lawyers, architects), other contracted services, discretionary budgets for school and department offices, and grant-funded expenditures. Overall, we have budgeted for slight reductions in other operating expenditures, due to anticipated reductions in need for contracted services.

VI. CAPITAL BUDGET

A. Facility Master Plan

In 2019, with the assistance of the district's architects, Green Associates, and a generous donation from AbbVie, the district completed its first Facility Master Plan. The plan identified approximately \$117 million of capital projects that should be completed over the next five years. The plan covers the following district buildings:

- Green Bay Early Childhood Center
- Evelyn Alexander Elementary
- Forrestal Elementary
- A.J. Katzenmaier Academy
- North Chicago Community High School
- Howard Yeager Elementary (currently used by LEARN 10)

The plan did not examine Neal Math and Science Academy because the district is already in the process of building a new middle school, funded with a \$40 million donation from AbbVie.

The plan also did not examine the district office, the district warehouse, the former South Elementary, or any of the district's vacant schools (Novak-King, Hart, Lindbergh).

B. 15-Year Time Horizon -- Minimum Spending Per Year

The district simply does not have the resources to invest anywhere near \$120 million in its facilities over the next five years. We have viewed the Facility Master Plan as outlining the work that needs to be completed over the next fifteen years, but even that time horizon requires an investment of \$8 million per year. The district cannot realistically fund this level of capital spending under the revenue projections discussed above.

Nevertheless, we are in a position to address many of our most critical needs. We are currently completing almost \$6 million in capital projects in FY 20. This was funded with \$3.15 million of District Intervention funds, a \$1.75 million transfer from fund balance that was fully funded from FY 20 revenues, and a \$1 million donation from AbbVie.

We plan to invest an additional \$25 million in capital construction between now and FY 26 to address the following needs:

Summary of Capital Projects, FY 21 to FY 26

School	Capital Projects
Green Bay	<ul style="list-style-type: none"> ● Reconfigure school office suite and create accessible and more secure building entrance ● Replace univentilators in 16 classrooms ● Replace HVAC infrastructure (piping, insulation, ductwork, etc.) ● Replace power and lighting infrastructure ● Replace fire protection water service
Alexander	<ul style="list-style-type: none"> ● Interior renovations including updated bathrooms, new gym floor, and new cafeteria floor ● Paving of parking lot, sidewalks ● Roof repairs
Forrestal	<ul style="list-style-type: none"> ● Replace floor tile in all classrooms ● Update painting, flooring in cafeteria ● Paving of parking lot, sidewalks ● Electrical upgrades, emergency generator replacement ● Plumbing upgrades
A.J. Katzenmaier	<ul style="list-style-type: none"> ● Interior renovations, including updating washrooms, painting, doors/hardware replacement, gym ceiling replacement ● Paving of parking lot, drives, sidewalks ● Roof repairs ● Plumbing upgrades ● Replace lighting and control system, cafeteria lights, exit signs ● Add power receptacles ● Replace electrical distribution system, fire alarm system, and intercom/clock system
NCCHS	<ul style="list-style-type: none"> ● Complete roof renovations ● Replace cafeteria flooring ● Replace mechanical systems throughout the building -- some are 50 to 70 years old ● Plumbing improvements ● Replace electrical distribution system, fire alarm system, and intercom/clock system ● Replace emergency generator ● Paving of parking lot, sidewalks

C. Use of Fund Balance for Capital Projects

The district plans to fund \$25 million of capital projects between FY 21 and FY 26 as follows:

Funding of Capital Projects, FY 21 to FY 26

	FY 21	FY 22	FY 23	FY 24	FY 25	FY 26	Total
Current year revenues (from District Intervention or EBF)	\$3.15 M	\$2.65 M	\$3.15 M	\$3.00 M	\$2.30 M	\$1.70 M	\$15.95 M
Transfer from fund balance	\$1.85 M	\$1.35 M	\$1.35 M	\$1.00 M	\$1.20 M	\$1.30 M	\$8.05 M
Life Safety Funds (Fund 90)	\$0.50 M	\$0.16 M	\$0.16 M	\$0.16 M	\$0.16 M	\$0.00 M	\$1.14 M
Total	\$5.50 M	\$4.16 M	\$4.16 M	\$4.16 M	\$3.66 M	\$3.00 M	\$25.14 M

Between FY 21 and FY 26, the district will use current year revenues to fund \$16 million of capital projects, and it will use fund balance for an additional \$8 million of projects. Further, the district will use more than \$1 million of Life Safety funds to address appropriate life safety needs.

The \$8 million of fund balance that the district will spend on capital projects is roughly equal to the amount that the district added to fund balance in FY 18 and FY 19 when the district did not make any capital investments. Total fund balance in operating funds at the end of FY 26 will remain above the threshold of 25% of annual revenue.

D. Philanthropic Impacts

The district has already benefited from generous philanthropic donations for capital projects. AbbVie has committed \$40 million for the construction of a new middle school for the district, which should open in the 2022-23 school year. AbbVie has also donated \$1 million for high school roof renovations. In addition, AbbVie also funds construction projects to support its annual Week of Possibilities program, which has allowed the district to completely renovate the high school auditorium.

We cannot fund all of the district's capital needs alone, and we will continue to hope for philanthropic support from AbbVie and other donors. However, our five-year financial plan does not assume any outside donations. The district has the resources to meet its most critical capital needs through FY 26. Additional donations would allow the district to accomplish more and go farther faster in our plans.

Philanthropic support would allow the district to accomplish more items on its Facility Master Plan, or allow the district to preserve fund balance, or both.

E. Long-Term Considerations

The district also has some long-term opportunities that will help it address its capital needs. These are both key components to the district's strategy to meet its capital needs over the next 15 years.

1. DOD Funding for Forrestal

The United States Department of Defense provides funding for capital construction for schools that are on federal property. Forrestal is 68th on a list of schools that are in line for construction funding. When our turn comes up, the district will have access to funding for a complete renovation of the school. The district's obligation is to pay 20% of the project cost. This means that the district would be able to complete a \$10 million to \$15 million renovation of Forrestal at the cost of only \$2 million to \$3 million.

2. Bond Issuance in 2027

The district is currently paying \$1.19 million to service the debt on its 2003 and 2007 bond series. The district levies property taxes to make these bond payments.

The last payment on these bond series will be made in January 2027. This gives the district the opportunity to issue new bonds to raise capital for new construction projects. This can be done without a referendum, and without increasing the burden on North Chicago taxpayers. Proceeds from a new bond issuance, if combined with continued capital spending from operating revenue, would allow the district to accelerate its capital spending plans. Or, the district could use the bond proceeds to fund capital projects for several years without having to spend operating dollars. This would allow the district to increase spending on operations or to build up fund balance for future use.

VII. STRATEGIC PLAN INITIATIVES

The strategic plan and the financial plan work together and support each other. The financial plan sets the speed, the pace of investment and how quickly the district can move forward on priorities. The strategic plan sets the direction; where are we going, and by what course. When these two planning processes work together seamlessly, the district can make more progress overall and avoid errors.

A. Strategic Initiatives Already Budgeted For

Over the course of the past three years, since the first strategic plan was being written in the 2018 school year, the district has seen very positive revenue changes due primarily to the Evidence Based Funding law of 2017.

Due to these positive financial changes, up to and including the 2020 school year, the district implemented several of the key strategic initiatives starting in FY 2019 and FY 2020. Those initiatives are also included in the FY 21 budget, and future budget projections, unless specifically stated. Those strategic initiatives that have already been implemented include:

Initiative	Approximate Cost
Summer School Expansion	\$780,000
Freshman Academy	\$400,000
Additional Elementary Social Workers	\$160,000
Elementary Assistant Principals (freeing instructional coaches to focus exclusively on coaching)	\$232,000
Recruiting Initiatives	\$250,000
Additional Assistant Principal for Neal Middle School	\$116,000

B. Additional Strategic Initiatives and Costs

District administration has reviewed the strategic initiatives and completed estimates for needed increases and available decreases in each strategic area to meet with the realities outlined in this plan. Overall, due to revenue decreases, cuts are needed from strategic initiatives areas. These projected savings have been carefully planned. In general, the district has increased staffing significantly in key areas across the district to meet the district's serious needs for

academic improvement. The boards and the administration are well aware that few of the investments could maintain these increases each year, and many would need to be reduced.

With our initial investments, the district has started to see positive changes which will decrease the need for continued investment. For example, dual language programming will decrease the number of bilingual paraprofessionals needed for students. And, the investments in recruiting and retention can fade over time as the district retains more teachers from year to year. The same applies to our curriculum expenditures. In order to rapidly modernize the curriculum, we dramatically increased spending; however, we can begin to taper that off during the years of the plan as the most urgent needs are met. The table below provides information in investments for each strategic initiative

High Level Financial Impacts on Strategic Initiatives

District Strategic Initiative	FY 22	FY 23	FY 24	FY 25	FY 26
#1 - The district will implement CCSS aligned world-class curricula and assessment system for all students in each subject	Personnel:	Personnel: +1 FTE coach	Personnel:	Personnel: +.5 FTE coach	Personnel:
	Non-Personnel -40,000 -30,000	Non-Personnel -50,000 -30,000	Non-Personnel -50,000 -30,000	Non-Personnel :	Non-Personnel :
	Increasing FTE to provide support for teachers, especially as dual language hits intermediate grades. If additional funding is available, this is a likely place for investment to reach the EBF predicted allocation of coaches for the district. Decrease in curriculum from 2020 high needed to support massive new curriculum implementations; decreasing need for new curriculum across the district and increasing capacity of coaches to provide PD results in ability to decrease expenditures and maintain progress.				
#2 - The district will develop and implement comprehensive academic and behavioral tiered supports for all students (MTSS)	Personnel:	Personnel:	Personnel:	Personnel:	Personnel:
	Non-Personnel	Non-Personnel	Non-Personnel	Non-Personnel	Non-Personnel:
	No significant budget impacts of this initiative anticipated over the course of the strategic plan. This initiative is led by district leaders and existing school years; professional development is embedded in the school day.				
#3 - The district will implement a research-based Dual Language Model K-8.	Personnel: -1.0 para ES	Personnel: -2.0 para ES	Personnel: -1 AD -1 para ES	Personnel: +1 coach	Personnel:
	Non-Personnel	Non-Personnel	Non-Personnel	Non-Personnel	Non-Personnel
	As the dual language program increases one grade level each year, aides used to support bilingual students can be reduced because children will be able to receive all of the needed support from the classroom teacher. AD position can decrease or transition as audit compliance improves. Additional coach allocated to support middle school implementation of dual language program.				

District Strategic Initiative	FY 22	FY 23	FY 24	FY 25	FY 26
#4 - The district will improve Special Education services and implement strategies to increase inclusion of students with special needs across the district	Personnel: -.5 outplacement coord..	Personnel: -.5 outplacement coord.	Personnel:	Personnel:	Personnel:
	Non-Personnel	Non-Personnel	Non-Personnel	Non-Personnel	Non-Personnel
	As capacity of the SpEd Department team increases and strategic plan is implemented the district can gradually reduce the support currently needed for outplacement coordinators.				
#5 - The district will implement a comprehensive approach to social emotional learning aligned to the CASEL definition of SEL and state standards	Personnel:	Personnel: -1.0 T ES	Personnel: -1.0 T ES	Personnel:	Personnel:
	Non-Personnel	Non-Personnel	Non-Personnel	Non-Personnel	Non-Personnel
	In order to provide increased support and launch SEL programs, one teacher position was allocated to each elementary school. Starting in 2023, .5 at each school can be reduced as responsibilities shift to the classroom teacher to maintain SEL programming.				
#6 - The district will create structures and systems that increase expectations for adults and students so that each member of the D187 community can reach their potential.	Personnel:	Personnel:	Personnel:	Personnel:	Personnel:
	Non-Personnel	Non-Personnel	Non-Personnel	Non-Personnel	Non-Personnel
	No significant budget impacts of this initiative anticipated over the course of the strategic plan. This initiative has received significant investment prior to FY 22 and will not require additional staffing. The initiative can be led by current staff.				
#7 - The district will develop a cadre of school leaders that will be able to implement school wide change and lead academic advancement for each student.	Personnel:	Personnel: -1.0 ECC AP	Personnel: -1.0 MS AP	Personnel: -1.0 ECC FTE	Personnel:
	Non-Personnel -25,000	Non-Personnel :-25,000	Non-Personnel	Non-Personnel	Non-Personnel
	Staffing positions can be reduced as school strategic plans are implemented and critical needs are addressed, especially in middle school and early childhood center. Non-personnel reductions come from the Deputy and Superintendent initiatives line.				
#8 - The district will implement research based practices to tightly couple instructional practices across the district.	Personnel: -2.0 para ES	Personnel: -2.0 para ES	Personnel:	Personnel:	Personnel:
	Non-Personnel	Non-Personnel	Non-Personnel	Non-Personnel	Non-Personnel
	Gradual reductions in classified paras as school instructional capacity builds and increasing behavioral and academic supports available.				

District Strategic Initiative	FY 22	FY 23	FY 24	FY 25	FY 26
#9 - The district will implement a data management system and to align board goals to school, classroom, and student goals.	Personnel:	Personnel:	Personnel:	Personnel:	Personnel:
	Non-Personnel	Non-Personnel	Non-Personnel	Non-Personnel	Non-Personnel
	No significant budget impacts of this initiative anticipated over the course of the strategic plan.				
#10 - The district will implement equity-based policies and practices to guide all of the above.	Personnel:	Personnel:	Personnel:	Personnel:	Personnel:
	Non-Personnel	Non-Personnel	Non-Personnel	Non-Personnel	Non-Personnel
	No significant budget impacts of this initiative anticipated over the course of the strategic plan.				
#11 - The high school will implement structures to increase graduation and post-secondary success.	Personnel: -2.0 HS CCC	Personnel:	Personnel:	Personnel:	Personnel:
	Non-Personnel	Non-Personnel	Non-Personnel	Non-Personnel	Non-Personnel
	No significant budget impacts of this initiative anticipated over the course of the strategic plan.				
#12 - The district will engage parents in new ways in order to build parent leadership and support student learning.	Personnel:	Personnel:	Personnel:	Personnel:	Personnel:
	Non-Personnel -10,000	Non-Personnel -10,000	Non-Personnel	Non-Personnel	Non-Personnel
	Decrease in communications budget as internal capacity increases and new technology tools added for district.				
#13 - The district will implement 1:1 technology for all students, K-12.	Personnel:	Personnel:	Personnel:	Personnel:	Personnel:
	Non-Personnel -250,000	Non-Personnel +25,600	Non-Personnel +26,112	Non-Personnel +26,634	Non-Personnel +27,167
	After a large expenditure in 2021, costs for 1:1 decrease in 2022, then show a slight increase each subsequent year. This is related to the projected increases in tech support contracted services.				
#14 - The district will develop partnerships and strategies to increase recruitment, specifically targeting recruitment of candidates of color.	Personnel:	Personnel:	Personnel:	Personnel:	Personnel:
	Non-Personnel	Non-Personnel	Non-Personnel	Non-Personnel	Non-Personnel
	No significant budget impacts of this initiative anticipated over the course of the strategic plan. If TFA partnership continues beyond year 3, or 2024, additional revenue streams will need to be identified.				

District Strategic Initiative	FY 22	FY 23	FY 24	FY 25	FY 26
#15 - The district will implement strategies to increase the retention of high quality teachers, especially in hard to fill areas.	Personnel:	Personnel:	Personnel: -.5 recruiter	Personnel: -.5 induction	Personnel:
	Non-Personnel -20,000	Non-Personnel -20,000 -20,000	Non-Personnel -20,000 -20,000	Non-Personnel -20,000	Non-Personnel
	<p>With new partnerships for teacher recruiting, and decreasing teacher mobility, annual costs of recruiting expected to decrease over time. Decrease in third-party contracted teachers saves money for each position shifted to regular district-employee. Strategic plan conservatively anticipates one position per year shifting from contracted to district employee. A decreasing vacancy rate savings assumption is included in the expenditure section of this plan.</p>				
#16- The district will pursue regionally competitive and motivating salary and benefit packages for employees, with special attention to teachers.	Personnel:	Personnel:	Personnel:	Personnel:	Personnel:
	Non-Personnel	Non-Personnel	Non-Personnel	Non-Personnel	Non-Personnel
	<p>No significant budget impacts of this initiative anticipated over the course of the strategic plan. Gradual projected increases of staff costs included in the strategic plan for all staff estimated overall at 3% per year, including salary and benefits. These costs are summarized in the staffing section of this plan. If revenue projections improve, this is a likely place for increased investments, in addition to the market-based adjustments possible with these plans.</p>				
#17 - The district will pursue a facilities plan to rehabilitate our school buildings.	Personnel:	Personnel:	Personnel:	Personnel:	Personnel:
	Non-Personnel	Non-Personnel	Non-Personnel	Non-Personnel	Non-Personnel
	<p>A description of the capital expenditure budget is included in the facilities section of this plan. The strategic aspects of this initiative do not take on additional expenses, but impacts how work is determined and planned. If revenue projections improve significantly, this is a likely area for increased investment because district needs are so high.</p>				
#18 - The district will maintain financially sound practices that protect the financial stability of the district.	Personnel:	Personnel: -1 Fin.Dept. Support Staff	Personnel:	Personnel:	Personnel:
	Non-Personnel	Non-Personnel	Non-Personnel	Non-Personnel	Non-Personnel
	<p>2% annual increase in food costs included in the operations section of this plan. Some incremental savings likely as the district moves towards more paperless operations. Additional incremental savings possible as the district continues to tighten and align operations across the board, but no specific savings included in this estimate at this time.</p>				
TOTAL IMPACT¹	Personnel: -5.5 FTE	Personnel: -6.5 FTE	Personnel: -3.5 FTE	Personnel: 0 FTE	Personnel: 0 FTE
	Non-Personnel -375,000	Non-Personnel -129,400	Non-Personnel -93,888	Non-Personnel +6,634	Non-Personnel +27167

¹ Total cost impacts of FTEs being added and reduced is included in the staff section of this plan

VIII. CONCLUSION

The school district has set and maintained a measured and sustainable financial course for the past eight years. This past practice has set the stage for the current strategic plan, and for the investments that the district has been able to make. The district owes a debt of gratitude to the members, both current and former, of the Independent Authority and Financial Oversight Panel for their steady and steadfast leadership over the course of the past eight years. Along with the former state appointment CEO, the boards made difficult but necessary decisions to right size the district and put District 187 on a pathway to financial stability.

The district's partnership with ISBE, and the district's benefit from the state EBF law, have also had a transformative impact on the students of District 187. The additional resources derived from state sources will help the district to bridge from a past of an untenable and unsustainable fiscal status to a future of sustainable and supportive funding for the students of North Chicago. As this plan outlines, the next five years will be difficult; however, this plan does identify revenues to meet the most urgent needs of the students of North Chicago, and prepare the district for a far better financial position.

North Chicago School District 187 Strategic Plan

Approved September 2020



*Our **mission** is to empower each child to write their own story of success,
and to prepare each child, academically and socially, to pursue and realize their unique purpose.*

Independent Authority:

Dora King, Chair
Evelyn Alexander
Dr. Sylvia Johnson-Jones
Dr. C. Myra Gaytan-Morales

Financial Oversight Panel:

Hornsby Kneeland, Chair
Allen Albus
Inette Coleman
Hillarie Siena
Mary Werling

Superintendent: Dr. John P. Price

Senior Leadership Team:

Oscar Hawthorne, Deputy Superintendent
Yesenia Sánchez, Chief Academic Officer
Kim Andes, Director of Human Resources
Gregory Volan, Director of Finance and Operations
David Collins, Director of Technology

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5. The strategic plan will be reviewed and revised on a regular basis over the course of the plan's implementation.

Board Goal Summary

Strategic Initiatives

Introduction

In launching its first strategic planning process during the 2017-18 school year, North Chicago School District 187 leaders articulated foundational goals for the process and the resulting strategic plan:

1. The strategic plan should be grounded in research and best practice about what works in schools.
2. The strategic planning process should be inclusive of stakeholder input.
3. The strategic plan should be considered as a dynamic document, with regular updates and revisions reflecting the district's ongoing work and needs.
4. The strategic plan should be the foundation of the district's improvement efforts and not simply an exercise in planning.

These goals were enacted throughout the process, culminating in a strong strategic plan to carry the work of the district forward in an aligned and cohesive manner. This updated plan builds upon and updates that plan, recognizing progress and remaining challenges.

1. The strategic plan should be grounded in research and best practice about what works in schools.

North Chicago School District 187 enlisted the services of McREL International to support the strategic planning process. Of particular interest was McREL's research-based framework describing the core focus areas common to high performing schools and school systems. This framework, aptly titled *What Matters Most*, outlines five components of effective systems:

Challenging, engaging, and intentional instruction. At the core of effective systems are teachers who challenge students, develop positive relationships with them, and are intentional in their use of a broad repertoire of teaching strategies.

Curricular pathways to success. High-performing systems guarantee that every student, in every classroom, no matter what the aspirations, is provided with both challenging and personalized learning experiences that prepare each of them for life success.

Whole-child student supports. Setting high expectations requires providing students with the scaffolding they need to succeed—a just-in-time, personalized response to students' cognitive, psychosocial, and academic needs.

High-performance school cultures. Effective schools ensure high-quality learning experiences in every classroom. At the same time, they develop a culture of high expectations for learning and behavior, which is an even more powerful predictor of student success than socioeconomic status.

Data-driven, high-reliability systems. High performing school systems put data systems and processes in place to ensure high-quality learning experiences for all students, as well as real-time responses to student failures.

Fully explained in *Simply Better: Doing what matters most to change the odds for student success* (Goodwin, 2011), these five *What Matters Most* components are the basis for North Chicago's strategic plan; indeed, in meetings with stakeholders, these five research-based components resonated as an appropriate focus and became the basis for the district's strategic planning efforts. Utilizing McREL's *What Matters Most* framework ensured a strong foundation for our thinking based upon research and practice.

2. The strategic planning process should be inclusive of stakeholder input.

Stakeholder groups were engaged throughout North Chicago's strategic planning process. Meetings were held with the District Leadership Team, all staff, the school board, and parents to describe the process, the reasons for creating the strategic plan, and to invite participation in planning team activities. Engagement with staff included multiple strategies: a survey, open gallery walks to solicit feedback, school-based feedback sessions, and staff participation in focused study groups.

An iterative process was used with stakeholder groups to draft sample mission statements, articulate potential core values, and gather input on district goals. Gallery walks were used across the district to gather feedback from staff and community members; with this feedback, the mission, core values, and goals were revised and presented to the school board in 2018.

3. The strategic plan should be considered as a dynamic document, with regular updates and revisions reflecting the district's ongoing work and needs.

The primary purpose of strategic planning is to systematically set direction for an organization's future work. Most strategic plans are intended to guide work for three to five years; however, it is essential that organizations look to their plan as a dynamic document that reflects current reality, given changes in their local, state, and national policy landscape, their growth as a result of targeted improvement actions, and their developing capacity to take on challenging goals. We expect that as we change and grow through implementation of our strategic plan, we will identify strategies and approaches that are not yet part of our work, but that may be considered moving forward. As a result, the strategic plan should be reviewed regularly, with updates that reflect each year's progress and recommendations for future actions that result in the plan being continuously relevant. As a living document, the strategic plan can then be used to continuously set direction and priorities for the district, maintain everyone's focus on the priority work, simplify decision-making, drive alignment, and communicate priorities.

4. The strategic plan should be the foundation of the district's improvement efforts and not simply an exercise in planning.

North Chicago's strategic plan is designed to drive improvement efforts. It is structured to communicate not only what is important, but what the future will be when the plan is successfully implemented, and why the selected areas of focus have been identified as priorities. The action planning will be reflected in each cabinet member's goals for the year and will inform schools' improvement plans. In these ways, the strategies identified through strategic planning will form the basis of actions taken to improve student achievement across the district.

5. The strategic plan will be reviewed and revised on a regular basis over the course of the plan's implementation.

The first year of the plan's implementation was the 2019 school year. This updated plan is intended to support the district through the 2026 school year, or eight years. It is impossible to foresee all of the challenges that we will confront as a school district over an eight year time period; therefore, the process of regular reporting and reviewing that the district will utilize is incredibly important.

The district will report annually on our progress toward our strategic planning goals. The community can expect the following reports to be made each year:

- August – Update on qualitative progress toward goals from the prior year
- September – Update on quantitative progress toward goals from the prior year
- February – State of the Schools report providing a comprehensive update of the district's progress toward strategic goals.

In addition, the district will regularly review the overall plan, and commit to making changes as needed. This plan has gone through two annual cycles, and one regular review cycle. Regular reviews will occur every two years. The purpose of the review is to ensure that the most important work of the district is reflected in the strategic plan, that the strategic plan reflects the most current issues and contexts of our community and state, and that items that are completed are celebrated.

Board Goal Summary

In the Spring of 2018, the board set ambitious academic goals for all students for the first time. In preparation for this two-year update to the strategic plan, the board has updated the goals to reflect increasing expectations for adult and student performance, and what we have learned about methods to better align goals through the entire school district.

North Chicago District 187 finds itself in unprecedented times during the publishing of this strategic plan. This means that while we will not lower expectations for students, we must continue to reflect and revise these goals as circumstances dictate. As we confront the COVID-19 pandemic, student health and welfare is the district’s top priority. Therefore, some adjustments and reconsideration may be necessary; however, this is the mark of a strong process and something that should occur regularly.

The board remains committed to four goals. One focused on early academic achievement to set a strong foundation for each student; a second focused on providing accelerated growth to students; a third focused on the district’s high school graduation rate; the final goal focused on launching students into successful post-secondary pursuits.

Goal #1: Focus on Early Intervention and Early Success¹

66% of students in D187 schools will reach national average proficiency levels² as measured by NWEA MAP by the end of third grade.

	Math									Reading								
	SY 18	SY 19	SY 20	SY 21	SY 22	SY 23	SY 24	SY 25	SY 26	SY 18	SY 19	SY 20	SY 21	SY 22	SY 23	SY 24	SY 25	SY 26
Goal #1	16³	28	36⁴	43	52	61	63	65	66	22	36	30	46	54	62	63	65	66

¹ An updated goal, inclusive of students in our dual language program, is under development and will be completed by September 30th of 2020 and will be added to this goal area.

² Proficiency is defined as the “Average” range or above, above the 40th percentile

³ Bold numbers are actual; 2018 numbers reflect baseline data

⁴ SY 20 numbers are winter results, as students did not take MAP in the spring

Goal #2: Accelerated Student Growth

#2A - 95% of students grades K-8 scoring at or below the 40th percentile nationally will achieve 120% of projected growth each academic year, as measured by NWEA MAP.

#2B - 95% of students grades K-8 scoring above the 40th percentile nationally will achieve 100% of projected growth each academic year, as measured by NWEA MAP.

#2C - 37% of 9-12 grade students in Math and 40% of 9-12 grade students in EBRW are at or above the college readiness benchmark, as measured by PSAT/SAT.

	Math									Reading / EBRW								
	SY 18	SY 19	SY 20	SY 21	SY 22	SY 23	SY 24	SY 25	SY 26	SY 18	SY 19	SY 20	SY 21	SY 22	SY 23	SY 24	SY 25	SY 26
Goal #2A ⁵	29	32	50 ⁶	57.5	65	72.5	80	87.5	95	28	42	44	52.5	61	69.5	78	86.5	95
Goal #2B	37	46	53	60	67	74	81	88	95	36	48	44	52.5	61	69.5	78	86.5	95
Goal #2C	10	11	15 ⁷	N/A	N/A	N/A	22	30	37	24	28	31	N/A	N/A	N/A	34	37	40

Goal #3: High school 4-Year Graduation Rate

#3A - 93% of Freshman will be on-track according to the ISBE definition at the end of their first year.

#3B - 88% of NCCHS students will graduate in four years

	SY18	SY19	SY20	SY21	SY22	SY23	SY24	SY25	SY26
Goal #3A FOT	56	73	87 ⁸	88	89	90	91	92	93
Goal #3B	56	67	71	76	81	85	86	87	88

⁵ These growth goals, #2A and #2B should be understood as aspirational goals for any school district. When using the NWEA MAP assessment, getting an entire grade or school to have more than 60% of students exceeding growth goals is rare and extremely challenging. Goals set above this point should not be used for high stakes decisions regarding students, teachers, or principals.

⁶ SY 20 numbers are winter results, as students did not take MAP in the spring

⁷ Significantly fewer students took PSAT/SAT in SY 20 -- only 144 across both PSAT and SAT vs. 630 and 606 in SY18 and SY19, respectively

⁸ SY 20 FOT and 4-year graduation rates are estimates; final numbers will be available by October 1.

4-year grad rate									
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Strategic Initiatives

The following section provides detailed information on each of 18 strategic initiatives needed to reach the ambitious goals set by the board. The 18 strategies are divided into two sections, instructional and operational.

Instructional Strategies

- #1 - The district will implement CCSS aligned world-class curricula and assessment system for all students in each subject.
- #2 - The district will develop and implement comprehensive academic and behavioral tiered supports for all students (MTSS).
- #3 - The district will implement a research-based Dual Language Model K-8.
- #4 - The district will improve Special Education services and implement strategies to increase inclusion of students with special needs across the district.
- #5 - The district will implement a comprehensive approach to social emotional learning aligned to the CASEL definition of SEL and state standards.
- #6 - The district will create structures and systems that increase expectations for adults and students so that each member of the D187 community can reach their potential.
- #7 - The district will develop a cadre of school leaders that will be able to implement school wide change and lead academic advancement for each student.
- #8 - The district will implement research based practices to tightly couple instructional practices across the district.
- #9 - The district will implement a data management system to align board goals to school, classroom, and student goals.
- #10 - The district will implement equity-based policies and practices to guide each other strategy.
- #11 - The high school will implement structures to increase graduation and post-secondary success.
- #12 - The district will engage parents in new ways in order to build parent leadership and support student learning.

Operational Strategies

- #13 - The district will implement 1:1 technology for all students, K-12.
- #14 - The district will develop partnerships and strategies to increase recruitment, specifically targeting recruitment of candidates of color.
- #15 - The district will implement strategies to increase the retention of high quality teachers, especially in hard to fill areas.
- #16- The district will pursue regionally competitive and motivating salary and benefit packages for employees, with special attention to teachers.
- #17 - The district will pursue a facilities plan to rehabilitate our school buildings.
- #18 - The district will maintain financially sound practices that protect the financial stability of the district.

Strategic Plan 2021 - 2026

For each strategy, the template below is used. The strategic initiative is named and defined in the first red colored box, and below it, a clear SMART goal is provided. For each year, in the columns to the right, specific high leverage actions are identified for each year in order to implement the strategic initiative and reach the identified SMART goal. Finally, in the final row of each table, for each year, an implementation or process goal is identified. Implementation metrics are useful for focusing on whether the actions have been implemented as planned. Comparing success on implementation metrics and SMART goals is also helpful. If the implementation metrics are being reached, but we are not seeing progress towards the SMART goal, then actions are not well-aligned to the strategy.

	SY 21 Actions	SY 22 Actions	SY 23 Actions	SY 24 Actions	SY 25 Actions	SY 26 Actions
Strategic Initiative:						
Smart Goal:						
Implementation Metrics:						

INSTRUCTIONAL STRATEGIES

#1	SY 21 Actions	SY 22 Actions	SY 23 Actions	SY 24 Actions	SY 25 Actions	SY 26 Actions
<p>Strategic Initiative:</p> <p>The district will implement a CCSS aligned world-class curricula and assessment system for all students in each subject</p>	<ul style="list-style-type: none"> Completion of year 3 curriculum implementation. Continuous professional development at the building level facilitated 90% by consultant; 10% delivered by the district coaches with the purpose of building district capacity. Yearly mini review and alignment assessment completed by key instructional staff (K-5). Assessment of yearly curricular goals using a Task Development and Scoring rubric. District-wide PreK-12 curriculum 5-year review cycle drafted and approved by board. Year 3 - curriculum monitoring; data compiled and used to create a rubric or continuum to gauge implementation; teachers tiered and provided targeted coaching. 	<ul style="list-style-type: none"> Completion of year 4 curriculum implementation. Continuous professional development at the building level facilitated 80% by consultants and 20% by the district coaches. Yearly mini review and alignment assessment completed by key instructional staff (K-5). Assessment of yearly curricular goals using a Task Development and Scoring rubric. Year 1 - Curriculum Review cycle completed with recommendations for changes using Task Development and Scoring Rubric Year 4 - curriculum monitoring; data compiled and used to create a rubric or continuum to gauge implementation; teachers tiered and provided targeted coaching. 	<ul style="list-style-type: none"> Completion of year 5 curriculum implementation. Continuous professional development at the building level facilitated 70% by consultants and 30% by the district coaches. Year Two curriculum review cycle completed utilizing a curriculum evaluation team made up of the key instructional staff (k-5) Use the data collected from the previous years mini review, alignment assessment, yearly curricular goals to develop a Task Development and Scoring rubric. Have the team analyze the data and determine the student's strengths, needs and interests. They will determine how well the program met the needs of the students using data gathered and Edreports. Year 5 - Identification of teachers with high curricular capacity to create studio 	<ul style="list-style-type: none"> Track 1 - Continue onto the year 6 curriculum implementation. Continuous professional development at the building level facilitated 60% by consultants and 40% district coaches. Yearly mini review and alignment assessment completed by key instructional staff (K-5). Assessment of yearly curricular goals using a Task Development and Scoring rubric. Track 2 - Implement new curricula. <ul style="list-style-type: none"> Phase I - Needs Assessment Phase II - Project planning team creates curricular rubric detailing the current needs of the students and district. Phase III - Implementation consisting of select teachers in multiple grade levels and disciplines to pilot the top two curriculums and observe other 	<ul style="list-style-type: none"> Track 1 - Continue onto the year 7 curriculum implementation. Continuous professional development at the building level facilitated 50% by consultants and 50% by the district coaches. Yearly mini review and alignment assessment completed by key instructional staff (K-5). Assessment of yearly curricular goals using a Task Development and Scoring rubric. Track 2 - Year 1 curriculum implementation. Continuous professional development at the building level facilitated 100% by an external provider. Yearly mini review and alignment assessment completed by key instructional staff (K-5) (6-12), coaching team and building administrators. Assessment of yearly curricular goals using a Task Development and 	<ul style="list-style-type: none"> Track 1 - Continue onto the year 8 curriculum implementation. Continuous professional development at the building level facilitated 40% by consultants and 60% by the district coaches. Yearly mini review and alignment assessment completed by key instructional staff (K-5). Assessment of yearly curricular goals using a Task Development and Scoring rubric. Track 2 - Year 2 curriculum implementation. Continuous professional development at the building level facilitated 80% by external provider and 20% by the district coaches. Yearly mini review and alignment assessment completed by key instructional staff (K-5) (6-12?), coaching team and building administrators. Assessment of yearly
<p>Smart Goal:</p> <p>100% of courses have formative assessments 90% of students reach proficiency on grade level formative assessments for each unit</p>						

			<p>classrooms.</p> <ul style="list-style-type: none"> • Add one additional instructional coach 	<p>districts.</p> <ul style="list-style-type: none"> • Year 6 - Studio classroom teachers become master teachers/ school-based coaches 	<p>Scoring rubric.</p> <ul style="list-style-type: none"> • Add .5 additional instructional coach 	<p>curricular goals using a Task Development and Scoring rubric.</p> <ul style="list-style-type: none"> • Track 3 - begins as needed.
<p>Implementation Metrics:</p>	<ul style="list-style-type: none"> • Gather inputs through coaching cycles, formative assessment measures, walkthrough data, classroom data walks, Professional Development survey/feedback • Quarterly analysis of metrics above to set baseline and goals 	<ul style="list-style-type: none"> • Gather inputs through coaching cycles, formative assessment measures, walkthrough data, classroom data walks, Professional Development survey/feedback • Quarterly analysis of metrics above to set goals 	<ul style="list-style-type: none"> • Gather inputs through coaching cycles, formative assessment measures, walkthrough data, classroom data walks, Professional Development survey/feedback • Quarterly analysis of metrics above to set goals 	<ul style="list-style-type: none"> • Gather inputs through coaching cycles, formative assessment measures, walkthrough data, classroom data walks, Professional Development survey/feedback • Quarterly analysis of metrics above to set goals 	<ul style="list-style-type: none"> • Gather inputs through coaching cycles, formative assessment measures, walkthrough data, classroom data walks, Professional Development survey/feedback • Quarterly analysis of metrics above to set goals 	<ul style="list-style-type: none"> • Gather inputs through coaching cycles, formative assessment measures, walkthrough data, classroom data walks, Professional Development survey/feedback • Quarterly analysis of metrics above to set goals

#2	SY 21 Actions	SY 22 Actions	SY 23 Actions	SY 24 Actions	SY 25 Actions	SY 26 Actions
<p>Strategic Initiative:</p> <p>The district will develop and implement comprehensive academic and behavioral tiered supports for all students (MTSS)</p>	<ul style="list-style-type: none"> ● Instruction & Intervention (Use of evidence-based practices) Teacher training on EduClimber for use in recording and monitoring Tier 2 interventions. - Grade level team protocol development. - Use of formative assessments to determine emotional and academic needs. Refinement of and addition to interventions menu (i.e. alternative programming for regular ed) ● Focus/Data Analysis: Assessment of OSS and ISS data to determine trends though equity lens. Use of monitoring tools (probes) to determine success of academic and behavioral interventions. ● Data Response: Teams will plan and monitor interventions for individuals and groups of students based upon data. 	<ul style="list-style-type: none"> ● Parent/Family School Partnership: Intervention support programming for Tier 1, Tier 2 and Tier 3 families in coordination with FACE Liaison. ● Instruction & Intervention (Use of evidence-based practices) Refinement of interventions menu (i.e. alternative Tier 3 programming for regular ed) ● Focus/Data Analysis: Assessment of OSS and ISS data to determine trends though equity lens. Use of monitoring tools (probes) to determine success of academic and behavioral interventions. Assess impact of BCBA, Deans, APs. ● Data Response: Teams will plan and monitor interventions for individuals and groups of students based upon data. 	<ul style="list-style-type: none"> ● Repeat 3 - year cycle. Team Structures: Evaluation of EduClimber tool for tracking interventions. School level MTSS team training. MTSS handbook review and updates. ● Focus/Data Analysis: Assessment of OSS and ISS data to determine trends though equity lens. Use of monitoring tools (probes) to determine success of academic and behavioral interventions. ● Data Response: Teams will plan and monitor interventions for individuals and groups of students based upon data. ● Resources: District leadership will create digital resource binder of research and best practice guidance for school teams to navigate MTSS and behavioral supports process. 	<ul style="list-style-type: none"> ● Instruction & Intervention (Use of evidence-based practices) Assessment of monitoring tool. Redesign of formative assessments to determine emotional and academic needs. Refinement of interventions menu with possible added programs (i.e. alternative programming for regular ed) ● Focus/Data Analysis: Assessment of OSS and ISS data to determine trends though equity lens. Use of monitoring tools (probes) to determine success of academic and behavioral interventions. ● Data Response: Teams will plan and monitor interventions for individuals and groups of students based upon data. ● Resources: Two school teams trained in research-based prosocial support model during summer of 24. 	<ul style="list-style-type: none"> ● Parent/Family Partnership Family intervention support for Tier 2 and Tier 3 development. Refinement of interventions menu with possible added programs (i.e. alternative Tier 3 programming for regular ed) ● Focus/Data Analysis: Assessment of OSS and ISS data to determine trends though equity lens. Use of monitoring tools (probes) to determine success of academic and behavioral interventions. Assess personnel allocations if any. ● Data Response: Teams will plan and monitor interventions for individuals and groups of students based upon data. ● Resources: Two school teams trained in research-based prosocial support model during summer of 25. 	<ul style="list-style-type: none"> ● Repeat 3 - year cycle. Team Structures: Evaluation of tool for tracking of Tier 2 and Tier 3 interventions. School level MTSS team training. MTSS handbook review and updates. ● Focus/Data Analysis: Assessment of OSS and ISS data to determine trends though equity lens. Use of monitoring tools (probes) to determine success of academic and behavioral interventions. ● Data Response: Teams will plan and monitor interventions for individuals and groups of students based upon data. ● Resources: Two school teams trained in research-based prosocial support model during summer of 25.
<p>Smart Goal:</p> <p>Behavioral: 50% reduction in OSS; Academic: 20% reduction in students referred to SPED; 95% of Tier II and III students make growth targets</p>						
<p>Implementation Metrics:</p>	<ul style="list-style-type: none"> ● EduClimber usage statistics. ● Number of office managed discipline referrals per school ● Number of 	<ul style="list-style-type: none"> ● EduClimber usage statistics. ● Number of office managed discipline referrals per school ● Number of 	<ul style="list-style-type: none"> ● EduClimber usage statistics. ● Number of office managed discipline referrals per school ● Number of 	<ul style="list-style-type: none"> ● EduClimber usage statistics. ● Number of office managed discipline referrals per school ● Number of 	<ul style="list-style-type: none"> ● EduClimber usage statistics. ● Number of office managed discipline referrals per school ● Number of 	<ul style="list-style-type: none"> ● EduClimber usage statistics. ● Number of office managed discipline referrals per school ● Number of

	<p>suspensions disaggregated by race and gender</p> <ul style="list-style-type: none"> • Percent of students in Tier II and Tier III supports meeting growth targets 	<p>suspensions disaggregated by race and gender</p> <ul style="list-style-type: none"> • Percent of students receiving Tier I, Tier II and Tier III supports meeting growth targets 	<p>suspensions disaggregated by race and gender</p> <ul style="list-style-type: none"> • Percent of students receiving Tier I, Tier II and Tier III supports meeting growth targets 	<p>suspensions disaggregated by race and gender</p> <ul style="list-style-type: none"> • Percent of students receiving Tier I, Tier II and Tier III supports meeting growth targets 	<p>suspensions disaggregated by race and gender</p> <ul style="list-style-type: none"> • Percent of students receiving Tier I, Tier II and Tier III supports meeting growth targets 	<p>suspensions disaggregated by race and gender</p> <ul style="list-style-type: none"> • Percent of students receiving Tier I, Tier II and Tier III supports meeting growth targets
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#3	SY 21 Actions	SY 22 Actions	SY 23 Actions	SY 24 Actions	SY 25 Actions	SY 26 Actions
<p>Strategic Initiative:</p> <p>The district will implement a research-based Dual Language Model K-8.</p>	<ul style="list-style-type: none"> • Completion of 3rd grade BUFs • Begin 4th grade BUFs • PD for FY22 DL teachers • Focused support for 3rd grade DL teachers • Continued support for PreK-2nd grade DL teachers • Elevate the status of DL programming in school buildings by making the L2 more present and noticeable throughout the school buildings and District Office. • Provide PD about DL to all staff at each of the buildings where DL is housed to develop a culture that is more inclusive of DL outside of the Multilingual Department. • Programmatically respond to ISBE audit and prepare for their return in the Spring of FY21. • Multilingual Program Parent Liaison works closely with DL teachers to develop and provide parent outreach and support to DL & Multilingual program families 	<ul style="list-style-type: none"> • Completion of 4th grade BUFs • Begin 5th grade BUFs • PD for FY23 DL teachers • Focused support for 4th grade DL teachers • Continued support for PreK - 3rd grade DL teachers • Begin development of MS DL Model • Contract the CAL for a comprehensive program review. Or internal review can be done. • Multilingual Program Parent Liaison works closely with DL teachers to develop and provide parent outreach and support to DL & Multilingual program families • Complete all ISBE Audit compliance requirements. 	<ul style="list-style-type: none"> • Completion of 5th grade BUFs • Focused support for 5th grade DL teachers • Continued support for Prek - 4th grade DL teachers • Solidify MS DL Model • Begin development of 6th grade content specific BUFs • Biliteracy PD for FY24 DL teachers • Multilingual Program Parent Liaison works closely with DL teachers to develop and provide parent outreach and support to DL & Multilingual program families • Reduction of DL admin staff by 1.0 position. 	<ul style="list-style-type: none"> • Completion of 6th grade content specific BUFs • Begin the development of 7th grade content specific BUFs • Focused support for 6th grade DL teachers • Continued support for PreK - 5th grade DL teachers • Biliteracy PD for FY25 teachers • Multilingual Program Parent Liaison works closely with DL teachers to develop and provide parent outreach and support to DL & Multilingual program families 	<ul style="list-style-type: none"> • Completion of 7th grade content specific BUFs • Begin the development of 8th grade content specific BUFs • Focused support for 7th grade DL teachers • Continued support for PreK - 6th grade DL teachers • Biliteracy PD for FY26 DL Teachers • Begin to explore HS DL Models • Multilingual Program Parent Liaison works closely with DL teachers to develop and provide parent outreach and support to DL & Multilingual program families 	<ul style="list-style-type: none"> • Completion of 8th grade BUFs • Begin 9th grade content specific BUFs • PD for FY27 DL teachers • Focused support for 8th grade DL teachers • Continued support for PreK - 7th grade DL teachers • Solidify the development of HS DL Model • 2 DL Coaches will suffice • Total District DL teachers will range between 30-36 depending on MS & HS DL Models • Multilingual Program Parent Liaison works closely with DL teachers to develop and provide parent outreach and support to DL & Multilingual program families
<p>Smart Goal:</p> <p>90% retention of DL students annually; Meeting student achievement and growth metrics to be identified this summer.</p>						

<p>Implementation Metrics:</p>	<ul style="list-style-type: none"> ● Monitor Dual Language enrollment ● Monitor the number of parent opt-outs by school ● Student success on formative assessments aligned to BUFs ● Monitor classroom data from Biliteracy walkthroughs 	<ul style="list-style-type: none"> ● Monitor Dual Language enrollment ● Monitor the number of parent opt-outs by school ● Student success on formative assessments aligned to BUFs ● Monitor classroom data from Biliteracy walkthroughs 	<ul style="list-style-type: none"> ● Monitor Dual Language enrollment ● Monitor the number of parent opt-outs by school ● Student success on formative assessments aligned to BUFs ● Monitor classroom data from Biliteracy walkthroughs 	<ul style="list-style-type: none"> ● Monitor Dual Language enrollment ● Monitor the number of parent opt-outs by school ● Student success on formative assessments aligned to BUFs ● Monitor classroom data from Biliteracy walkthroughs 	<ul style="list-style-type: none"> ● Monitor Dual Language enrollment ● Monitor the number of parent opt-outs by school ● Student success on formative assessments aligned to BUFs ● Monitor classroom data from Biliteracy walkthroughs 	<ul style="list-style-type: none"> ● Monitor Dual Language enrollment ● Monitor the number of parent opt-outs by school ● Student success on formative assessments aligned to BUFs ● Monitor classroom data from Biliteracy walkthroughs
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#4	SY 21 Actions	SY 22 Actions	SY 23 Actions	SY 24 Actions	SY 25 Actions	SY 26 Actions
<p>Strategic Initiative:</p> <p>The district will improve Special Education services and implement strategies to increase inclusion of students with special needs across the district</p>	<ul style="list-style-type: none"> ● IEP Management: Implement 'Embrace' management tool, train staff. ● Strategic Planning: Develop strategic plan with metrics for success to address potential over identification of IEP students, inclusion, and Child Find practices. Assess the need for part-time outplacement coordinators. ● Initiate two-year process of transitioning out placement supports to Director and/or Assistant Director positions. To be complete by end of SY 22. 	<ul style="list-style-type: none"> ● IEP Management: Develop and provide IEP monitoring tool for use in Embrace. ● Training, Support and Development: Professional development for staff on inclusionary practices, race and equity, and culturally competent instruction; Child Find Resource Development; Assessment and possible expansion of ESY services. ● Student and Family Engagement: Facilitate involvement of families by collecting regular feedback on department practices, establishment of direct support for parents via advocate and online resources. Department will model informal engagement strategies, and will implement one formal structure for family engagement. 	<ul style="list-style-type: none"> ● Training, Support and Development: Professional development for staff on inclusionary practices aligned to national model, race and equity, and culturally competent instruction; Child Find Resource Development; Assessment of ESY services. ● Student and Family Engagement: Facilitate involvement of families by collecting regular feedback on department practices, establishment of direct support for parents via advocate and online resources. ● Request Audit by ISBE: IEP Management Training/Development , and Student/Family Engagement 	<ul style="list-style-type: none"> ● Repeat 3-year cycle. IEP Management: Review use of IEP management tool, train staff. Using data from monitoring implement targeted professional development for teachers and staff ● Strategic Planning: Report on success of strategic plan and progress toward metrics for success to address findings of last audit; amend and add strategies as needed. ● Family Engagement: Initiate a parent group focused on supporting families of students with disabilities and empowering families to advocate for their children. 	<ul style="list-style-type: none"> ● Training, Support and Development: Strategic PD plan implemented for all district staff aligned with ISBE audit recommendations and strategic plan; ● Student and Family Engagement: Implement ISBE audit recommendations and strategic plan. 	<ul style="list-style-type: none"> ● Training, Support and Development: per ISBE audit recommendations and strategic plan; ● Student and Family Engagement: per ISBE audit recommendations and strategic plan. ● Request Audit by ISBE: IEP Management Training/Development , and Student/Family Engagement.
<p>Smart Goal:</p> <p>Completion of triennial audit with no more than 10% of evaluation items noted for improvement. Reduce by 20% the district percentage of Black and Latinx students with IEPs to align with state average.</p>						
<p>Implementation Metrics:</p>	<ul style="list-style-type: none"> ● Number of students placed by the district in SPED by setting ● Reduction in racial disproportionality 	<ul style="list-style-type: none"> ● Number of students placed by the district in SPED by setting ● Reduction in racial disproportionality 	<ul style="list-style-type: none"> ● Findings of external audit ● Number of students placed by the district in SPED by setting ● Reduction in racial disproportionality 	<ul style="list-style-type: none"> ● Number of students placed by the district in SPED by setting ● Reduction in racial disproportionality 	<ul style="list-style-type: none"> ● Number of students placed by the district in SPED by setting ● Elimination of racial disproportionality 	<ul style="list-style-type: none"> ● Findings of external audit ● Number of students placed by the district in SPED

#5	SY 21 Actions	SY 22 Actions	SY 23 Actions	SY 24 Actions	SY 25 Actions	SY 26 Actions
<p>Strategic Initiative: The district will implement a comprehensive approach to social emotional learning aligned to the CASEL definition of SEL and state standards</p>	<ul style="list-style-type: none"> ● Second Step or Responsive Classroom implemented district wide K-8 ● Pilot use of SEL screener ● District SEL Team sets goals, provides school based routines for improvement ● Launch district SEL resources website. ● IL-Empower grant dollars focused on Lead Learning partner support with SEL. ● Embedded 9-12 grade restorative justice training for staff initiated with IL Empower lead learning partner. 	<ul style="list-style-type: none"> ● SEL Team Leads identified and stipended in each grade level K-8 and each HS department ● SEL Teacher positions reduced by 1.0 FTE; each school has .5 ● Research-based approach identified and implemented for Tier 2 SEL support needs; related service providers trained in this approach ● SEL Screener used district-wide for baseline data. Data recorded and reported through EduClimber ● District SEL Team supports design of SEL data cycles 	<ul style="list-style-type: none"> ● SEL Tier I supports fully integrated into classrooms, elementary SEL Teacher positions eliminated ● Lead partner to support restorative justice 6-12 grade identified ● SEL Screener used PreK-12; quarterly SEL Team data reviews analyze and respond to student data ● District behavioral health center launched with external funding ● District SEL Team supports design of school behavior management procedures 	<ul style="list-style-type: none"> ● All teachers 6-8 attend Restorative Justice Training at beginning of school year ● Peace circles implemented 6-12 ● Comprehensive Adult SEL offerings and menu in place for district staff with support provided by outside partners ● Identify sustainable sources of funding for SEL programming with end of IL Empower funding. 	<ul style="list-style-type: none"> ● SEL curriculum incorporated into typical curriculum review cycle ● SEL formative assessments implemented ● K-5 Restorative Practices training launched for staff 	<ul style="list-style-type: none"> ● Review of district SEL mission and vision ● Tier II and Tier III comprehensive SEL supports in place utilizing internal staff and external partners
<p>Smart Goal:</p> <p>50% reduction in OSS; Close disparity in % of students disciplined for defiance/disrespect by race; 10% increase in student-teacher trust on 5E</p>						
<p>Implementation Metrics:</p>	<ul style="list-style-type: none"> ● Classroom visit data for implementation fidelity ● SEL training attendance ● Individual school targets monitored 	<ul style="list-style-type: none"> ● Classroom visit data for implementation fidelity ● SEL training attendance ● Individual school targets; ● number of days of OSS per school 	<ul style="list-style-type: none"> ● Classroom visit data for implementation fidelity ● SEL training attendance ● Individual school targets ● Number of days of OSS per school 	<ul style="list-style-type: none"> ● Classroom visit data for implementation fidelity ● SEL training attendance ● Individual school targets ● Number of days of OSS per school 	<ul style="list-style-type: none"> ● Classroom visit data for implementation fidelity ● SEL training attendance ● Individual school targets ● Number of days of OSS per school 	<ul style="list-style-type: none"> ● Classroom visit data for implementation fidelity ● SEL training attendance ● Individual school targets ● Number of days of OSS per school

#6	SY 21 Actions	SY 22 Actions	SY 23 Actions	SY 24 Actions	SY 25 Actions	SY 26 Actions
<p>Strategic Initiative:</p> <p>The district will create structures and systems that increase expectations for adults and students so that each member of the D187 community can reach their potential.</p>	<ul style="list-style-type: none"> ● Teacher Retention - Continue using the annual recruitment plan to improve candidate sourcing, the diversity of the workplace, the hiring and interview process, and new-hire orientation, mentoring, and support. ● Mentoring Program- Implement a comprehensive mentoring program with structures and procedures for teacher mentors to follow while mentoring first year teachers. ● Data and Assessment- With the Common Formative Assessment team, teachers and coaches will begin creating and using at least 1-2 Common Formative Assessments per subject per grade level per unit. ● Celebrations - Each school will hold celebrations for student progress and excellence at one key benchmark. Celebrations will reinforce high expectations and goal setting culture. ● Teacher Observation: provide training to building leaders on teacher observation protocols, updated to mirror curriculum expectations. 	<ul style="list-style-type: none"> ● Teacher Retention - Continue using the annual recruitment plan to improve candidate sourcing, the diversity of the workplace, the hiring and interview process, and new-hire orientation, mentoring, and support. ● Mentoring Program- Using feedback from previous school year, make necessary adjustments as needed and implement. Collect feedback about the program near the end of the school year for future adjustments. ● Communication- Review the current protocols and procedures for communication and make changes as needed. ● Data and Assessment- With the Common Formative Assessment Team, together the team will continue their work together and will create 2-3 additional common formative assessments for each grade level and each subject. ● Teacher Observation: Implement end of year teacher observation quality review 	<ul style="list-style-type: none"> ● Teacher Retention - Continue using the annual recruitment plan to improve candidate sourcing, the diversity of the workplace, the hiring and interview process, and new-hire orientation, mentoring, and support. Review previous teacher retention data to assess the impact of the program. Design changes made to the program or if the teacher retention program needs to be recreated. ● Mentoring Program- Using feedback from previous school year, make necessary adjustments as needed and implement. Collect feedback about the program near the end of the school year for future adjustments. ● Data and Assessment- With the Common Formative Assessment Team, the team will reevaluate the effectiveness of the current common formative assessments and either make changes or recreate common formative assessments. The CFA team will also develop additional CFAs to add to each unit. ● Teacher Observation: Implement observation quality reviews quarterly 	<ul style="list-style-type: none"> ● Teacher Retention" Implement the teacher retention program for an additional year, as well as review the program data to assess the impact. Design changes made to the program or if the teacher retention program needs to be recreated. ● Mentoring Program- Using feedback from previous school year, make necessary adjustments as needed and implement. Collect feedback about the program near the end of the school year for future adjustments. ● Data and Assessment- With the Common Formative Assessment Team, the team will reevaluate the effectiveness of the created common formative assessments and either make changes or recreate. The CFA will begin to gradually release the responsibility of creating additional CFAs to the PLCs. ● Teacher Observation: Implement observation quality reviews quarterly 	<ul style="list-style-type: none"> ● Teacher Retention: Based on the teacher retention program data, a new teacher retention program will either be created or continue to use the teacher retention program already created. ● Mentoring Program- Using feedback from previous school year, make necessary adjustments as needed and implement. Collect feedback about the program near the end of the school year for future adjustments. ● Data and Assessment- With the Common Formative Assessment Team, PLCs will reevaluate the effectiveness of the current common formative assessments and either make changes or recreate. 	<ul style="list-style-type: none"> ● Based on the teacher retention program data, a new teacher retention program will either be created or continue to use the teacher retention program already created. ● Mentoring Program- Using feedback from previous school year, make necessary adjustments as needed and implement. Collect feedback about the program near the end of the school year for future adjustments. ● Data and Assessment- With the guidance of the Common Formative Assessment Team, PLCs will reevaluate the effectiveness of the current common formative assessments and either make changes or recreate.
<p>Smart Goal:</p> <p>Employee satisfaction ratings based off of HumanX and 5 Essentials data. 80% retention rate of teachers rated in the highest two appraisal categories; Reach “Strong” or “Organized” implementation in 5E survey of supportive environment.</p>						

<p>Implementation Metrics:</p>	<ul style="list-style-type: none"> ● Gather inputs through teacher mentor meetings, teacher observation reviews, feedback surveys, and monitoring retention plan for new teachers. ● Lead quarterly reviews of above data to form action plans for response. Monitor action plans. 	<ul style="list-style-type: none"> ● Gather inputs through teacher mentor meetings, teacher observation reviews, feedback surveys, and monitoring retention plan for new teachers. ● Lead quarterly reviews of above data to form action plans for response. Monitor action plans. 	<ul style="list-style-type: none"> ● Gather inputs through teacher mentor meetings, teacher observation reviews, feedback surveys, and monitoring retention plan for new teachers. ● Lead quarterly reviews of above data to form action plans for response. Monitor action plans. 	<ul style="list-style-type: none"> ● Gather inputs through teacher mentor meetings, teacher observation reviews, feedback surveys, and monitoring retention plan for new teachers. ● Lead quarterly reviews of above data to form action plans for response. Monitor action plans. 	<ul style="list-style-type: none"> ● Gather inputs through teacher mentor meetings, teacher observation reviews, feedback surveys, and monitoring retention plan for new teachers. ● Lead quarterly reviews of above data to form action plans for response. Monitor action plans. 	<ul style="list-style-type: none"> ● Gather inputs through teacher mentor meetings, teacher observation reviews, feedback surveys, and monitoring retention plan for new teachers. ● Lead quarterly reviews of above data to form action plans for response. Monitor action plans.
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#7	SY 21 Actions	SY 22 Actions	SY 23 Actions	SY 24 Actions	SY 25 Actions	SY 26 Actions
<p>Strategic Initiative:</p> <p>The district will develop a cadre of school leaders that will be able to implement school wide change and lead academic advancement for each student.</p>	<ul style="list-style-type: none"> ● Leadership Seminar for assistant principals and directors with focus on use of instructional rounds, teacher evaluation, and culturally competent instruction. HumanEx school culture analysis support provided to principals. ● Create and implement coaching cycles for all district leaders. ● Facilitate book studies on racial equity and remote learning. ● Restructure Principal Leadership Team meetings to include shared learning experiences focused on specific school challenges or problems of practice. 	<ul style="list-style-type: none"> ● Leadership Seminar. Rising leaders program for those considering school leadership as a career. Other priorities to be determined by district goals, student performance data, and feedback surveys. ● Pilot aspiring district leaders cohort. ● School-based leadership development led by principals focused on specific school challenges or problems of practice. 	<ul style="list-style-type: none"> ● Leadership Seminar. External training partner and experience identified; 3 school / district leaders attend (eg UVA School Turnaround Specialist Program; Harvard School Leadership) priorities to be determined by district goals, student performance data, and feedback surveys. ● Implement instructional rounds or other non-evaluative collaborative learning structure ● Reduction of 1.0 admin positions to reflect decreasing budget. 	<ul style="list-style-type: none"> ● Leadership Seminar. External training partner and experience identified; 3 school / district leaders attend (eg UVA School Turnaround Specialist Program; Harvard School Leadership) priorities to be determined by district goals, student performance data, and feedback surveys. ● Host first aspiring district leadership retreat in summer of '23 ● Reduction of 1.0 admin positions to reflect decreasing budget. 	<ul style="list-style-type: none"> ● Leadership Seminar. External training partner and experience identified; 3 school / district leaders attend (eg UVA School Turnaround Specialist Program; Harvard School Leadership) priorities to be determined by district goals, student performance data, and feedback surveys. ● Reduction of 1.0 admin positions to reflect decreasing budget. 	<ul style="list-style-type: none"> ● Leadership Seminar. Other priorities to be determined by district goals, student performance data, and feedback surveys.
<p>Smart Goal:</p> <p>Average principal tenure of 5 years or more. Average director tenure of 4 years or more. 50% of hiring for leadership positions filled by internal candidates.</p>						
<p>Implementation Metrics:</p>	<ul style="list-style-type: none"> ● Attendance at leadership seminar sessions ● Feedback surveys from leadership seminar ● Retention of instructional coaches and APs ● Average tenure of principals, directors and coaches 	<ul style="list-style-type: none"> ● Attendance at leadership seminar sessions ● Feedback surveys from leadership seminar ● Retention of instructional coaches and APs ● Average tenure of principals, directors and coaches 	<ul style="list-style-type: none"> ● Attendance at leadership seminar sessions ● Feedback surveys from leadership seminar ● Retention of instructional coaches and APs ● Average tenure of principals, directors and coaches 	<ul style="list-style-type: none"> ● Attendance at leadership seminar sessions ● Feedback surveys from leadership seminar ● Retention of instructional coaches and APs ● Average tenure of principals, directors and coaches 	<ul style="list-style-type: none"> ● Attendance at leadership seminar sessions ● Feedback surveys from leadership seminar ● Retention of instructional coaches and APs ● Average tenure of principals, directors and coaches 	<ul style="list-style-type: none"> ● Attendance at leadership seminar sessions ● Feedback surveys from leadership seminar ● Retention of instructional coaches and APs ● Average tenure of principals, directors and coaches

#8	SY 21 Actions	SY 22 Actions	SY 23 Actions	SY 24 Actions	SY 25 Actions	SY 26 Actions
<p>Strategic Initiative:</p> <p>The district will implement research based practices to tightly couple instructional practices across the district</p>	<ul style="list-style-type: none"> Based on the District Profile Data design an infrastructure to implement (with the support of Leading Educators) support and monitor high-quality professional development for all employees that is aligned to instructional practices across the district (Marzano Framework). Implement classroom fidelity monitoring tool and processes across K-8 classrooms focused on high leverage points Adopt instructional guidance framework: <u>The New Art and Science of Teaching</u> 	<ul style="list-style-type: none"> Collect teacher feedback data, HumanX and 5Essentials data to be analyzed. The team will look for patterns in the data that reveal trends & insights about the students and teacher performance. Taking into account the teacher and students strengths and weaknesses as well as the current curricular program instructional practices to fill the gaps as identified by the data. Reduction of 2.0 classified staff 	<ul style="list-style-type: none"> A yearly review and discussion including key instructional staff (K-5), (6-12) coaching team and building administrators to see if current goals align district vision. Proposed solutions to areas needing improvement as the schoolwide improvement plan is created. If goals are not being met reassess the current instructional practices including but not limited to the coaching program. Reduction of 2.0 classified staff 	<ul style="list-style-type: none"> Track 1 - If instructional strategies are proven successful, continue onto year 5 of implementation of instruction practices; grow the capacity of the coaching team in order to sustain teacher knowledge Track 2 - If instructional strategies found unsuccessful, reassess the instructional practices to match district needs. Offer additional training or reassess coaching model (ie. Transformation vs. Student-centered) to see if a different model is more suitable for our district needs. Determine if mentors are needed to support coaches tailored to their success rate and year of service. 	<ul style="list-style-type: none"> Track 1 - If instructional strategies are proven to be successful continue year 6 of successful implementation of instruction practices. grow the capacity of the coaching team to sustain teacher knowledge Track 2 - If instructional strategies unsuccessful identify a new plan based on criteria identified in FY24. Implement new structures while offering support to ensure success. Identify early on strengths and weaknesses based on the District Profile Data design infrastructure to implement support and monitor high-quality professional development for all employees that is aligned to instructional practices across the district (Marzano Framework). 	<ul style="list-style-type: none"> Track 1 - If instructional strategies are proven to be successful continue ear 7 of successful implementation of instruction practices. Continue to grow the capacity of the coaching team in order to sustain teacher knowledge surrounding best practice instructional strategies. Track 2 - If instructional strategies were found unsuccessful enter year 2 of the new plan. Refer to district Profile data on a continuous basis making timely changes as needed and identified by the CFO and team.
<p>Smart Goal:</p> <p>100% of planned classroom visits completed each month; 100% of coaching cycles completed</p>						
<p>Implementation Metrics:</p>	<ul style="list-style-type: none"> Continue to gather inputs through monthly walkthrough data, classroom observational data, coaching log analysis, and coaching sessions/ touchpoints Lead quarterly reviews of above data to form action plans for response. Monitor action plans. 	<ul style="list-style-type: none"> Continue to gather inputs through monthly walkthrough data, classroom observational data, coaching log analysis, and coaching sessions/ touchpoints Lead quarterly reviews of above data to form action plans for response. Monitor action plans. 	<ul style="list-style-type: none"> Continue to gather inputs through monthly walkthrough data, classroom observational data, coaching log analysis, and coaching sessions/ touchpoints Lead quarterly reviews of above data to form action plans for response. Monitor action plans. 	<ul style="list-style-type: none"> Continue to gather inputs through monthly walkthrough data, classroom observational data, coaching log analysis, and coaching sessions/ touchpoints Lead quarterly reviews of above data to form action plans for response. Monitor action plans. 	<ul style="list-style-type: none"> Continue to gather inputs through monthly walkthrough data, classroom observational data, coaching log analysis, and coaching sessions/ touchpoints Lead quarterly reviews of above data to form action plans for response. Monitor action plans. 	<ul style="list-style-type: none"> Continue to gather inputs through monthly walkthrough data, classroom observational data, coaching log analysis, and coaching sessions/ touchpoints Lead quarterly reviews of above data to form action plans for response. Monitor action plans.

#9	SY 21 Actions	SY 22 Actions	SY 23 Actions	SY 24 Actions	SY 25 Actions	SY 26 Actions
<p>Strategic Initiative:</p> <p>The district will implement a data management system to align board goals to school, classroom, and student goals.</p>	<ul style="list-style-type: none"> EduClimber training for all admin and MTSS team members completed DLT team gains access to the system. MTSS coordinators gain access and begin using educlimber to assist with MTSS efforts Board goals revised, aligned to superintendent, cabinet, and DLT evaluations 	<ul style="list-style-type: none"> Students goals in place for all students aligned to strategic plan Behavior data transitioned to educlimber and Review of PERA Growth Metrics; goal setting guidelines developed and shared including best practices and research base Teachers use EduClimber to view pre-built reports based on their roles. Quarterly meetings held to review implementation metrics on 2-3strategies per quarter. 	<ul style="list-style-type: none"> Benchmark Student achievement goal celebrations at transition grade levels Behavior transitioned to EduClimber and DLT team gains access to the system. Parent education workshops provided to families to increase understanding of academic goals and goal setting theory. Each Cabinet member holds quarterly review of implementation metrics for each strategy he/she oversees 	<ul style="list-style-type: none"> Board Goals reviewed and amended if needed; DLT goals reviewed to reflect board goals Teachers use full capabilities of Data warehouse for formative assessment scoring and sharing along with other features 	<ul style="list-style-type: none"> Review / revision of PERA Growth Metrics 	<ul style="list-style-type: none"> Student goal setting reviewed.
<p>Smart Goal:</p> <p>100% of students have a clear performance goal; 100% of teachers have and use access to data warehouse.</p>	<ul style="list-style-type: none"> Create a data management system to track strategic plan implementation metrics. 					
<p>Implementation Metrics:</p>	<ul style="list-style-type: none"> Quarterly reviews and response plans completed for all departments Staff attendance at data warehouse training 	<ul style="list-style-type: none"> Quarterly reviews and response plans completed for all departments Staff attendance at data warehouse training Percent of students with current goals 	<ul style="list-style-type: none"> Quarterly reviews and response plans completed for all departments Staff attendance at data warehouse training Percent of students with current goals 	<ul style="list-style-type: none"> Quarterly reviews and response plans completed for all departments Staff attendance at data warehouse training Percent of students with current goals 	<ul style="list-style-type: none"> Quarterly reviews and response plans completed for all departments Staff attendance at data warehouse training Percent of students with current goals 	<ul style="list-style-type: none"> Quarterly reviews and response plans completed for all departments Staff attendance at data warehouse training Percent of students with current goals

#10	SY 21 Actions	SY 22 Actions	SY 23 Actions	SY 24 Actions	SY 25 Actions	SY 26 Actions
<p>Strategic Initiative:</p> <p>The district will implement equity-based policies and practices</p>	<ul style="list-style-type: none"> Mandatory First Year teacher Equity Training Equity Audit Completed Student Led Equity-focused group started at HS Annual district leadership team retreat to review strategies for equity focus and plan for coming year to increase equitable access and success for students. Teacher Residents receive Culturally relevant pedagogy training Introduce staff to culturally relevant pedagogy through voluntary community of practice. 	<ul style="list-style-type: none"> Equity statement developed to serve as catalyst for equity policy adopted by the boards with specific implementation benchmarks Annual Equity Report designed and delivered during State of Schools Board goals have Equity metrics Annual district leadership team retreat to review strategies for equity focus and plan for coming year to increase equitable access and success for students. Summer culturally relevant pedagogy cohort launched Introduction of Culturally relevant pedagogy to all staff 	<ul style="list-style-type: none"> Review of Equity Policies and Procedures Student-led equity-based experiences at MS and HS level Staff - led in-depth equity based training launched Annual district leadership team retreat to review strategies for equity focus and plan for coming year to increase equitable access and success for students. Integrate equity focus in job embedded PD and coaching aligned to equity audit Using equity policy, strategies, 1,5,9, reviewed by diverse stakeholders 	<ul style="list-style-type: none"> All staff have received Racial Equity Training Guidelines for equitable curriculum review integrated into curriculum review cycle Annual district leadership team retreat to review strategies for equity focus and plan for coming year to increase equitable access and success for students; review HumanEx and 5E metrics from equity lens to analyze improvements Implement equity-based requirements for external contractors and other contracted services Using equity policy, strategies, 2, 6, 11, 14 reviewed 	<ul style="list-style-type: none"> Review of district equity audit and action items Annual district leadership team retreat to review strategies for equity focus and plan for coming year to increase equitable access and success for students. Develop Equity Walk protocol for classroom visits Using equity policy strategies 3, 7, 12, 15 reviewed 	<ul style="list-style-type: none"> Equity Audit II Annual district leadership team retreat to review strategies for equity focus and plan for coming year to increase equitable access and success for students. Using equity policy, strategies 4, 8, 13, 16, 17 reviewed
<p>Smart Goal:</p> <p>% of subgroup members not reaching goals reduce gap by 10% each year All subgroups of students reach board performance goals; Racial disparity in discipline data is within 10% of total.</p>						
<p>Implementation Metrics:</p>	<ul style="list-style-type: none"> Number of staff who have completed initial equity training Annual increase in “Student-Teacher Trust” section of 5E survey. 	<ul style="list-style-type: none"> Number of staff who have completed initial equity training Annual increase in “Student-Teacher Trust” section of 5E survey. 	<ul style="list-style-type: none"> Number of staff who have completed initial equity training Annual increase is “Student-Teacher Trust” section of 5E survey. 	<ul style="list-style-type: none"> Number of staff involved in advanced equity training Annual increase is “Student-Teacher Trust” section of 5E survey. 	<ul style="list-style-type: none"> Number of staff involved in advanced equity training Annual increase is “Student-Teacher Trust” section of 5E survey. 	<ul style="list-style-type: none"> Number of staff involved in advanced equity training Annual increase is “Student-Teacher Trust” section of 5E survey.

#11	SY 21 Actions	SY 22 Actions	SY 23 Actions	SY 24 Actions	SY 25 Actions	SY 26 Actions
<p>Strategic Initiative:</p> <p>The high school will implement structures to increase graduation and post-secondary success.</p>	<ul style="list-style-type: none"> Implement Xello career readiness platform. Sophomore Academy implementation Select one additional career pathway with job experiences. Annual report provided to board and other stakeholders. Complete comprehensive review of College and Career Coaching (CCC) model and services to students 	<ul style="list-style-type: none"> Implement Junior/Senior academies based on career interest. Determine counseling model for additional certification (i.e. ASCA) Completion of 4-year post-secondary plan with annual benchmarks. Plan for new career pathway implementation. Implement updated CCC model with anticipated reduction of 2.0 FTE overall. 	<ul style="list-style-type: none"> Review high school strategic plan, programs, and complete analysis of 2019,2020, and 2021 graduates. Launch 4th career pathway to increase range of opportunities for students. Implement Proficiency Scales for core subject areas to increase rigor of classrooms. 	<ul style="list-style-type: none"> New program program implementation if determined by updated strategic plan. Develop metrics of post-secondary perseverance and success; begin tracking to gather baseline data High School leadership team retreat aligning PSAT/SAT data analysis with Proficiency Scales 	<ul style="list-style-type: none"> New program implementation if determined by updated strategic plan. Review and revise all Proficiency Scales to increase rigor and alignment to standards. 	<ul style="list-style-type: none"> New program implementation if determined by updated strategic plan.
<p>Smart Goal:</p> <p>Increase graduation rate to 88% or above; 100% placement of graduates as either enrolled, enlisted or employed.</p>						
<p>Implementation Metrics:</p>	<ul style="list-style-type: none"> Percentage of freshman-on-track Percentage of students enrolled in job work-study program Percentage of graduates enrolled in college 	<ul style="list-style-type: none"> Percentage of freshman-on-track Percentage of students enrolled in job work-study program Percentage of graduates enrolled in college 	<ul style="list-style-type: none"> Percentage of freshman-on-track Percentage of students enrolled in job work-study program Percentage of graduates enrolled in college 	<ul style="list-style-type: none"> Percentage of freshman-on-track Percentage of students enrolled in job work-study program Percentage of graduates enrolled in college 	<ul style="list-style-type: none"> Percentage of freshman-on-track Percentage of students enrolled in job work-study program Percentage of graduates enrolled in college 	<ul style="list-style-type: none"> Percentage of freshman-on-track Percentage of students enrolled in job work-study program Percentage of graduates enrolled in college

#12	SY 21 Actions	SY 22 Actions	SY 23 Actions	SY 24 Actions	SY 25 Actions	SY 26 Actions
<p>Strategic Initiative:</p> <p>The district will engage parents in new ways in order to build parent leadership and support student learning.</p>	<ul style="list-style-type: none"> Complete contracting and scope development for Parents for Public Schools , district’s lead partner for parent engagement training. Train the trainer for parent engagement completed with three district staff Establish parent welcome / support center for technology supports Establish Parent Services Roundtable for staff in FACE roles across the district 	<ul style="list-style-type: none"> Cohort I: Parent training seminars begin with 10 parents registered Additional two staff complete train the trainer model Expand services in parent welcome center to include social services Implement FACE communication strategy utilizing multimedia tools 	<ul style="list-style-type: none"> Cohort II: Parent training seminars begin Additional two staff complete train the trainer model Parent University launched for parents across district housed in Parent Resource Center Review and revise FACE communications strategy Add parents to Parent Services Roundtable 	<ul style="list-style-type: none"> Cohort III Parent training seminars Additional two staff complete train the trainer model FACE role expanded to 12 month position Parent Advisory pilot at one school to increase parent leadership and voice in school operations. 	<ul style="list-style-type: none"> Cohort IV Parent Training Seminar Parent Advisory launched at two schools 	<ul style="list-style-type: none"> Cohort V Parent Training Seminar Parent Advisory launched at two schools
<p>Smart Goal:</p> <p>Ten engaged parent leaders at each of the district's 6 schools; 10% increase in reports of parent engagement on 5E survey</p>						
<p>Implementation Metrics:</p>	<ul style="list-style-type: none"> Parent training attendance Parent meeting minutes and surveys PRC attendance 	<ul style="list-style-type: none"> Parent training completion Parent meeting attendance Parent meeting minutes and surveys 	<ul style="list-style-type: none"> Parent training completion Parent meeting attendance Parent meeting minutes and surveys 	<ul style="list-style-type: none"> Parent training completion Parent meeting attendance Parent meeting minutes and surveys 	<ul style="list-style-type: none"> Parent training completion Parent meeting attendance Parent meeting minutes and surveys 	<ul style="list-style-type: none"> Parent training completion Parent meeting attendance Parent meeting minutes and surveys

Operational Strategies

#13	SY 21 Actions	SY 22 Actions	SY 23 Actions	SY 24 Actions	SY 25 Actions	SY 26 Actions
<p>Strategic Initiative:</p> <p>The district will implement 1:1 technology for all students, K-12</p>	<ul style="list-style-type: none"> • Purchase 1000 new Chromebooks from Acer. • Upgrade wired and wireless network to provide additional connectivity district wide. <p>Instructional Support:</p> <ul style="list-style-type: none"> • Alongside the K-5 Instructional team create Tech booster and Tech Ambassador program to provide job-embedded support 	<ul style="list-style-type: none"> • Prepare plans for student led tech service in HS and NMSA. Work with Acer on laptop certifications for student techs. <p>Instructional Support:</p> <ul style="list-style-type: none"> • Alongside the K-5 Instructional make the necessary changes to the Tech Booster, Tech Ambassador program and LMS based on feedback of program effectiveness. • Alongside the K-5 instructional coach use the SAMR model to differentiate tech integration. Offer Tier support through coaching based on level of effectiveness and efficiency. • Alongside the K-5 Instructional coach deliver intensive a scaffolded training on district LMS (ie. year 1 teachers will receive level 1 training, years 2+ will receive level 2 training and so on. • Office intensive 1:1 support for teachers still not Google Certified level 1 • Implement parent tech survey at point of registration 	<ul style="list-style-type: none"> • Purchase 600 additional Chromebooks to replenish new devices for 3rd grade, 6th grade, and 9th grade. • Roll out 1st year of student tech service for Level 1 break fix needs. Year 2 of 3 cycle replacement strategy for stu laptops <p>Instructional Support:</p> <ul style="list-style-type: none"> • Alongside the K-5 Instructional make the necessary changes to the Tech Booster, Tech Ambassador program and LMS based on feedback of program effectiveness. • Alongside the K-5 instructional coach use the SAMR model to differentiate tech integration. Provide support through coaching based on level of effectiveness and efficiency. • The tech ambassadors will meet biweekly with the instructional coach and once per month district wide to receive district aligned PD and coaching strategies in order to stay abreast of current tech tools, data and best support their grade level teams. • The tech ambassadors will also work towards their Google Level trainer certification. 	<ul style="list-style-type: none"> • Purchase 600 additional Chromebooks to replenish new devices for 3rd grade, 6th grade, and 9th grade. Seniors take chromebooks home after graduation <p>Instructional Support:</p> <ul style="list-style-type: none"> • This will be a tech Evaluation year. A Tech evaluation team made up of the Tech Director, k-5 coach, 6-12 Instructional Tech coach, tech ambassadors, and other key stakeholders. We reflect on current tech initiative, curricular goals, etc... to determine if the tech focus still aligns with district vision, and make changes. • The team will use multiple data points to analyze the data and determine the tech program strengths, gaps, teacher and student needs and interests. The team will determine how well the program met the instructional needs of the district, If needs are not being met new programs, tech tools tools, add additional support agents, policies and goals will be set to refocus the district efforts to being tech 	<ul style="list-style-type: none"> • Purchase 600 additional Chromebooks to replenish new devices for 3rd grade, 6th grade, and 9th grade <p>Instructional Support:</p> <ul style="list-style-type: none"> • If the tech evaluation team determines that current practices are effective and continued work is necessary to meet goals with 5th year plans. Steadily increasing expectations in columns FY20-FY23. If the current instructional practices are not deemed effective the new tools, protocols, processes will be integrated. This includes but is not limited to upgrade tech, additional support staff, new LMS, etc... 	<ul style="list-style-type: none"> • Purchase 600 additional Chromebooks to replenish new devices for 3rd grade, 6th grade, and 9th grade • Replace 400 Teacher/Staff laptops. <p>Instructional Support:</p> <ul style="list-style-type: none"> • If the tech evaluation team determined in FY23 that current practices continue on to year 6 of the implementation process. • If the current instructional practices were not deemed effective, continue onto year 2 of new implementation plan. This includes but is not limited to upgrading tech, additional support staff, new LMSprotocols, processes, etc...
<p>Smart Goal:</p> <p>100% of students have digital access at school and at home.</p>						

			<p>Tech Ambassadors will administer a needs assessment for teachers support.</p> <ul style="list-style-type: none"> • Alongside the K-5 Instructional coach deliver intensive a scaffolded training on district LMS (ie. year 1 teachers will receive level 1 training, years 2+ will received level 2 training and so on. 	literacy to teachers and students.		
<p>Implementation Metrics:</p>	<ul style="list-style-type: none"> • Monitor Chromebook metrics through GoGuardian • Monitor attendance and class time through Schoology • Monitor access to curriculum and apps through clever • Monitor the Help Desk ticketing system for trends with devices. • Parent Surveys to be sent out regarding internet access and device access. • Teacher surveys re: tech customer service 	<ul style="list-style-type: none"> • Monitor Chromebook metrics through GoGuardian • Monitor attendance and class time through Schoology • Monitor access to curriculum and apps through clever • Monitor the Help Desk ticketing system for trends with devices. • Parent Surveys to be sent out regarding internet access and device access. 	<ul style="list-style-type: none"> • Monitor Chromebook metrics through GoGuardian • Monitor attendance and class time through Schoology • Monitor access to curriculum and apps through clever • Monitor the Help Desk ticketing system for trends with devices. • Teacher surveys re: tech customer service 	<ul style="list-style-type: none"> • Monitor Chromebook metrics through GoGuardian • Monitor attendance and class time through Schoology • Monitor access to curriculum and apps through clever • Monitor the Help Desk ticketing system for trends with devices. • Parent Surveys to be sent out regarding internet access and device access. 	<ul style="list-style-type: none"> • Monitor Chromebook metrics through GoGuardian • Monitor attendance and class time through Schoology • Monitor access to curriculum and apps through clever • Monitor the Help Desk ticketing system for trends with devices. • Teacher surveys re: tech customer service 	<ul style="list-style-type: none"> • Monitor Chromebook metrics through GoGuardian • Monitor attendance and class time through Schoology • Monitor access to curriculum and apps through clever • Monitor the Help Desk ticketing system for trends with devices. • Parent Surveys to be sent out regarding internet access and device access.

#14	SY 21 Actions	SY 22 Actions	SY 23 Actions	SY 24 Actions	SY 25 Actions	SY 26 Actions
<p>Strategic Initiative:</p> <p>The district will develop partnerships and strategies to increase recruitment, specifically targeting recruitment of candidates of color</p>	<p>Partnerships:</p> <ul style="list-style-type: none"> Teach For America (TFA) will recruit up to 10 candidates for FY22 Relay - Recruit 5 candidates for FY22 and work to increase access for a wider candidate pool; Survey FY21 cohort of teachers to discover what D187 can do better with this alternative certification program. NLU - Teacher Residency - Recruit for 2nd cohort of students and continue biweekly meeting to discuss current residents, grant management, transition of first cohort of residents to teaching positions. NLU and D187 to find partners to help fund teacher residency programs in FY22 and beyond. Alma Advisory Group consulting through implementation of core recruiting and hiring strategies <p>Candidate Sourcing and Relationships</p> <ul style="list-style-type: none"> Build on reporting and monitoring of recruitment and hiring practices, improving accuracy of predicted vacancies Increase pool of applicants earlier in the hiring season Develop relationships 	<p>Partnerships:</p> <ul style="list-style-type: none"> TFA - First cohort of TFA teachers begin teaching in D187; and recruiting for second cohort of teachers. Relay - Recruit for FY23 Continue advocating more participation of candidates of color through legislative action if needed. Evaluate partnership and survey educators in the Relay Program. NLU - Place 7 teachers from the first cohort into classrooms and teachers will continue five remaining classes. Placement of up to 10 residents with mentors. Recruiting of third cohort to begin in FY23. Survey of FY21 cohort. <p>Candidate Sourcing and Relationships:</p> <ul style="list-style-type: none"> Complete an analysis of existing recruitment tools, costs and results, and research new recruiting opportunities and trends. Reconfigure priorities, strategies, and reallocate funds based on outcomes of analysis. Continue to monitor and strengthen rigor of hiring practices, ensuring focus on competency- and performance-based and anti-bias practices 	<p>Partnerships:</p> <ul style="list-style-type: none"> TFA - Second cohort of TFA teachers begin teaching in D187; and recruiting for a third cohort of teachers. Relay - Recruit for FY24 NLU - Place teachers from the second cohort into classrooms and these teachers will continue with five remaining classes. Placement of up to 10 residents with mentors. Weekly meeting with NLU representatives to discuss current residents, grant management, fund raising, transition of residents to teaching positions, and recruitment of FY24 cohort. Survey of FY22 and FY23 cohorts. Analysis of the program and sustainability. Research partnership with other districts interested in sharing the expenses of the program. <p>Candidate Sourcing and Relationships:</p> <ul style="list-style-type: none"> Increase the pool of applicants earlier in the hiring season through strategic recruitment and intentional outreach and engagement of interested and diverse applicants, with a focus on hard-to-fill 	<p>Partnerships:</p> <ul style="list-style-type: none"> TFA - Third cohort of begins; review viability of partnership Relay - Recruit for FY25 NLU - Place teachers from the third cohort into classrooms and these teachers will continue five remaining classes. Placement of up to 10 residents with mentors. Weekly meeting with NLU representatives to discuss current residents, grant management, fund raising, transition of residents to teaching positions. Final determination of continuation of Teacher Resident Program Survey of FY23 and FY24 cohorts. <p>Candidate Sourcing and Relationships:</p> <ul style="list-style-type: none"> Refine interview tools and recruitment strategies based on feedback and performance trends among new hires Complete an analysis of recruitment tools, costs and results. Reconfigure priorities, strategies and reallocate funds based on outcomes of analysis. Consider building a "Grow Our Own" 	<p>Partnerships:</p> <ul style="list-style-type: none"> TFA - TBD NLU - TBD Relay - Recruit for FY26 <p>Candidate Sourcing and Relationships:</p> <ul style="list-style-type: none"> Increase pool of applicants earlier in the hiring season through strategic recruitment and intentional outreach and engagement of interested and diverse applicants, with a focus on hard-to-fill positions Research Teacher Pathway for high school students Continue to monitor and strengthen rigor of hiring practices, ensuring focus on competency- and performance-based and anti-bias practices Expand recruiting partnerships that have demonstrated success in providing diverse talent with demonstrated success in the role <p>Resources and Support:</p> <ul style="list-style-type: none"> Philanthropic partnerships to assist in funding of TFA, Teacher Residency Program, New Horizons and other recruitment strategies that are discovered during the FY21 compensation study. 	<p>Partnerships:</p> <ul style="list-style-type: none"> Examine current partnerships and determine potential district needs <p>Candidate Sourcing and Relationships:</p> <ul style="list-style-type: none"> Complete and analysis of recruitment tools, costs, and results. Reconfigure priorities, strategies and reallocate funds based on outcomes of analysis. Recruit successful teachers to support engagement of high-potential hires, and mentoring for "Grow Our Own," Student Teacher, and Relay participants Continue to monitor and strengthen rigor of hiring practices, ensuring focus on competency- and performance-based and anti-bias practices <p>Resources and Supports:</p> <ul style="list-style-type: none"> Biannual Philanthropic Report of external partnerships for stakeholder
<p>Smart Goal:</p> <p>38% of new teachers hired are teachers of color FY26 - Baseline: In 18-19, 12% of teachers were persons of color; In 19-20, 22% of new teacher hires were diverse</p> <p>100% of actual and anticipated teacher vacancies filled by July 31 - Baseline: In 18-19, 58% of positions were posted in July and August (timing of new hires wasn't tracked); In 19-20, 67% of teacher vacancies were filled by July 31</p>						

	<p>with 2-3 HBCUs and 2-3 local diverse education programs</p> <ul style="list-style-type: none"> Monitor and strengthen rigor of hiring practices, ensuring focus on competency- and performance-based and anti-bias practices <p>Resources and Support:</p> <ul style="list-style-type: none"> Philanthropic partnerships to assist in funding of strategic partnerships Begin a more intentional look at the quality of hires year over year 	<ul style="list-style-type: none"> Increase pool of applicants earlier in the hiring season with a focus on hard-to-fill positions Recruit 2 Golden Apple Scholars Recruit 3 teachers through ISBE Visiting Teachers from Spain program Establish student teaching opportunities for HBCU relationships developed in FY21 Establish feedback loop with higher education and other recruitment partnerships based on measurable success and retention of new hires <p>Resources and Support:</p> <ul style="list-style-type: none"> Biannual Philanthropic Report of external partnerships for stakeholders 	<p>positions.</p> <ul style="list-style-type: none"> Continue to monitor and strengthen rigor of hiring practices, ensuring focus on competency- and performance-based and anti-bias practices. Expand hiring of anticipated vacancies Open house opportunities for candidates In addition to Relay, social media, and open houses, expanding recruitment within the North Chicago community <p>Resources and Support:</p> <ul style="list-style-type: none"> Philanthropic partnerships to assist in funding of Teacher Residency Program, New Horizons and other recruitment strategies that are discovered during the FY21 compensation study. 	<p>pipeline of future certified teachers, recruiting from our paraprofessionals, substitute teachers, and promising high school students</p> <ul style="list-style-type: none"> Increase pool of applicants earlier in the hiring season with a focus on hard-to-fill positions <p>Resources and Supports:</p> <ul style="list-style-type: none"> Develop philanthropic partnerships to support strategic initiatives compensation study. Biannual Philanthropic Report of external partnerships for stakeholder 		
<p>Implementation Metrics:</p>	<ul style="list-style-type: none"> Monitor HR Dashboard Monitor attendance at monthly recruiting events Monitor Human Resources Recruiter call log Weekly monitoring applicant to open position ratio 	<ul style="list-style-type: none"> Monitor HR Dashboard Monitor attendance at monthly recruiting events Monitor Human Resources Recruiter call log Weekly monitoring applicant to open position ratio 	<ul style="list-style-type: none"> Monitor HR Dashboard Monitor attendance at monthly recruiting events Monitor Human Resources Recruiter call log Weekly monitoring applicant to open position ratio 	<ul style="list-style-type: none"> Monitor HR Dashboard Monitor attendance at monthly recruiting events Monitor Human Resources Recruiter call log Weekly monitoring applicant to open position ratio 	<ul style="list-style-type: none"> Monitor HR Dashboard Monitor attendance at monthly recruiting events Monitor Human Resources Recruiter call log Weekly monitoring applicant to open position ratio 	<ul style="list-style-type: none"> Monitor HR Dashboard Monitor attendance at monthly recruiting events Monitor Human Resources Recruiter call log Weekly monitoring applicant to open position ratio

#15	SY 21 Actions	SY 22 Actions	SY 23 Actions	SY 24 Actions	SY 25 Actions	SY 26 Actions
<p>Strategic Initiative:</p> <p>The district will implement strategies to increase the retention of high quality teachers, especially in hard to fill areas.</p>	<p>Career Pathways:</p> <ul style="list-style-type: none"> Offer an onsite Masters program in Educational Leadership in partnership with North Park University Continue to provide a robust mentor program for newly hired teachers Establish collaboration structure with the Teaching & Learning Department to ensure high quality job-embedded professional development and coaching. 	<p>Career Pathways:</p> <ul style="list-style-type: none"> Review goal setting between teachers and principals (personal and professional goals - non-evaluative). Complete review of coaching model in collaboration with Teaching and Learning.. <p>Induction:</p> <ul style="list-style-type: none"> Work with the new Teacher Residency and Induction Program Supervisor to design and implement a comprehensive mentoring program focused on first year support. Complete compensation study including focus groups. <p>Equity:</p> <ul style="list-style-type: none"> Communicate equity strategy First year teachers will complete Beyond Diversity training 	<p>Career Pathways:</p> <ul style="list-style-type: none"> Develop pathways to leadership for teachers (i.e. Lead Teachers, Develop teacher coach rotating role. <p>Induction:</p> <ul style="list-style-type: none"> Work closely with the Teacher Residency and Induction Program Supervisor to design and implement the third year of the induction model and continually improve the induction model. Use feedback from the previous school year and make necessary adjustments in the mentoring program. <p>Equity:</p> <ul style="list-style-type: none"> Establish a teacher retention working group focused on the needs of teachers of color. 	<p>Career Pathways:</p> <ul style="list-style-type: none"> Complete review of school based PD in collaboration with Teaching and Learning. <p>Induction:</p> <ul style="list-style-type: none"> Work closely with the Teacher Residency and Induction Program Supervisor to design and implement the fourth year of the induction model and continually improve the induction model. Complete review of induction program in final year of first cohort; recommend changes and improvements for next year. <p>Equity:</p> <ul style="list-style-type: none"> Implement initiatives from the recommendations of the teacher retention working group. 	<p>Career Pathways:</p> <ul style="list-style-type: none"> Implement cohesive career pathway for classified staff to become teachers Complete review of external PD providers and opportunities in collaboration with Teaching and Learning.. <p>Induction:</p> <ul style="list-style-type: none"> Work closely with the Teacher Residency and Induction Program Supervisor to survey and continue to improve the induction program. <p>Equity:</p> <ul style="list-style-type: none"> Increase members on the teacher retention working group by 25% 	<p>Career Pathways:</p> <ul style="list-style-type: none"> Implement Year 2 of cohesive career pathway for classified staff to become teachers <p>Induction:</p> <ul style="list-style-type: none"> Work closely with the Teacher Residency and Induction Program Supervisor to survey and continue to improve the induction program.
<p>Smart Goal:</p> <p>Increase retention rate on School Report Card to 85% (State Average) by FY26 and increase the number of teachers earning an “excellent” evaluation rating by 10% annually.</p>	<p>Induction:</p> <ul style="list-style-type: none"> Redesign new teacher orientation and 1st and 2nd year of induction Hire a Teacher Residency and Induction Program Supervisor for FY21 Monitor new teacher satisfaction with mid and year end of year surveys <p>Equity:</p> <ul style="list-style-type: none"> Complete Equity Audit First year teachers will complete Beyond Diversity training 					
<p>Implementation Metrics:</p>	<ul style="list-style-type: none"> Conduct annual satisfaction surveys Monitor mentoring logs and PD surveys Engage in analysis of 5E survey results 	<ul style="list-style-type: none"> Conduct annual satisfaction surveys Monitor mentoring logs and PD surveys Engage in analysis of 5E survey results 	<ul style="list-style-type: none"> Conduct annual satisfaction surveys Monitor mentoring logs and PD surveys Engage in analysis of 5E survey results 	<ul style="list-style-type: none"> Conduct annual satisfaction surveys Monitor mentoring logs and PD surveys Engage in analysis of 5E survey results 	<ul style="list-style-type: none"> Conduct annual satisfaction surveys Monitor mentoring logs and PD surveys Engage in analysis of 5E survey results 	<ul style="list-style-type: none"> Conduct annual satisfaction surveys Monitor mentoring logs and PD surveys Engage in analysis of 5E survey results

#16	SY 21 Actions	SY 22 Actions	SY 23 Actions	SY 24 Actions	SY 25 Actions	SY 26 Actions
<p>Strategic Initiative:</p> <p>The district will pursue regionally competitive and motivating salary and benefit packages for employees, with special attention to teachers</p>	<ul style="list-style-type: none"> • Collaborative Negotiations preparation and engagement • Initiate compensation study and share with Boards and Union • Design and implement HR Dashboard to gather and record key benchmark data 	<ul style="list-style-type: none"> • Implement the new salary structure based on negotiations • Research other benefits that are noted in the compensation study (i.e. additional health plan options, vision coverage, pet insurance, etc.). 	<ul style="list-style-type: none"> • Implement other benefits noted in the compensation study. • Complete tri-annual benefit review for negotiations preparation 	<ul style="list-style-type: none"> • Collaborative Negotiations preparation and engagement for new 3-year agreement • Benchmark studies/analysis of pay structures for similar roles in comparable areas 	<ul style="list-style-type: none"> • Implement the revised salary structure based on negotiations • Implement language revisions in the contract 	<ul style="list-style-type: none"> • Complete tri-annual benefit review for negotiations preparation
<p>Smart Goal:</p> <p>Increase percentage of offers accepted to 80% by FY26.</p>						
<p>Implementation Metrics:</p>	<ul style="list-style-type: none"> • Negotiations calendar monitoring • Key benchmarks for compliance study monitored • Staff Exit Survey 	<ul style="list-style-type: none"> • Survey staff on areas identified in the compensation study • Engage in an analysis of the survey results develop a plan to implement top two identified benefits • Staff Exit Survey 	<ul style="list-style-type: none"> • Track the number of vacancies and filled positions to compared to previous year at the same time to measure if the salary structure has improved recruitment • Staff Exit survey 	<ul style="list-style-type: none"> • Track the number of vacancies and filled positions to compared to previous year at the same time to measure if the salary structure has improved recruitment • Staff Exit Survey 	<ul style="list-style-type: none"> • Track the number of vacancies and filled positions to compared to previous year at the same time to measure if the salary structure has improved recruitment • Staff Exit Survey 	<ul style="list-style-type: none"> • Staff Exit survey

#17	SY 21 Actions	SY 22 Actions	SY 23 Actions	SY 24 Actions	SY 25 Actions	SY 26 Actions
<p>Strategic Initiative: The district will optimize operations and pursue a facilities plan to rehabilitate our school buildings.</p>	<ul style="list-style-type: none"> Facilities: Develop implementation plan for facilities projects through FY 26 with projected funds available. Develop metrics for Quarterly Facilities Construction Report. RFP: issue RFP for custodial and maintenance for FY 22 	<ul style="list-style-type: none"> Facilities: Develop "shovel-ready" plans for use of unused district buildings to enable search for capital grants. Maintenance: Re-evaluate custodial needs in preparation for opening of new middle school in FY23 Deliver quarterly Facilities Construction Reports. 	<ul style="list-style-type: none"> Facilities: Review, update implementation plan for facilities projects through FY 26 Deliver quarterly Facilities Construction Reports. 	<ul style="list-style-type: none"> Facilities: Develop implementation plan for facilities projects from FY 27 through FY 31 funded by sustainable bond sales Deliver quarterly Facilities Construction Reports. 	<ul style="list-style-type: none"> Life Safety: RFP for 10-year life safety assessment to be conducted in 2026 Bond: Plan for bond issuance after expiration of current GO bonds in FY 27. Deliver quarterly Facilities Construction Reports. 	<ul style="list-style-type: none"> Facilities: Prepare for updated Master Facilities plan, deliver in Spring. Bond: Bond issuance scheduled for end of FY 26 or beginning of FY 27 RFP: issue RFP for custodial and maintenance for FY 22 Deliver quarterly Facilities Construction Reports.
<p>Smart Goal: Completion of 100% of Health Life Safety Audit items by 2026 refresh 0 days lost instruction due to facility failures.</p>						
<p>Implementation Metrics:</p>	<ul style="list-style-type: none"> Implementation plan presented to and approved by boards Quarterly Facility Construction Report 	<ul style="list-style-type: none"> Quarterly Facility Construction Report Number of grant applications submitted, received 	<ul style="list-style-type: none"> Implementation plan presented to and approved by boards Quarterly Facility Construction Report 	<ul style="list-style-type: none"> Implementation plan presented to and approved by boards Quarterly Facility Construction Report 	<ul style="list-style-type: none"> Number of RFP's issued and bids awarded Quarterly Facility Construction Report 	<ul style="list-style-type: none"> Percentage of bonds sold in market Quarterly Facility Construction Report

#18	SY 21 Actions	SY 22 Actions	SY 23 Actions	SY 24 Actions	SY 25 Actions	SY 26 Actions
<p>Strategic Initiative:</p> <p>The district will maintain financially sound practices that protect the financial stability of the district</p>	<ul style="list-style-type: none"> Budget: Create a budget calendar to guide the budget process. Procurement: Implement P-cards district-wide; improve financial controls re purchasing Reporting: implement Forecast 5 for five-year forecasts and for monthly reporting (cost is approx. \$4k per year); establish monthly finance committee meeting protocols for budget monitoring; implement budget calendar RFP: issue RFP for custodial and maintenance for FY 22 Audit: prepare expenditure accruals internally; complete audit by December Internal controls: require auditors to specify internal control weaknesses in audit (rather than issue general finding); develop and implement plans for addressing internal control weaknesses 	<ul style="list-style-type: none"> Budget: Implement department level budgeting with budget controls Cash Management: maximize investment income by managing cash flow RFP: Review and improve RFP process for all areas; Issue RFP for transportation for FY 23 Reporting: Provide annual State of the Schools financial report to boards Audit: prepare expenditure and revenue accruals internally; complete audit by November Internal controls: Goal is no audit findings due to weaknesses in internal controls; address any remaining findings 	<ul style="list-style-type: none"> Budget: Implement program level budgeting; prepare budget book that meets criteria for ASBO Int'l Meritorious Budget Award. RFP: Issue RFP for security for FY 24 Reporting: Provide annual State of the Schools financial report to boards Audit: prepare expenditure and revenue accruals internally with minimal corrections by auditors; complete audit by November Internal controls: No audit findings due to weaknesses in internal controls 	<ul style="list-style-type: none"> RFP: Issue RFP for food service for FY 25 Grants: Hire grants manager to obtain new sources of revenue for operations, capital projects Reporting: Provide annual State of the Schools financial report to boards Audit: accelerate internal audit preparation; completion of audit by October Internal controls: No audit findings due to weaknesses in internal controls 	<ul style="list-style-type: none"> RFP: Review contracts for professional services (auditing, legal, architecture); issue RFQ's for FY 26 where appropriate Reporting: Provide annual State of the Schools financial report to boards Audit: maintain timely internal audit preparation; completion of audit by October Internal controls: No audit findings due to weaknesses in internal controls 	<ul style="list-style-type: none"> RFP: Begin new 5-year cycle; issue RFP for custodial and maintenance for FY 27. Reporting: Provide annual State of the Schools financial report to boards Audit: maintain timely internal audit preparation; completion of audit by October Internal controls: No audit findings due to weaknesses in internal controls
<p>Smart Goal:</p> <p>-100% of grant funds spent on time according to plan; 0 material audit findings; Maintain highest ISBE financial rating</p>						
<p>Implementation Metrics:</p>	<ul style="list-style-type: none"> Number of employees trained on / using P-card process Monthly expenditure and revenue tracking compared to budget. RFP Completion calendar compliance Number of audit findings 	<ul style="list-style-type: none"> Number of ASBO International standards for Meritorious Budget Award met by district's budget book (goal: 50%) Monthly expenditure and revenue tracking compared to budget. Attendance and 	<ul style="list-style-type: none"> Number of ASBO International standards for Meritorious Budget Award met by district's budget book (goal: 100%) Monthly expenditure and revenue tracking compared to budget. RFP Completion 	<ul style="list-style-type: none"> Number of grant applications submitted and awarded. Monthly expenditure and revenue tracking compared to budget. Amount of new grant revenue received RFP Completion calendar compliance 	<ul style="list-style-type: none"> Monthly expenditure and revenue tracking compared to budget. RFP Completion calendar compliance Number of audit findings Completion date of audit 	<ul style="list-style-type: none"> Monthly expenditure and revenue tracking compared to budget. RFP Completion calendar compliance Number of audit findings Completion date of audit

	<ul style="list-style-type: none"> • Completion date of audit 	<p>minutes of investment committee</p> <ul style="list-style-type: none"> • RFP Completion • calendar compliance • Number of audit findings • Completion date of audit 	<p>calendar compliance</p> <ul style="list-style-type: none"> • Number of audit findings • Completion date of audit 	<ul style="list-style-type: none"> • Number of audit findings • Completion date of audit 		
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EAST ST. LOUIS SCHOOL DISTRICT 189 FINANCIAL PLAN

SY2021-22 to SY2025-26



EXCELLENCE IN
ACTION



September 17, 2020



2022-2026 ESTL 189 Financial Plan

EXECUTIVE SUMMARY

The Financial Plan for East Saint Louis School District 189 is provided here for fiscal years 2022 thru 2026. These documents present the District's financial operation position based on current trends. It is sensitive to components such as changes in the economy or modified laws. The budget and projections were developed over the last six months and is subject to changes related to teacher union negotiations, additional programs and enrollment changes.

This Financial Plan is the most relied on document for presenting financial results of the operations of East Saint Louis School District 189 and is used to determine the feasibility of future planning. It is presented in six main sections: 1. Introduction & Important Facts, 2. Integrations with Strategic Plan & Major Initiatives, 3. Five-Year Financial Projections, 4. Facilities Needs, 5. Summary of Operation Funds, and 6. District Intervention Grants. This overview presents the annual revenues and expenditures for all funds for FY22-26 and can be used to assess overall financial health for the main operating funds [Education Fund, Operations & Maintenance (O&M) Transportation, Working Cash].

School District 189 operates on a modified accrual basis. The majority of the School District 189 revenue is State and Federal funded with only about 9% from local property tax (paid in two installments in July and September annually). The District attempts to maintain a 20% fund balance of current revenue to ensure we can continually meet the needs of our students including new and specialty programs or emergency responses.

The School District has worked with many stakeholders, including the Illinois State Board of Education, for many years and understands that adequate funding is essential to the District's continued success. School District 189 provides strong preschool through grade 12 education to approximately 5,500 students including social-emotional supports, extra-curricular activities and more.

Like other school districts across the nation, School District 189 has been significantly impacted by the COVID-19 pandemic. Schools were closed beginning March 16, 2020; summer school was held via remote learning; and the first quarter of School Year 2021 will also be conducted with remote learning. CARES Act funding has supported, in part, the expenses incurred in response to the COVID-19 pandemic. However, this funding is not adequate to meet all technology needs during remote learning or all PPE, social-emotional and academic intervention needs when students return to schools. The long-term economic impact of the pandemic is also unknown, but we anticipate it will have a severe, negative impact on local tax revenues, state and federal funds that the outlined School District 189 Financial Plan relies upon.

BOARD OF EDUCATION

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SYDNEY STIGGE-KAUFMAN, Director of Strategic Partnerships

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I. Introductions & Important Facts



HISTORY

East St. Louis School District 189 is focused on providing rigorous, high quality education and exceptional educational experiences to the nearly 5,500 students within the community. Across eleven school campuses, over 830 full-time district staff provide educational services to students in preschool through 12th grade. The District operates an early childhood learning center, five elementary schools, two middle schools, one high school and one alternative campus. The students reflect the local community; they are vibrant, resilient and strong.

VISION

Students in East St. Louis School District 189 are supported physically, socially, and emotionally in a safe and nurturing environment to achieve academic success that prepares them for college, the workforce, and citizenship in the 21st century.

MISSION

The mission of East St. Louis School District 189 is to cultivate the potential in every student to thrive as a global citizen by inspiring a love of learning and civic engagement, by challenging and supporting every student to achieve academic excellence, and by embracing the full richness of our community.

GUIDING PRINCIPLES

- I. **EQUITY** - *Equity in education is a careful, multi-faceted approach for allocating resources and targeting supports so all students can achieve educational success. In practice, it focuses on providing these resources to lower-performing or at-risk sub-groups of students to close any achievement gaps. It also includes creating culturally responsive and inclusive learning environments.*
- II. **EXCELLENCE** - *Excellence in education is setting high expectations for administrators, teachers, staff and students and creating the conditions necessary for success. Educational excellence is the commitment to*

rigorous content, productive struggle and perseverance through adversity. Excellence can be witnessed with highly effective teachers advancing an educational process with students deeply engaged in inquiry, intellectual rigor, and reflection.

- III. **ACCOUNTABILITY** - *Highly effective schools have transparency and open progress monitoring of student and school performance. Administrators, educators, students and parents all have an active role in education. District and school leaders are accountable to stakeholders in education and accountable for the responsible use of resources.*
- IV. **INNOVATION** - *Innovation in education means facilitating a culture where creative ideas flourish. Innovation may lead to incremental or radical changes in products, processes or services. As a key method within the continuous improvement cycle, innovation means adjusting policies and practices to create strong conditions for student learning success.*

GOALS AND OBJECTIVES

The work in East St. Louis School District 189 is guided by five goals:

- I. **Academic Excellence.** Establish and maintain continuous academic growth toward exceeding grade-level expectations for all students using diverse, culturally responsive, rigorous, and ISBE standards-aligned curricula, instruction, and assessments.
- II. **Financial Stewardship and Accountability.** Preserve our strong financial standing while maintaining stable funding and sound fiscal stewardship to provide appropriate instructional resources and support services, and to operate facilities at maximum efficiency.
- III. **Safe and Healthy Environment.** Foster a positive culture and climate that supports the health and social-emotional well-being of every student.
- IV. **Strategic Partnerships.** Engage families, community members and all stakeholders in a collaborative process to create a thriving culture for students.
- V. **Committed, Highly Effective Staff.** Recruit, hire, retain, and develop highly effective personnel to achieve academic excellence and support students' physical and social-emotional health.

PRIORITY FUNDING DEFINITIONS

Throughout this document, initiatives that require new or alternative funding to execute will be noted. Priority initiatives will be expanded first, as funds become available. Below is the description of these priorities.

Priority 1	Fiscally responsible model. District funds. Necessary for basic programming.
Priority 2	Essential model for student academic growth. Will seek alternate funding sources to adopt. Reduced/partial activities or staffing will be added as funds become available.
Priority 3	Optimal model for student success. Will seek alternate funding sources to adopt. Expansion will not occur without securing additional resources.

FINANCIAL STRUCTURE

Education Fund - 10: Majority of instructional and administrative operating activities.

Operations and Maintenance Fund - 20: Repair and maintenance for property.

Debt Service Fund - 30: Account for bond principal and interest payments.

Transportation Fund - 40: Activity related to student transportation.

Municipal Retirement/Soc. Security Fund – 50/51: District's portion of personnel pension.

Capital Projects Funds - 60: Account for capital improvements.

Tort Fund - 80: Account for liability insurance, tort judgment and risk management.

Health & Life Safety - 90: Account for Fire Prevention and Safety Fund to make alterations, repairs, or reconstruction, or to purchase and install permanent fixed equipment ordered or determined necessary.

EMPLOYEES - UNIONS AND PENSIONS

District 189 has two bargaining units:

- General Service Employees, Local 382 Affiliated with the Illinois Federation of Teachers, AFT/IFT (2018-2021)
- East St. Louis Federation of Teachers, Local 1220 of the American Federation of Teachers AFT/IFT (2018-2021)

DISTRICT RETIREMENT PLANS

- Teachers' Retirement System of the State of Illinois (TRS)
- Illinois Municipal Retirement Fund (IMRF)

OTHER POST-EMPLOYMENT BENEFITS

- Teacher Health Insurance Security (THIS) Fund

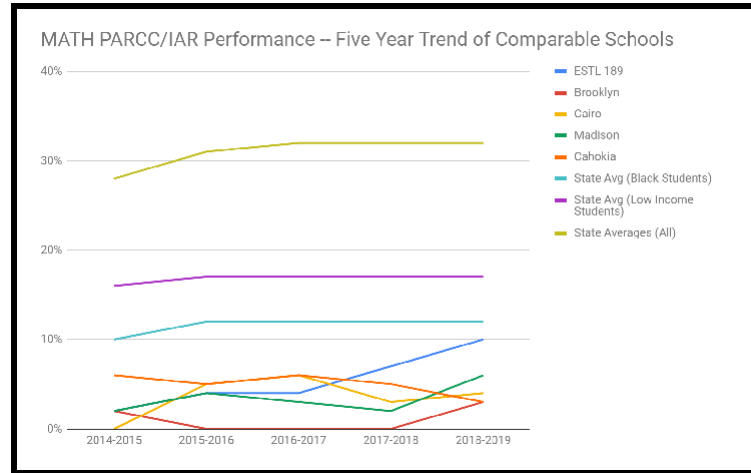
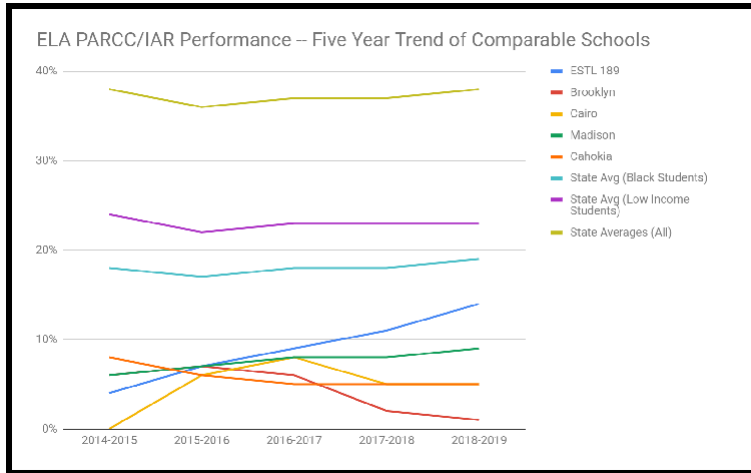


Integration with Strategic Plan and Major Initiatives



INTEGRATIONS WITH STRATEGIC PLAN & MAJOR INITIATIVES

East St. Louis School District 189 has developed a new 5-year strategic plan (FY21-26) to advance our mission and vision for students. We are preparing students for success in college, workforce and citizenship. Our staff efforts focus on cultivating the potential in all students to overcome challenges and achieve excellence. Annually, student achievement has increased across the district, but more work must be done to close all student achievement gaps. Our previous strategic plan laid the groundwork, while this current plan includes more innovation and urgency to advance student achievement while maintaining fiscal responsibility.



Students in our district face a myriad of challenges based on the community conditions in which they live. Poverty, childhood trauma, housing and food insecurities, community violence and other conditions are exhaustive factors that significantly and negatively impact student attendance, attentiveness and perseverance. Our schools must meet students’ basic needs so that they can focus on learning and academic growth. The activities outlined in our strategic plan focus on providing rigorous education, social-emotional supports, safe and nurturing communities and cultivating partnerships with parents and agencies to serve the whole student.

This plan was developed during the COVID-19 pandemic, with our district in a financially healthy state. We considered innovation and continuity over the current crisis while engaging stakeholders to the best degree possible during the COVID-19 pandemic. While we acknowledge the current crisis, we will keep persevering as we work to close the existing gaps in student achievement as measured by state or national norms by SY 2026. All of the foundational work to ensure continual improvement is promising, but for all stakeholders, it is not enough. We want our students to meet and exceed state averages.

Current and trend data are being used as a baseline as we work on annual targets to close the achievement gap. Impact targets include the following three major areas: 1) Other Factors Impacting Student Achievement, 2) Academic Achievement, 3) and Post Secondary Success Indicators.

Our goal of meeting state averages on assessments by the end of the strategic period is achievable, and we anticipate growth acceleration due to the strategic activities that are presented in this plan.

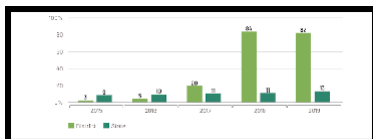
Area 1: Other Factors Impacting Student Achievement (Attendance, Truancy, Discipline)

STUDENT ATTENDANCE



Many of our students come to school with urgent needs or recently-experienced trauma. Our schools must be safe places that do not cause secondary trauma. We understand that by first addressing safety and basic needs, then students are more ready to learn and can separate from the “fight, flight, or freeze” mentality that presses survival over academic achievement. Traumatic experiences affect a range of data (attendance, truancy, discipline) that then impede the students’ ability to achieve at a high level. Among these mostly external factors are student attendance, teacher attendance, and student mobility.

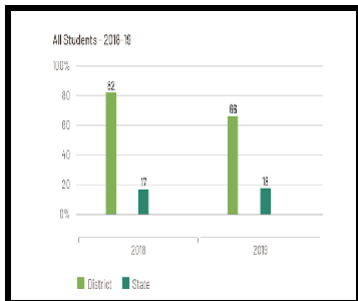
CHRONIC TRUANTS



Student achievement is also connected to other factors relative to the educators who serve our students. This includes teacher attendance and retention of qualified teachers. Many of these educator factors are due to the lack of preparation of new and current staff in dealing with the extensive non-academic needs of our students.

The activities outlined in our Strategic Plan are designed to combat and overcome these factors. These supporting activities are included in all five goals of the strategic plan.

CHRONIC ABSENTEEISM



GOAL I (Academic Excellence) New Initiatives - \$3.7m (\$3,665,800)

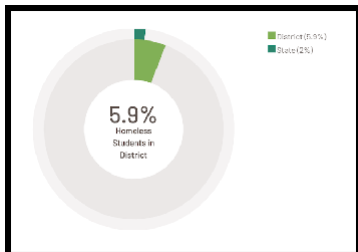
- **Dual Credit Expansion:** \$280,800; FY22-FY26
- **After-School Intervention and Enrichment:** \$385,000; FY22-FY26
- **K-8 Academy:** \$3,000,000; FY22 - capital spending only

GOAL II (Financial Stewardship and Accountability) New Initiatives - \$0

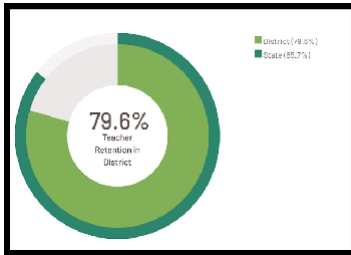
GOAL III (Safe and Healthy Environment) New Initiatives - \$.714m (\$714,585)

- **RP Trainers** and renewal for RP platforms: \$15,875; FY22-FY26
- **Safety Trainings** (First Aid, CPR, AED): \$25,000; FY22-FY26
- **SEL Curriculum (K-12):** \$30,000; FY22-FY26
- **Culturally Responsive Training:** \$45,950; FY22-FY26
- **Anti-Bullying Curriculum:** \$25,000; FY22-FY26
- **Increasing School Based Health Services:** \$225,000; FY23-FY26
- **Safe Kids Coalition MOU:** \$80,000; FY23-FY26
- **Emergency Homeless Provisions:** \$25,000; FY22-FY26
- 1 FTE or Contract Service **Second Language Support at FACE** \$242,760; FY22-FY26

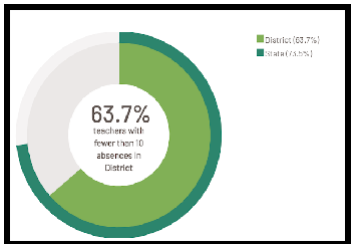
HOMELESS STUDENTS



TEACHER RETENTION



TEACHER ABSENTEEISM



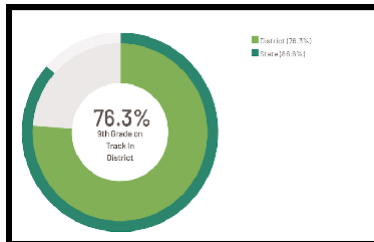
GOAL IV (Strategic Partnerships) New Initiatives - \$0

GOAL V (Committed, Highly Effective Staff) New Initiatives - \$0

These activities will serve us in trending ahead of state averages on all positive factors and below state averages on negative factors. We will continue to support students to perform at levels higher than national averages. For example, our teacher attendance goal is not only to supersede the state average of 85%, but to move towards a 90% rate of teachers missing less than 10 days within a school year.

Area 2: Academic Achievement (NWEA, IAR, SAT, Growth)

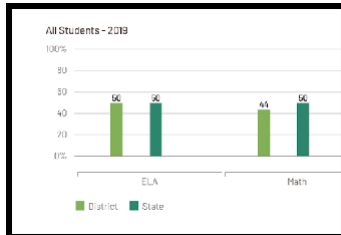
FRESHMAN ON TRACK



Our purpose is to provide a quality education for students to prepare them for college, work and life. For our community, this work includes breaking the cycle of poverty and its subsequent effects on the students we serve.

School District 189 measures academic progress across multiple key data points including NWEA, IAR, SAT, and Freshman on Track. Our strategies include activities to close the achievement gap for all of our schools, subgroups and students. Below are the initiatives of our strategic plan that are key in improving student academic achievement.

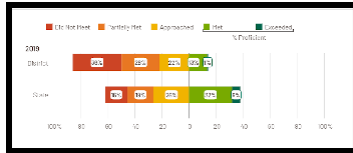
IAR GROWTH



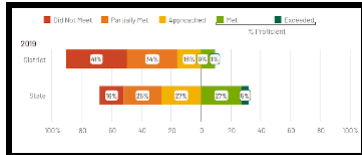
GOAL I (Academic Excellence) New Initiatives - \$.3m (\$333,800)

- **Dual Credit Expansion:** *Accounted for in Area 1*
- **After-School Intervention and Enrichment:** *Accounted for in Area 1*
- **Program Evaluation:** \$80,800; FY22 - 26
- **Curriculum/Equity - Writing, Training, Assessment:** \$253,000; FY22 - FY26

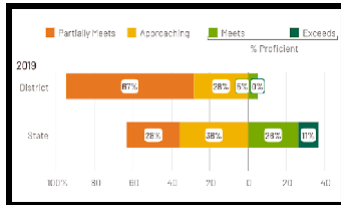
IAR (ELA)



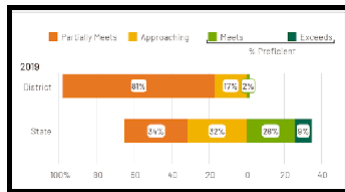
IAR (MATH)



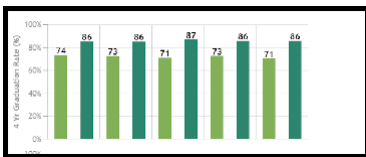
SAT (ELA)



SAT (MATH)



GRADUATION RATE



September 17, 2020

GOAL II (Financial Stewardship and Accountability) New Initiatives - \$0

GOAL III (Safe and Healthy Environment) New Initiatives- \$0

- **RP Trainers** renewal for RP platforms: *Accounted for in Area 1*
- **Safety Trainings** (First Aid, CPR, AED): *Accounted for in Area 1*
- **SEL Curriculum (K-12)**: *Accounted for in Area 1*
- **Culturally Responsive Training**: *Accounted for in Area 1*
- **Anti-Bullying Curriculum**: *Accounted for in Area 1*
- **Transportation for Peace Warrior**: *Accounted for in Area 1*
- **Increasing School Based Health Services**: *Accounted for in Area 1*
- **Safe Kids Coalition MOU**: *Accounted for in Area 1*
- **Emergency Homeless Provisions**: *Accounted for in Area 1*
- 1 FTE or Contract Service **Second Language Support at FACE** : *Accounted for in Area 1*

GOAL IV (Strategic Partnerships) New Initiatives - \$0

GOAL V (Committed, Highly Effective Staff) New Initiatives - \$0

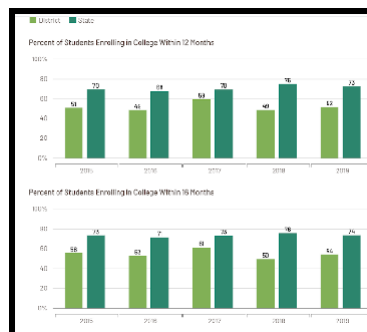
These academic achievement initiatives will serve us in trending ahead of state averages on all data points. We ultimately examine our college persistence data and other post secondary measures to determine the success of our K-12 programs. For example, we are striving to increase academic achievement on the SAT and IAR with scores higher than state averages or national averages for all students.

Area 3: Post-Secondary Success Indicators

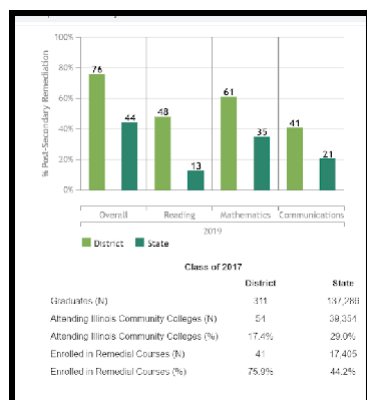
Enrollment, persistence and eventual completion of a college degree supports the lifelong health, wellness and happiness of our students. We also acknowledge that careers and pathways from job training programs, community colleges or military participation support a bright future for our students. In order to ensure that our K-12 efforts fully support students for the rest of their lives, we will monitor our post-secondary data as well as data that directly connects to post-secondary plans for students. This data includes, but is not limited to, post secondary enrollment, community college remediation, early college courses (Advanced Placement or dual credit), SAT scores, graduation rate, drop-out rate, eighth

2022-2026 ESTL 189 Financial Plan

POST SECONDARY ENROLLMENT



COMMUNITY COLLEGE REMEDIATION



EARLY COLLEGE COURSES

	Grade 9	Grade 10	Grade 11	Grade 12	Total
Total Students Taking Early College Courses	87	42	103	101	233
% Students Taking Early College Courses	10.2%	10.1%	10.3%	10.3%	10.2%
Average Placement					
Students Taking Open-Book Courses	57	25	78	38	
Historical Benchmarks					
Students Taking Open-Book Courses	89	89	89	89	
Dual Credit					
Students Taking Dual Credit Courses	89	75	42	100	

grade Algebra participation, and Freshman on Track. Other indicators from previous sections, such as attendance factors and academic achievement data, are also related. The initiatives below will address these success points as well as any other factors related to post secondary plans and persistence.

GOAL I (Academic Excellence) New Initiatives - \$.006m (\$6,000)

- **Dual Credit Expansion:** Accounted for in Area 1
- **Curriculum/Equity - Writing, Training, Assessment:** Accounted for in Area 1
- **Transitional Math and Transitional English:** \$6,000; FY22 - FY26

GOAL II (Financial Stewardship and Accountability) New Initiatives - \$0

GOAL III (Safe and Healthy Environment) New Initiatives - \$0 (Accounted for in Area I)

- **RP Trainers** renewal for RP platforms: Accounted for in Area 1
- **Safety Trainings**(First Aid, CPR, AED): Accounted for in Area 1
- **SEL Curriculum (K-12):** Accounted for in Area 1
- **Culturally Responsive Training:** Accounted for in Area 1
- **Anti-Bullying Curriculum:** Accounted for in Area 1
- **Transportation for Peace Warrior:** Accounted for in Area 1
- **Increasing School Based Health Services:** Accounted for in Area 1
- **Safe Kids Coalition MOU:** Accounted for in Area 1
- **Emergency Homeless Provisions:** Accounted for in Area 1
- **1 FTE or Contract Service Second Language Support at FACE:** Accounted for in Area 1

GOAL IV (Strategic Partnerships) New Initiatives - \$0

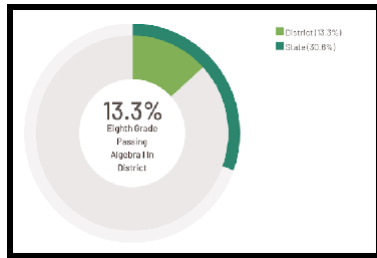
GOAL V (Committed, Highly Effective Staff) New Initiatives - \$0

These post secondary factors impact students for the rest of their life. We must close these gaps to ensure lifelong success for students. For example, one target we intend to reach by 2026 is to have a student post-secondary enrollment rate above 75%.

During the life of this strategic plan, we want our students to exceed state and national averages for all students, regardless of background and socioeconomic status. We believe that executing these activities with fidelity will support us in meeting targets in all areas.

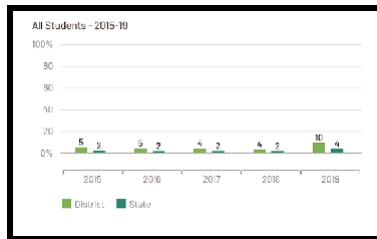
As funds become available, additional strategic activities will be added to improve student achievement. These activities have been designated as Priority 2 and then Priority 3 initiatives. School District 189 will

EIGHTH GRADERS PASSING ALG I



aggressively pursue external grant opportunities to fund these activities and positively impact student achievement. Priority 1, 2 and 3 activities from the Strategic Plan have been developed through intensive review of data and stakeholder engagement by program staff, teachers, support staff, principals, administrators, parents and community partners.

DROP OUT RATE



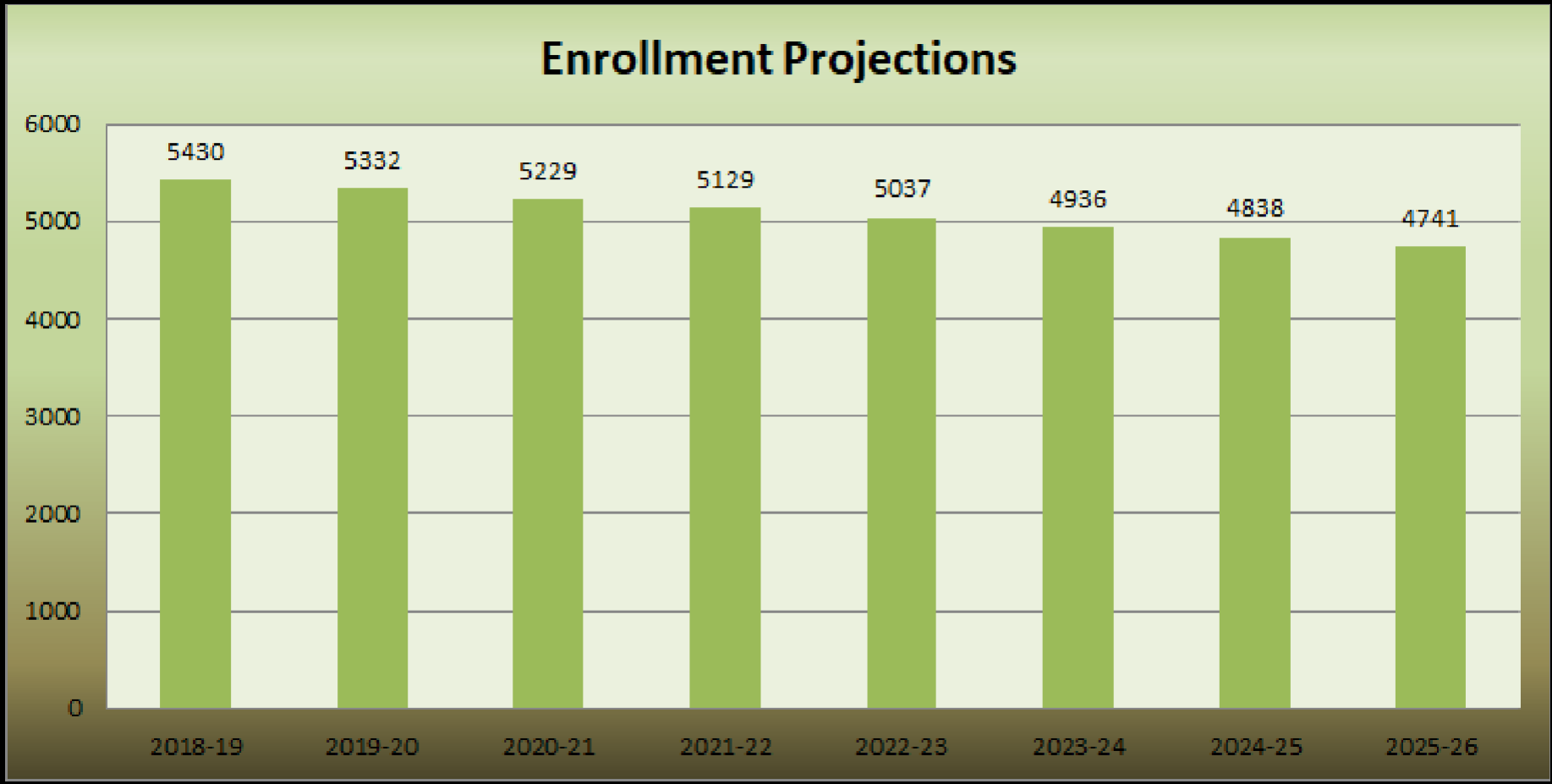
III. Five Year Financial Projections



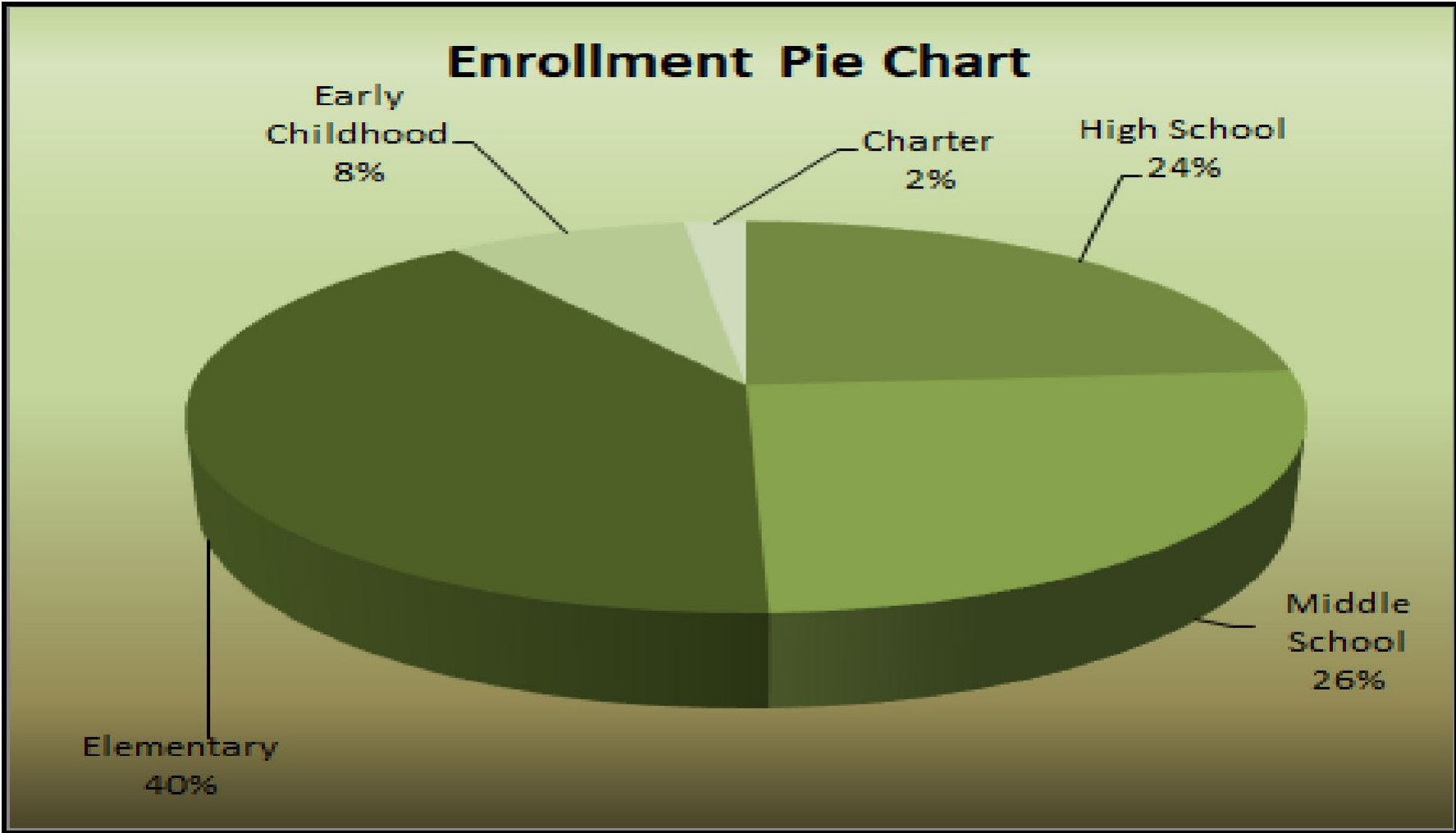
FIVE-YEAR FINANCIAL PROJECTIONS

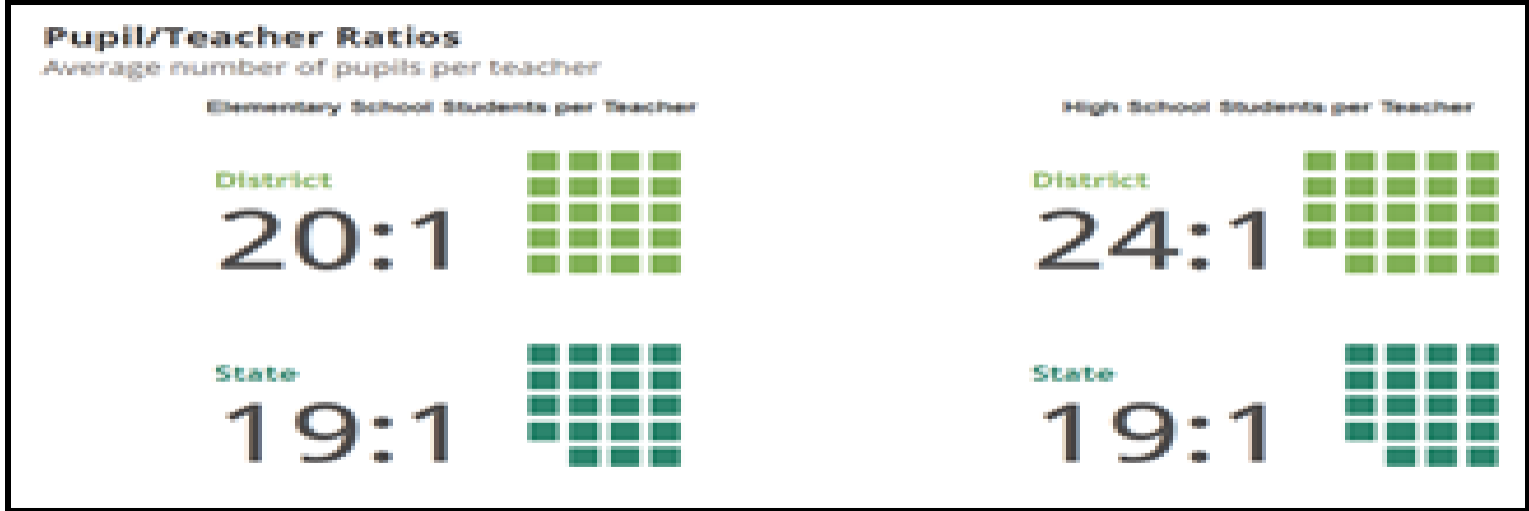
Student Enrollment:

Student enrollment is projected to decrease slightly. It is anticipated that student enrollment numbers will decrease by approximately 100 students per year. This decline will be balanced by a projected annual teacher retirement rate of approximately 4-5 teachers as well as a decrease in the teaching force of 20 teachers (4 teachers annually).



Though projecting increases year-to-year is difficult, the District is doing its best to satisfy the needs of the student body as well as providing teaching and support staff ratios suggested by state and federal governments. School District 189 is continually improving programming and services to support student achievement. The staff to student ratio has been maintained at a 20:1 ratio.





Class Size:

Assumed	K to 2nd	22	students per class
Assumed	3rd Grade to 5th Grade	22	students per class
Assumed	6th Grade to 8th Grade	27	students per class
Assumed	9th Grade to 12th Grade	29	students per class

Personnel:

Personnel projections for FY21 - FY26 are as follows:

	Total Employees	Certified	Non-Certified	Newly Added/Reduced Positions
Administrators/Directors/Principals/Asst Principals/District Office-Tech	95	41	47	7
Teachers:	294	292	0	2
Nurse:	12	12	0	0
Counselors: Under Teacher Contract	14	13	1	0
Social Workers: Under Teacher Contract	26	9	17	0
Speech Pathologist: Under Teacher Contract	6	6	0	0
Pysch: Under Teacher Contract	4	3	0	1
Beh Intv: Under Teacher Contract	2	1	1	0
Librarians: Under Teacher Contract	8	8	0	0
Special Education: Under Teacher Contract	70	68	0	2
Custodians: Full-Time	57	0	57	0
Coordinators:	7	0	7	0
Security: Full-Time	32	0	32	0
Subs-Teachers:	76	76	0	0
Teacher-Aides:	77	0	76	1
Aides Full-Time (Aux-Beh-PC)	67	0	66	1
Secretaries/Clerks: Registr, Admin and School Secretary	33	1	32	0
Parent Support-Homebound-HAT-21st Century	44	0	44	0
Subs-Aides:	20	0	20	0
Custodians: Sub (Part-Time)	23	0	23	0
Security: Sub (Part-Time)	13	0	13	0
Bus Monitors - Crossing Guards (Part-Time)	60	0	60	0
Vacancies	42	29	13	0
	1082	559	509	14

Revenue Projections:

Local Revenue – Local revenue accounts for approximately 14% of all revenue (9% property taxes). Assuming property taxes will decrease, with a collection rate of 80% for FY21-FY22.

Tax Levy:

The Consumer Price Index for the FY19 Tax Levy was 1.9%, for FY20 it was 2.5% and FY21-FY26 is projected at 1%.

The Tax Levy operates on a calendar year, while the District operates on a fiscal year of July 1 through June 30. Collections are appropriately applied to the current fiscal year, in July, while the second collection is applied to the following fiscal year in September. Property tax revenue is expected to decline from \$9.5m to \$8.2M in FY22.

The Tax Levy rate will remain flat with a projected Equalized Assessed Valuation (EAV) of .03% to 1% for the FY 22-26 Levies; and the collection rate will be 80% of the extended tax amount for FY21. This trend is projected to continue through 2022 due to the coronavirus. This is the best estimate considering the unpredictability of the economy and the impact on real estate.

YEAR	EAV	% Change	Levy Rate	% Change
2008	101,272,335			
2009	117,336,604	15.9%	7.49%	(0.04)%
2010	108,132,862	-7.8%	7.53%	(1.72)%
2011	104,995,194	-2.9%	9.25%	(1.58)%
2012	101,739,144	-3.1%	10.83%	(0.00)%
2013	97,262,954	-4.4%	10.84%	0.00%
2014	93,023,345	-4.4%	10.84%	(0.00)%
2015	97,406,873	4.7%	10.84%	0.00%
2016	95,838,315	-1.6%	10.84%	0.00%
2017	95,497,393	-0.4%	10.84%	0.01%
2018	98,886,322	3.5%	10.83%	0.00%
2019	99,182,981	0.3%	10.83%	0.00%
2020	100,769,909	1.6%	10.83%	0.00%
2021	101,779,913	1.0%	10.83%	0.00%
2022	102,797,712	1.0%	10.83%	0.00%
2023	103,825,689	1.0%	10.83%	0.00%
2024	104,863,946	1.0%	10.83%	0.00%
2025	105,912,586	1.0%	10.83%	0.00%
2026	106,971,711	1.0%	10.83%	

FUND	Max Rate	Extended Rate PROJ FY22-26
EDUCATION	1.9100	1.9100
O&M	0.5000	0.5000
LEASE	0.0500	0.0500
TRANSPORT.	0.2000	0.2000
SPECIAL ED.	0.0400	0.0400
LIFE SAFETY	0.0500	0.0500
WORKING CASH	0.0500	0.0500
IMRF	As Needed	0.4466
SOCIAL SECURITY	As Needed	1.4817
TORT	As Needed	4.4716
SUBTOTAL		9.1999
BOND & INTEREST		1.6398
GRAND TOTAL		10.8397

Tax Rate:

Property tax continues to be the dominant source of revenue for K-12 public schools across the state. As in most counties in Illinois, property taxes are the go to source to fund local government and schools. This is not the case for some school districts in St. Clair County, including East St. Louis School District 189. Property taxes only make up 9% of the total revenue for School District 189. Property in St. Clair County is valued at one-third of its market value. Once assessed and appeals have been heard, a county multiplier is assigned to equalize the assessed value of all property to one-third of market value for the county. Exemptions for Homeowners, Senior Citizens, Air Pollution, Home Improvement and Others are applied to this equalized assessed value.

The operating tax rate is determined by taking the tax extension request from the district and dividing that number by the EAV. The operating tax rate will be added to the Bond and Interest rate to determine the total rate. The rate will remain flat at \$10.83.

Equalized Assessed Value (EAV) Comparison:

Total - ALL School Districts		
	EAV (2016)	EAV Per Pupil
State	456,005,472,612	253,318.87
District 189	92,147,032	20,455.94
Total - Community Unit School District (CUSD)		
	EAV (2016)	EAV Per Pupil
State	184,962,007,317	143,687.75
District 189	92,147,032	20,455.94
Total - High School		
	EAV (2016)	EAV Per Pupil
State	135,400,587,526	545,966.72
District 189	92,147,032	20,455.94
Total - Elementary		
	EAV (2016)	EAV Per Pupil
State	135,642,877,769	250,743.17
District 189	92,147,032	20,455.94

District 189 has the Second Lowest EAV per pupil out of 851 school districts reporting.
 District 189 has the Second Highest tax rate (10.83) for Community Unit School Districts.

Tax Collections:

Taxes are collected in summer and fall. Each payment is meant to represent a certain percentage of total tax bill. Historically, School District 189 has collected 40% of the tax bill in July, and approximately 40% in September. In general the District receives 90% of the taxes levied. Note: due to the COVID-19 pandemic, the District is only expected to collect 80% of its taxes.

Other Local:

Tuition - will remain flat for FY22-FY26.

Food Service Sales/Athletic Admission/Rentals/Other Fees, reduced to 25% of FY20 to adjust for uncertainty of effect of COVID-19. These will increase to FY19 amounts, starting in FY22.

Other Local Revenue budgeted at \$350K annually.

Corporate Property Replacement Taxes (CPPRT):

CPPRT - is projected at \$475,000 reduction from FY 2020. Assumed increase of 3% each year for FY22 - FY 26.

Interest:

For FY21, we project an estimated monthly interest of \$23k to account for the reduction of interest rates and the decrease in fund balance. The interest rate for FY22-26 is projected to remain flat and will be adjusted annually if rates improve.

State Revenue:

Currently, the state revenue accounts for approximately 64% of all revenue in all funds and is mostly generated by Evidence-Based Funding (EBF), mandated categorical, and intervention funds. This scenario assumes there will be a flat EBF base minimum with tier 2 funding of \$269k annually.

EAST ST. LOUIS SD 189 CURRENT EBF CALCULATIONS

FY20 Local Capacity %	6.69%	<p>The School District received \$6.05 million in intervention funds for FY 2020.</p> <ul style="list-style-type: none"> \$3.2 million will support paying required Alternate Revenue Bonds (debt services), and \$2.85 million will support intervention support staffing (PE teachers, Social Workers, Counselors, Nurses, Librarians, and Truancy/Attendance Staff). The awarded intervention funds to complete required capital projects and to pay debt services allowed for more support in schools with academic and social emotional staff.
FY20 % of Adequacy	72.5%	
FY20 Final Resources	55,830,490	
FY20 Tier Funding	608,033	
FY20 Property Tax Relief Grant (PRTG)	854,840	
District Intervention	6,050,000	
Est. Final Resources FY22 EBF	63,343,363	
FY20 Adequacy Target	77,033,038	
% of Adequacy	82.23%	
FY20 Adequacy Target	77,033,038	
Tier 2 Target Ratio	90%	
	69,329,734	
Est. Final Resources FY22 EBF	(63,343,363)	
	5,986,371	
x (1-LCP)	93.31%	
Tier 2 Funding Gap	5,585,882	
FY20 Tier 2 Allocation Rate	4.96%	
	277,059	
Step 3 Tier 2 Proration FY20	97.20%	
Est. Tier Funding FY22-FY26	269,301	

	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
FY20 Final Resources	\$ 51,792,932.00	\$ 51,792,932.00	\$ 51,792,932.00	\$ 51,792,932.00	\$ 51,792,932.00	\$ 51,792,932.00
FY20 Tier Funding	\$ 608,033.00	\$ 608,033.00	\$ 608,033.00	\$ 608,033.00	\$ 608,033.00	\$ 608,033.00
FY20 PTRG	\$ 854,840.00	\$ 854,840.00	\$ 854,840.00	\$ 854,840.00	\$ 854,840.00	\$ 854,840.00
District Intervention	\$ 6,050,000.00	\$ 6,050,000.00	\$ 6,050,000.00	\$ 6,050,000.00	\$ 6,050,000.00	\$ 6,050,000.00
FY 22 Tier		\$ 269,301.00	\$ 269,301.00	\$ 269,301.00	\$ 269,301.00	\$ 269,301.00
FY 23 Tier			\$ 269,301.00	\$ 269,301.00	\$ 269,301.00	\$ 269,301.00
FY 24 Tier				\$ 269,301.00	\$ 269,301.00	\$ 269,301.00
FY 25 Tier					\$ 269,301.00	\$ 269,301.00
FY 26 Tier						\$ 269,301.00
Est Final Resources FY22-26 EBF	\$ 59,305,805.00	\$ 59,575,106.00	\$ 59,844,407.00	\$ 60,113,708.00	\$ 60,383,009.00	\$ 60,652,310.00

Student Needs in School District 189 Based on EBF Statute: According to EBF Statute and the formula used to determine adequacy, the School District 189 has significant funding gaps that result in shortages in the following areas: ISBE EBF RESEARCH LINK 2016: <https://tinyurl.com/yxk52c45>

Type of Support	EBF Statute	SD 189 Actual 2020	Proposed 2020
Instructional Facilitator	27.5	4	4
Intervention Teacher: All Types	57.5	22	17
Pupil Support: All Types	46.4	9	24
Librarian Teacher	11.3	9	1
Guidance Counselors	17	8	3
TOTAL	159.7	52	49
TOTAL EBF RECOMMENDED STAFF NEEDS FY20			\$3,000,000

This EBF proposal and awarded intervention funds enabled School District 189 to add significant personnel to schools with 49 additional positions, progressing towards the EBF statutes for these school supports. This forecast assumes \$6.05 million intervention funds included in EBF base minimum FY22-26 (see table below on detailed spending).

Grant Revenue – Grants budgeted based upon FY20 carryover and FY21 awards are essentially flat for FY22- FY26.

Federal Revenue – Federal revenue accounts for approximately 20% of all revenue (relatively flat).

District Intervention Detail Spending FY22-FY26:

	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
FY20 Final Intervention Revenue	\$ 6,050,000	\$ 6,050,000	\$ 6,050,000	\$ 6,050,000	\$ 6,050,000	\$ 6,050,000
Total Revenue	\$ 6,050,000	\$ 6,050,000	\$ 6,050,000	\$ 6,050,000	\$ 6,050,000	\$ 6,050,000
Alternate Revenue Bond Payment	\$ 3,194,779	\$ 3,199,629	\$ 3,199,829	\$ 3,197,694	\$ 3,195,588	\$ 3,197,374
FY21 Intervention Salaries/Benefits - 47 filled positions	\$ 3,661,653					
FY22 Intervention Salaries/Benefits		\$ 2,850,371				
FY23 District Salaries/Benefits			\$ 2,850,171			
FY24 District Salaries/Benefits				\$ 2,852,306		
FY25 District Salaries/Benefits					\$ 2,854,413	
FY26 District Salaries/Benefits						\$ 2,852,626
Total Expenses	\$ 6,856,432	\$ 6,050,000	\$ 6,050,000	\$ 6,050,000	\$ 6,050,000	\$ 6,050,000
Est Final Resources FY22-26 EBF	\$ (806,432)	\$ -	\$ -	\$ -	\$ -	\$ -

Intervention Filled Positions since FY20	Count
Counselor (Academic)	4
Librarian	1
Academic Intervention Teacher	17
Instructional Facilitator	4
SEL Specialist	2
Social Workers	10
School Social Workers or Counselors (SEL)	3
Behavior Improvement Specialist	5
School Psychologists	1
School Psychologists - not filled	2
Total Intervention Positions	49

Note: Our initial estimate was for 43 positions, but to close the gap with the EBF formula, a total of 49 positions were proposed. (Two school psychologists positions remain vacant.) It is important to clarify that the EBF formula suggests 160 positions to adequately support our students. However, it is not fiscally feasible in the short and long-term, so only 101 have been filled to date. We will continue to seek grant funding to ensure optimal levels of staffing to support students. While we have many certified staff in the identified support areas, we still have non-certified staff who have been hired to fill current needs (with approval by ISBE).

Expenditure Projections:

Salaries and Benefits:

Current enrollment is projected to decrease by less than 1% in each of the next 5 years. It is assumed that the District will have the following class sizes:

- K- 2nd Grade 22 Students per class
- 3rd Grade - 5th Grade 22 Students per class
- 6th Grade - 8th Grade 27 Students per class
- 9th Grade - 12th Grade 29 Students per class

In order to project the cost of new hires, the assumption was made that each certified FTE salary will cost \$50,000 and each support staff FTE will cost \$25,000 with an additional \$15,000 for each FTE in benefits. With an approximate staff ratio of 20:1, the District's staffing is appropriate for current enrollment. The District estimates future salary increases based on the current contract (FY18-21), plus an average annual increase of approximately 3%.

Also, included in salary projections is \$50,000 per year in new retirement incentives for 2021-2026; projected retired teachers per year: FY20/21 = 10, FY22= 7, FY23 = 5, FY24 = 5, FY25 = 4, FY26 = 4.

- Assume 3% increase in salaries FY22-26.
- Assume vacant positions at approx. cost of salary & benefits \$1,000,000 FY22-FY26.
- Assume 2% increase for professional services in the Transportation Fund FY22-FY26.
- Assume 2% CPI increase for purchase services, supplies and materials FY22-FY26.
- Assume \$857,701 annually for capital spending FY22-FY26.

Others and Full Time Equivalent (FTE):

Increase personnel by 1 FTE - Second Language Support for a total of \$243k FY22-FY26.

Decrease departments, travel, conferences, and other spending for approx. \$9.9m FY22-FY26.

Decrease personnel by 75 FTEs for a reduction of \$19.9m FY22-FY26, including 4 teachers each year for reduction in enrollment.

**OPERATING FUNDS (ED, O&M, TRANS, WC)
FIVE YEAR FINANCIAL PROJECTIONS**

Assumed Reductions (Salaries & Benefits)								
	POSITION/TITLE	FY21	FY22	FY23	FY24	FY25	FY26	Total
20	Classroom Teachers		(\$260,000)	(\$520,000)	(\$780,000)	(\$1,040,000)	(\$1,300,000)	(\$3,900,000)
2	In-school Suspension monitor		(\$90,000)	(\$92,700)	(\$95,481)	(\$98,345)	(\$101,296)	(\$477,822)
2	Administration		(\$188,356)	(\$194,007)	(\$199,827)	(\$205,822)	(\$211,996)	(\$1,000,008)
1	Custodial		(\$55,000)	(\$56,650)	(\$58,350)	(\$60,100)	(\$61,903)	(\$292,002)
1	Tech Business Support	(\$71,000)	(\$73,130)	(\$75,324)	(\$77,584)	(\$79,911)	(\$82,308)	(\$388,257)
2	Security		(\$130,000)	(\$130,000)	(\$133,900)	(\$137,917)	(\$142,055)	(\$673,872)
5	Behavior Improvement Specialists		(\$325,000)	(\$334,750)	(\$344,793)	(\$355,136)	(\$365,790)	(\$1,725,469)
17	Academic Intervention Specialists			(\$1,105,000)	(\$1,138,150)	(\$1,172,295)	(\$1,207,463)	(\$4,622,908)
10	SEL Social Workers			(\$650,000)	(\$669,500)	(\$689,585)	(\$710,273)	(\$2,719,358)
7	Counselors			(\$455,000)	(\$468,650)	(\$482,710)	(\$497,191)	(\$1,903,550)
2	SEL Specialist			(\$130,000)	(\$133,900)	(\$137,917)	(\$142,055)	(\$543,872)
4	Instruction Facilitators			(\$260,000)	(\$267,800)	(\$275,834)	(\$284,109)	(\$1,087,743)
1	Psychologist			(\$65,000)	(\$66,950)	(\$68,959)	(\$71,027)	(\$271,936)
1	Librarian			(\$65,000)	(\$66,950)	(\$68,959)	(\$71,027)	(\$271,936)
75	Total	(\$71,000)	(\$1,121,486)	(\$4,133,431)	(\$4,501,833)	(\$4,873,489)	(\$5,248,493)	(\$19,878,732)

The above chart illustrates the reduction in staff projected for the next five years. Some of the reduction of staff can be accomplished through attrition. The positions targeted for reduction are critical to meet the needs of our students. Therefore, we will pursue alternative funding sources to maintain these positions.

Capital Outlay:

Majority of capital will be funded by the existing fund balance. However, the District will have to issue approximately \$3 million dollars in bonds in 2023 when General Obligation (GO) bonds end to cover some O&M capital needs for the next 5 years. Routine work on all buildings will continue, as well as health, life safety requirements. The District's Facilities Plan has details of \$13.4m of identified projects for FY22-FY26 (see capital needs in section IV).

Curriculum:

1. Continue revisions of written curriculum to match standards and assessment blueprints and ensure equity in curricular expectations for ELA, Math, Social Studies, Science, and SEL. If additional funds are secured, textbook adoptions would occur for \$1.15m for FY22 – FY26
2. Utilize a full suite of intervention resources and formative benchmark assessments through (Study Island, Exact Path, and IAR Aligned Benchmarks), increase Advanced Placement (AP) enrollment to 300 plus.
3. Provide before and after-school tutoring to assist students with homework as well as provided Saturday boot camps to help students prepare for the ACCUPLACER (college career readiness), PSAT, summer school, and SAT exams, cost \$318k FY22-FY26. If additional funds are secured, summer school and Innovative Learning Opportunities Program would continue.
4. TSL program costs including incentives and is a priority 2 option for FY24, FY25, FY26 at \$1,700,000 each year.

Technology:

1. Upgrade / Replace District servers that host applications including Active Directory, Skyward, E-finance, VersaTrans - all District applications. Servers will be 6-7 years old and no longer covered under warranty. Approx. cost \$150,000 annually FY22-FY26.
2. Aging technology - unable to repair and are obsolete. Parts are becoming scarce. (1 per classroom needed). Approx. cost \$2,340,000 (\$468k annually FY22-FY26).
3. As the number of student devices increase and bandwidth needs increase, the LAN needs to be able to support and exceed those needs. Approx. cost \$250,000.
4. As the number of student devices increase and bandwidth needs increase, the WLAN needs to be able to support and exceed those needs. Current wireless devices will be 7 years old. E-Rate will be used to fund this project. The District portion shown here is actually 15% of the project's total cost. Approx. cost \$100,000.

Transportation:

The transportation budget is based on FY20 actuals but includes 25 additional bus routes to provide transportation for all our students. The Illinois Street Gang Terrorism Omnibus Prevention Act - 740 ILCS 147/10, allows transportation for students in high crime areas related to gang activity. Due to safety concerns involving active street gangs, the District applied and has been approved to provide transportation services for students who did not previously qualify. Adding 25 bus routes to the current 73 bus routes would bring the total to 98 bus routes with a cost of **\$ 273.15 per route.**

Schools	Number of Walkers	Buses Needed to Transport Students
Avant	268	5
Bush	152	3
Dunbar	75	2
Eastside	167	3
Lincoln Middle	137	3
Mason Clark	209	4
Officer	160	3
Wright	259	5
Wyvetter Younge	53	1
Walkers Turned to Riders	1480	27%
Approx. Rides as of 12-10-19	2700	49%
Total Riders	<u>4180</u>	<u>77%</u>
Other (non-riders)	1280	23%
Total Student Population	5460	
176 days * 25 routes * \$273.15	\$1,201,860/yearly	

Debt Services:

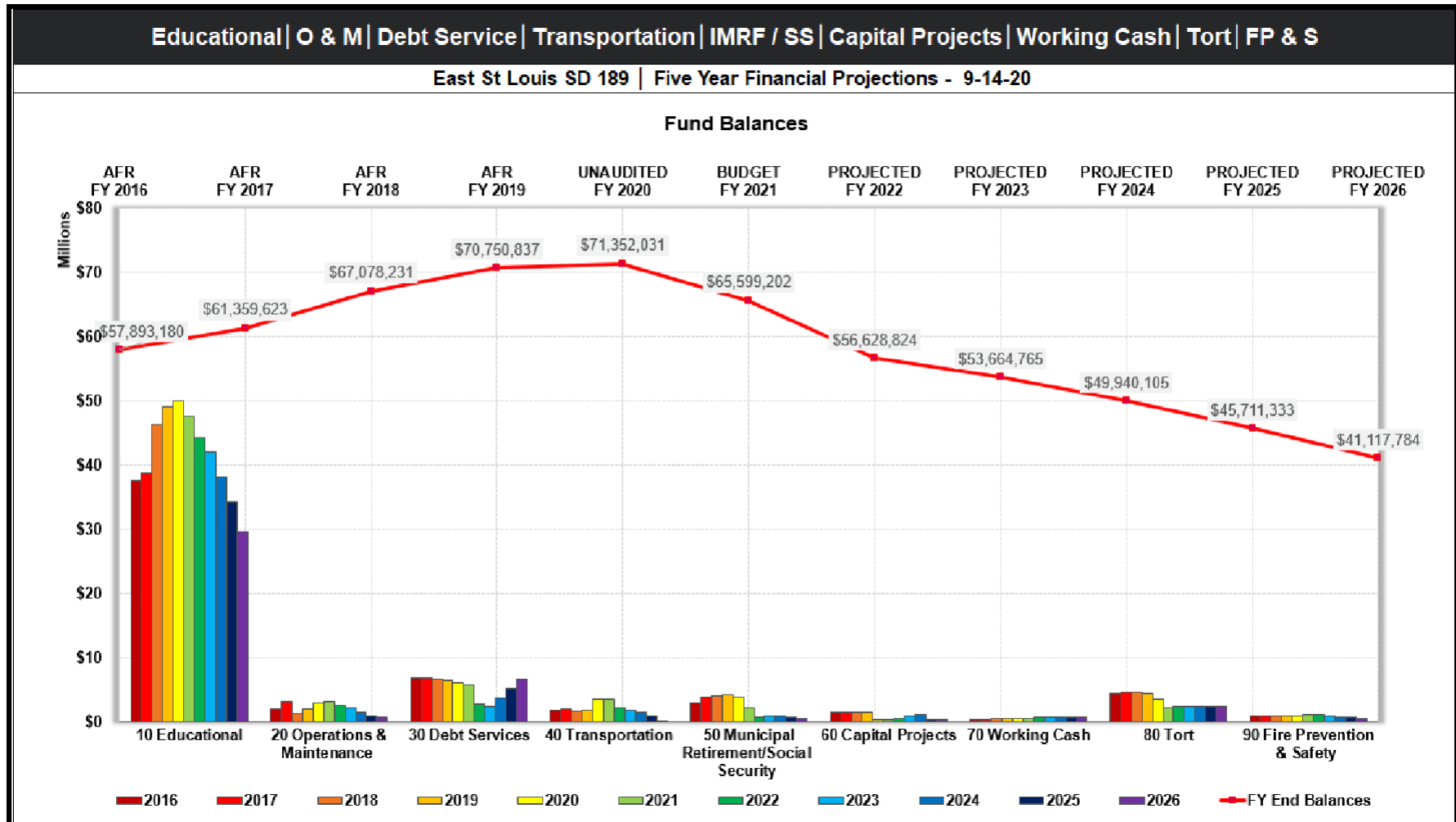
The District will pay off General Obligation (GO) Bonds in FY23, providing approximately \$1.7m to be annually available for educational endeavors beginning in FY24. Alternate Revenue Bonds (Alt Bonds) will continue through FY28.

Debt Service - All Bond Issues				
<u>FY</u>	<u>Principal</u>		<u>Interest</u>	<u>Total</u>
2021	3,740,000		1,143,085	4,883,085
2022	3,940,000		967,335	4,907,335
2023	4,150,000		780,029	4,930,029
2024	2,620,000		577,694	3,197,694
2025	2,735,000		460,588	3,195,588
2026-2028	<u>6,130,000</u>		<u>566,705</u>	<u>6,696,705</u>
	<u>23,315,000</u>		<u>4,495,436</u>	<u>27,810,436</u>

Debt Service - Alternate Revenue Bond				
<u>FY</u>	<u>Principal</u>		<u>Interest</u>	<u>Total</u>
2021	2,300,000		894,779	3,194,779
2022	2,405,000		794,629	3,199,629
2023	2,510,000		689,829	3,199,829
2024	2,620,000		577,694	3,197,694
2025	2,735,000		460,588	3,195,588
2026-2028	<u>6,130,000</u>		<u>566,705</u>	<u>6,696,705</u>
	<u>18,700,000</u>		<u>3,984,223</u>	<u>22,684,223</u>

All Funds - Ed, O&M, Debt Service, Trans, IMRF/SS, Capital, WC, FP&S

School District 189 currently has strong fund balances and will spend down Tort Fund for security upgrades in FY21 and Operating Funds to address the achievement gap as mentioned in section II of this report. This section includes all District funds. The Operation Funds are presented in section V.



Educational | O & M | Debt Service | Transportation | IMRF / SS | Capital Projects | Working Cash | Tort | FP & S

East St Louis SD 189 | Five Year Financial Projections - 9-14-20

Historical Summary

	AFR		AFR		AFR		AFR		UNAUDITED		BUDGET	
	FY 2016	FY 2017	% Δ	FY 2018	% Δ	FY 2019	% Δ	FY 2020	% Δ	FY 2021	% Δ	
REVENUE												
Local	\$13,189,931	\$14,309,161	8.65%	\$13,784,345	-3.67%	\$14,936,505	8.36%	\$15,004,212	0.45%	\$12,115,000	-19.26%	
State	\$57,529,982	\$58,997,648	2.55%	\$65,292,801	10.67%	\$67,016,206	2.64%	\$70,632,141	5.40%	\$72,365,233	2.45%	
Federal	\$25,640,847	\$23,721,757	-7.48%	\$17,308,989	-27.03%	\$20,096,367	16.10%	\$19,099,058	-4.96%	\$30,058,596	57.38%	
Other	\$0	\$0		\$0		\$0		\$0		\$0		
TOTAL REVENUE	\$96,340,560	\$97,028,566	0.71%	\$96,386,135	-0.66%	\$102,049,078	5.88%	\$104,735,410	2.63%	\$114,538,829	9.36%	
EXPENDITURES												
Salary and Benefit Costs	\$58,369,661	\$56,875,153	-2.56%	\$56,894,200	0.03%	\$58,504,483	2.83%	\$62,033,602	6.03%	\$70,098,116	13.00%	
Other	\$35,338,596	\$36,686,970	3.82%	\$33,773,327	-7.94%	\$39,871,989	18.06%	\$42,100,614	5.59%	\$50,193,542	19.22%	
TOTAL EXPENDITURES	\$93,708,257	\$93,562,123	-0.16%	\$90,667,527	-3.09%	\$98,376,472	8.50%	\$104,134,216	5.85%	\$120,291,658	15.52%	
SURPLUS / DEFICIT	\$2,632,303	\$3,466,443		\$5,718,608		\$3,672,606		\$601,194		(\$5,752,829)		
OTHER FINANCING SOURCES / USES												
Other Financing Sources	\$0	\$0		\$0		\$0		\$0		\$0		
Other Financing Uses	\$0	\$0		\$0		\$0		\$0		\$0		
TOTAL OTHER FIN. SOURCES / USES	\$0	\$0		\$0		\$0		\$0		\$0		
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	\$2,632,303	\$3,466,443		\$5,718,608		\$3,672,606		\$601,194		(\$5,752,829)		
BEGINNING FUND BALANCE	\$53,402,615	\$57,893,180		\$61,359,623		\$67,078,231		\$70,750,837		\$71,352,031		
AUDIT ADJUSTMENTS TO FUND BALANCE	\$1,858,262	\$0		\$0		\$0		\$0		\$0		
YEAR END BALANCE	\$57,893,180	\$61,359,623		\$67,078,231		\$70,750,837		\$71,352,031		\$65,599,202		
FUND BALANCE TO REVENUE RATIO	60.09%	63.24%		69.59%		69.33%		68.13%		57.27%		
FUND BALANCE AS # OF MONTHS OF EXPEND.	7.41	7.87		8.88		8.63		8.22		6.54		

Educational | O & M | Debt Service | Transportation | IMRF / SS | Capital Projects | Working Cash | Tort | FP & S

East St Louis SD 189 | Five Year Financial Projections - 9-14-20

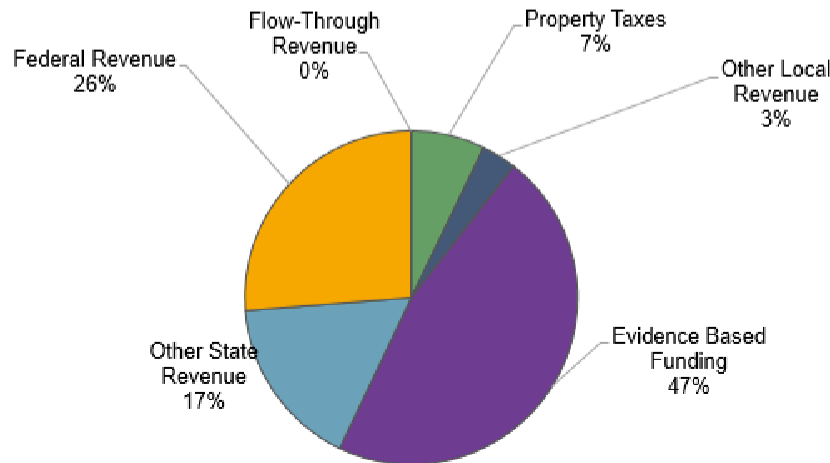
Projection Summary

	BUDGET	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	
	FY 2021	FY 2022	% Δ	FY 2023	% Δ	FY 2024	% Δ	FY 2025	% Δ	FY 2026	% Δ
REVENUE											
Local	\$12,115,000	\$12,249,468	1.11%	\$13,524,315	10.41%	\$13,847,342	2.39%	\$14,156,417	2.23%	\$14,506,130	2.47%
State	\$72,365,233	\$71,634,534	-1.01%	\$72,903,877	1.77%	\$73,173,262	0.37%	\$73,442,686	0.37%	\$73,712,153	0.37%
Federal	\$30,058,596	\$21,939,292	-27.01%	\$21,939,292	0.00%	\$21,939,292	0.00%	\$21,939,292	0.00%	\$21,939,292	0.00%
Other	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUE	\$114,538,829	\$105,823,294	-7.61%	\$108,367,484	2.40%	\$108,959,896	0.55%	\$109,538,395	0.53%	\$110,157,575	0.57%
EXPENDITURES											
Salary and Benefit Costs	\$70,098,116	\$70,858,606	1.08%	\$69,227,837	-2.30%	\$71,262,847	2.94%	\$73,456,657	3.08%	\$75,834,372	3.24%
Other	\$50,193,542	\$46,692,655	-6.97%	\$42,103,706	-9.83%	\$41,421,709	-1.62%	\$40,310,510	-2.68%	\$38,916,752	-3.46%
TOTAL EXPENDITURES	\$120,291,658	\$117,551,261	-2.28%	\$111,331,543	-5.29%	\$112,684,556	1.22%	\$113,767,168	0.96%	\$114,751,125	0.86%
SURPLUS / DEFICIT	(\$5,752,829)	(\$11,727,967)		(\$2,964,059)		(\$3,724,660)		(\$4,228,772)		(\$4,593,550)	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	\$0	\$7,215,178		\$2,215,000		\$2,290,000		\$900,000		\$690,000	
Other Financing Uses	\$0	(\$4,457,589)		(\$2,215,000)		(\$2,290,000)		(\$900,000)		(\$690,000)	
TOTAL OTHER FIN. SOURCES / USES	\$0	\$2,757,589		\$0		\$0		\$0		\$0	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	(\$5,752,829)	(\$8,970,378)		(\$2,964,059)		(\$3,724,660)		(\$4,228,772)		(\$4,593,550)	
BEGINNING FUND BALANCE	\$71,352,031	\$65,599,202		\$56,628,824		\$53,664,765		\$49,940,105		\$45,711,333	
AUDIT ADJUSTMENTS TO FUND BALANCE	\$0	\$0		\$0		\$0		\$0		\$0	
PROJECTED YEAR END BALANCE	\$65,599,202	\$56,628,824		\$53,664,765		\$49,940,105		\$45,711,333		\$41,117,784	
FUND BALANCE TO REVENUE RATIO	57.27%	53.51%		49.52%		45.83%		41.73%		37.33%	
FUND BALANCE AS # OF MONTHS OF EXPEND.	6.54	5.78		5.78		5.32		4.82		4.30	

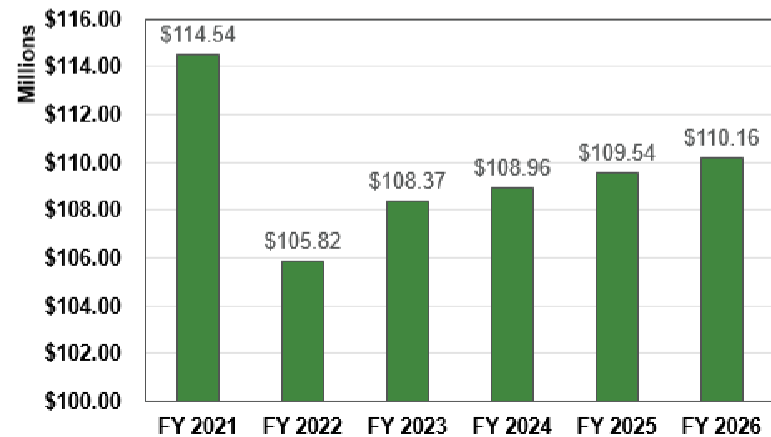
Revenue Analysis

	BUDGET FY 2021	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ
LOCAL											
Property Taxes	\$8,215,000	\$8,246,668	0.39%	\$9,157,695	11.05%	\$9,260,953	1.13%	\$9,284,441	0.25%	\$9,388,168	1.12%
Other Local Revenue	\$3,900,000	\$4,002,800	2.64%	\$4,366,620	9.09%	\$4,586,389	5.03%	\$4,871,976	6.23%	\$5,117,962	5.05%
TOTAL LOCAL REVENUE	\$12,115,000	\$12,249,468	1.11%	\$13,524,315	10.41%	\$13,847,342	2.39%	\$14,156,417	2.23%	\$14,506,130	2.47%
STATE											
Evidence Based Funding	\$53,255,000	\$53,524,301	0.51%	\$53,793,644	0.50%	\$54,063,029	0.50%	\$54,332,453	0.50%	\$54,601,920	0.50%
Other State Revenue	\$19,110,233	\$18,110,233	-5.23%	\$19,110,233	5.52%	\$19,110,233	0.00%	\$19,110,233	0.00%	\$19,110,233	0.00%
TOTAL STATE REVENUE	\$72,365,233	\$71,634,534	-1.01%	\$72,903,877	1.77%	\$73,173,262	0.37%	\$73,442,686	0.37%	\$73,712,153	0.37%
TOTAL FEDERAL REVENUE	\$30,058,596	\$21,939,292	-27.01%	\$21,939,292	0.00%	\$21,939,292	0.00%	\$21,939,292	0.00%	\$21,939,292	0.00%
FLOW-THROUGH REVENUE	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUE	\$114,538,829	\$105,823,294	-7.61%	\$108,367,484	2.40%	\$108,959,896	0.55%	\$109,538,395	0.53%	\$110,157,575	0.57%

Budgeted Revenue Allocation by Source



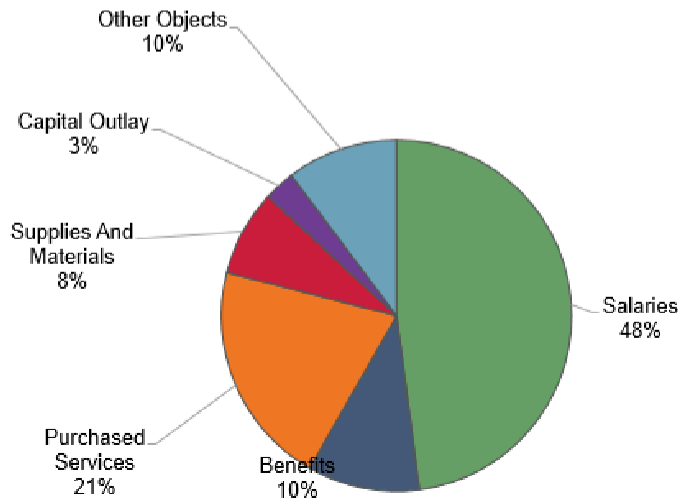
Revenue Projection



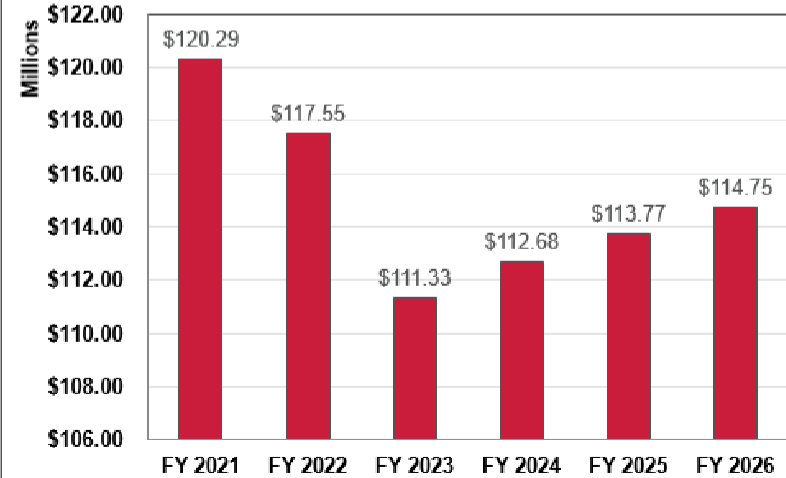
Expenditure Analysis

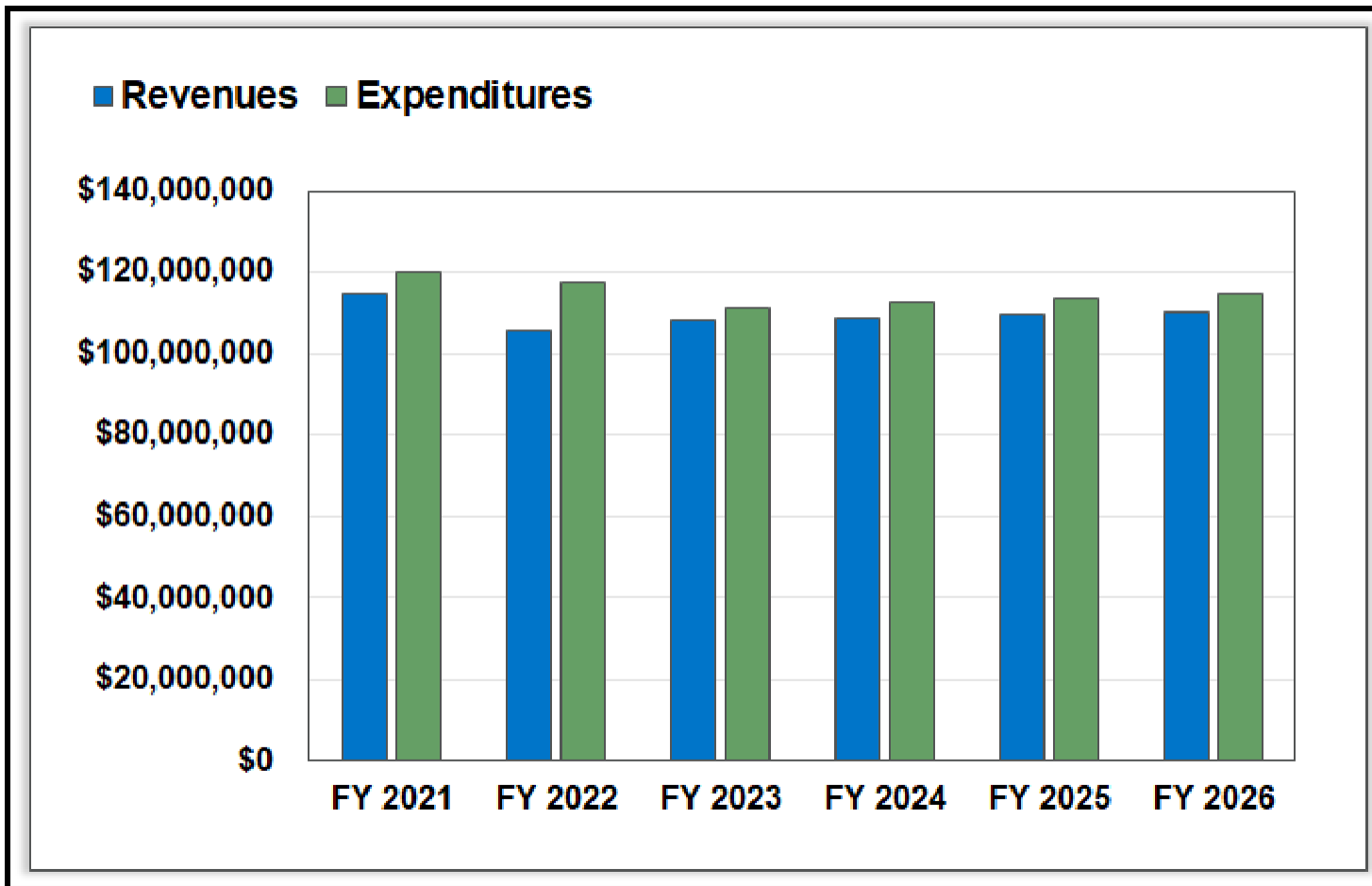
	BUDGET FY 2021	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ
Salaries	\$57,646,827	\$58,177,590	0.92%	\$57,090,525	-1.87%	\$58,466,786	2.41%	\$59,915,634	2.48%	\$61,402,396	2.48%
Benefits	\$12,451,289	\$12,681,015	1.85%	\$12,137,312	-4.29%	\$12,796,061	5.43%	\$13,541,023	5.82%	\$14,431,976	6.58%
TOTAL SALARIES & BENEFITS	\$70,098,116	\$70,858,606	1.08%	\$69,227,837	-2.30%	\$71,262,847	2.94%	\$73,456,657	3.08%	\$75,834,372	3.24%
Purchased Services	\$24,880,732	\$20,373,276	-18.12%	\$20,644,506	1.33%	\$21,023,047	1.83%	\$21,359,043	1.60%	\$21,202,642	-0.73%
Supplies And Materials	\$9,527,635	\$6,057,488	-36.42%	\$6,242,930	3.06%	\$6,432,075	3.03%	\$6,524,995	1.44%	\$6,421,767	-1.58%
Capital Outlay	\$3,447,502	\$6,160,795	78.70%	\$3,850,067	-37.51%	\$4,332,720	12.54%	\$3,294,711	-23.96%	\$2,658,797	-19.30%
Other Objects	\$12,337,673	\$14,101,097	14.29%	\$11,366,202	-19.39%	\$9,633,867	-15.24%	\$9,131,761	-5.21%	\$8,633,547	-5.46%
TOTAL ALL OTHER	\$50,193,542	\$46,692,655	-6.97%	\$42,103,706	-9.83%	\$41,421,709	-1.62%	\$40,310,510	-2.68%	\$38,916,752	-3.46%
TOTAL EXPENDITURES	\$120,291,658	\$117,551,261	-2.28%	\$111,331,543	-5.29%	\$112,684,556	1.22%	\$113,767,168	0.96%	\$114,751,125	0.86%

Budgeted Expenditure Allocation by Object

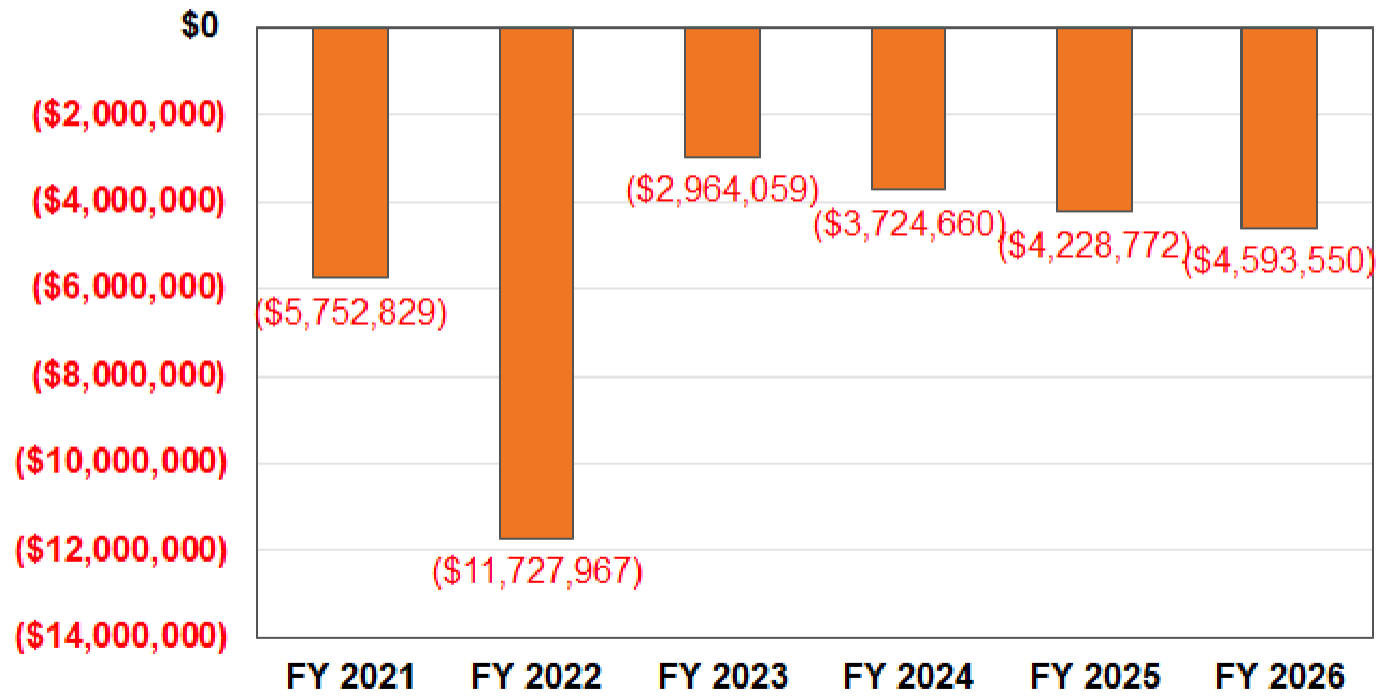


Expenditure Projection





Fiscal Year Surplus / Deficit



Capital Fund

School District 189 currently has strong fund balances and will transfer funds annually for one-time capital expenditures for FY22-FY26 for \$7.8m. The current plan will cover approximately \$13.4million in facilities' needs using the fund balance. The items in the Facilities Plan highlighted in red are Priority 1 and will cost approximately \$4.8m to complete over the term of the plan (see section IV). We will continue to examine other revenue options, such as exploring a county-wide sales tax referendum and selling working cash bonds to cover the additional capital needs. Note: Meetings are scheduled in September 2020 to determine the best funding source for the Facility Plan and timeline to issue \$2.7m working cash bonds to fund capital projects.

Capital Project Fund											
East St Louis SD 189 Five Year Financial Projections - 9-14-20											
Historical Summary											
	AFR	AFR		AFR		AFR		UNAUDITED		BUDGET	
	FY 2016	FY 2017	% Δ	FY 2018	% Δ	FY 2019	% Δ	FY 2020	% Δ	FY 2021	% Δ
REVENUE											
Local	\$34,919	\$8,555	-75.50%	\$8,344	-2.47%	\$32,590	290.58%	\$21,526	-33.95%	\$0	-100.00%
State	\$0	\$0		\$0		\$0		\$2,850,000		\$0	-100.00%
Federal	\$0	\$0		\$0		\$0		\$0		\$0	
Other	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUE	\$34,919	\$8,555	-75.50%	\$8,344	-2.47%	\$32,590	290.58%	\$2,871,526	8711.07%	\$0	-100.00%
EXPENDITURES											
Salary and Benefit Costs	\$0	\$0		\$0		\$0		\$0		\$0	
Other	\$5,013	\$6,076	21.20%	\$1,337	-78.00%	\$1,131	-15.41%	\$4,021,862	355502.29%	\$0	-100.00%
TOTAL EXPENDITURES	\$5,013	\$6,076	21.20%	\$1,337	-78.00%	\$1,131	-15.41%	\$4,021,862	355502.29%	\$0	-100.00%
SURPLUS / DEFICIT	\$29,906	\$2,479		\$7,007		\$31,459		(\$1,150,335)		\$0	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	\$0	\$0		\$0		\$0		\$0		\$0	
Other Financing Uses	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL OTHER FIN. SOURCES / USES	\$0	\$0		\$0		\$0		\$0		\$0	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	\$29,906	\$2,479		\$7,007		\$31,459		(\$1,150,335)		\$0	
BEGINNING FUND BALANCE	\$1,347,375	\$1,377,281		\$1,379,760		\$1,386,767		\$1,418,226		\$267,891	
AUDIT ADJUSTMENTS TO FUND BALANCE	\$0	\$0		\$0		\$0		\$0		\$0	
YEAR END BALANCE	\$1,377,281	\$1,379,760		\$1,386,767		\$1,418,226		\$267,891		\$267,891	
FUND BALANCE TO REVENUE RATIO	3944.22%	16128.11%		16619.93%		4351.72%		9.33%		0.00%	
FUND BALANCE AS # OF MONTHS OF EXPEND.	3296.90	2725.00		12446.67		15047.49		0.80		0.00	

Capital Project Fund

East St Louis SD 189 | Five Year Financial Projections - 9-14-20

Projection Summary

	BUDGET	PROJECTED		PROJECTED		PROJECTED		PROJECTED		PROJECTED	
	FY 2021	FY 2022	% Δ	FY 2023	% Δ	FY 2024	% Δ	FY 2025	% Δ	FY 2026	% Δ
REVENUE											
Local	\$0	\$0		\$0		\$0		\$0		\$0	
State	\$0	\$0		\$0		\$0		\$0		\$0	
Federal	\$0	\$0		\$0		\$0		\$0		\$0	
Other	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUE	\$0	\$0		\$0		\$0		\$0		\$0	
EXPENDITURES											
Salary and Benefit Costs	\$0	\$0		\$0		\$0		\$0		\$0	
Other	\$0	\$4,272,227		\$1,726,322	-59.59%	\$2,240,770	29.80%	\$1,643,407	-26.66%	\$712,052	-56.67%
TOTAL EXPENDITURES	\$0	\$4,272,227		\$1,726,322	-59.59%	\$2,240,770	29.80%	\$1,643,407	-26.66%	\$712,052	-56.67%
SURPLUS / DEFICIT	\$0	(\$4,272,227)		(\$1,726,322)		(\$2,240,770)		(\$1,643,407)		(\$712,052)	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	\$0	\$4,457,589		\$2,215,000		\$2,290,000		\$900,000		\$690,000	
Other Financing Uses	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL OTHER FIN. SOURCES / USES	\$0	\$4,457,589		\$2,215,000		\$2,290,000		\$900,000		\$690,000	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	\$0	\$185,362		\$488,678		\$49,230		(\$743,407)		(\$22,052)	
BEGINNING FUND BALANCE	\$267,891	\$267,891		\$453,253		\$941,931		\$991,161		\$247,754	
AUDIT ADJUSTMENTS TO FUND BALANCE	\$0	\$0		\$0		\$0		\$0		\$0	
PROJECTED YEAR END BALANCE	\$267,891	\$453,253		\$941,931		\$991,161		\$247,754		\$225,702	
FUND BALANCE TO REVENUE RATIO	0.00%	0.00%		0.00%		0.00%		0.00%		0.00%	
FUND BALANCE AS # OF MONTHS OF EXPEND.	0.00	1.27		6.55		5.31		1.81		3.80	

IV. FACILITIES (Building & Grounds) Capital Needs



FACILITY NEEDS

Fanning Howey and other partners provided the initial system assessment in 2015 for facility needs. The Fanning Howey team completed the evaluation of the physical plant using the VFA supplied software. There are two components to the software. VFA Auditor is a tablet-based software program used to collect the data. VFA Facility is a software program that analyzes the collected data. Together, the assessment provided the system specific information included in this section. The assessment is based on the Unifomat© standard for classifying building systems. It is the industry standard in the U.S. and Canada. The elements are major components common to most buildings. The system can be used to provide consistency in the economic evaluation of building projects. It was developed through an industry and government consensus and has been widely accepted as an ASTM standard.

The assessment team consisted of three professionals, an architect, mechanical engineer and an electrical engineer, who assessed each building. The assessors provided some general comments and observations as shown in the table on the following page. This was in response to eight (8) general questions about the facilities. These questions were asked of the assessment team in order to provide a general perspective of the facilities.

Based on the comments and observations of the assessors, the buildings are in generally good condition for their age. Of particular concern are roofs, exhaust systems and the cleanliness of the data equipment in the communications system. From a positive perspective, the floor finishes and exteriors of the buildings (with the exception of the roofs) are maintaining their integrity.

The HVAC systems generally work well as do the lighting control systems. Maintenance and custodial service was generally observed to be good with the exception of the previously mentioned cleanliness of the data and electrical closets. That is most likely due to staff instructions and training relative to the equipment contained within those spaces. That can be fairly easily addressed.

It should be noted that some information from the School District's 10 Year Health Life Safety Survey, completed by Hurst-Roche Architects and summarized on 6-19-2019, are included in the facility recommendations. These listed items are limited to the "category b" items from the survey, as these can be projected over a five year period. All items listed as "Category A" in the survey have a 1-year repair time and have been completed. "Category A" items were general maintenance in nature, and not capitalized projects.

Health Life and Safety (H/LS) priorities included in this report are the roofing costs at Wyvetter Younge, as well as the renovations to Wyvetter Younge that are listed below. Additionally, the roofing repairs for Lincoln Middle School were noted in the 10 year H/LS survey. Those items are covered in this plan with other essential facilities' needs.

SCHOOL	REQUIREMENT ACTION	ESTIMATED COST	2022	2023	2024	2025	2026	Level Rating
VIVIAN ADAMS	Replace/Upgrade Fire Alarm System	\$ 131,705			\$ 131,705			1
VIVIAN ADAMS	Repair/Replace smaller HVAC roof units.	\$ 117,641			\$ 117,641			
VIVIAN ADAMS	Replace Building automation System	\$ 110,000				\$ 110,000		2
VIVIAN ADAMS	Replace Drinking Fountains/Coolers	\$ 6,280		\$ 6,280				
TOTAL		\$ 365,625	-	\$ 6,280	\$ 249,346	\$ 110,000		
BUSH	Repair/Replace smaller HVAC roof units.	\$ 15,972		\$ 15,972				
BUSH	Replace/Refill Playground Fall Surface	\$ 13,500				\$ 13,500		1
BUSH	Update/Replace Rooftop ERVs as needed	\$ 40,393			\$ 40,393			
BUSH	Replace small DX AC Unit	\$ 2,722		\$ 2,722				
BUSH	Replace/Upgrade Fire Alarm System	\$ 97,559			\$ 97,559			1
BUSH	Replace Building automation System	\$ 85,000				\$ 85,000		
BUSH	Repair/Replace Exhaust system	\$ 10,690			\$ 10,690			
BUSH	Replace water heater	\$ 38,512			\$ 38,512			
TOTAL		\$ 304,348		\$ 18,694	\$ 187,154	\$ 98,500	-	
DUNBAR	Replace/Refill Playground Fall Surface	\$ 13,500		\$ 13,500				1

DUNBAR	Replace AC Unit (large capacity cooling of chilled water)	\$ 39,161		\$ 39,161				
DUNBAR	Repair/Replace Roof	\$ 350,000				\$ 350,000		
DUNBAR	Replace Building automation System	\$ 85,000		\$ 85,000				
DUNBAR	Repair/Replace Exhaust system	\$ 14,538			\$ 14,538			
DUNBAR	Replace drinking fountains as needed	\$ 4,710			\$ 4,710			
DUNBAR	Replace/Upgrade Fire Alarm System	\$ 97,559					\$ 97,559	1
DUNBAR	Replace water heater	\$ 37,567				\$ 37,567		
TOTAL		\$ 642,035	-	\$ 137,661	\$ 19,248	\$ 387,567	\$ 97,559	
OFFICER	Repair/replace small roof mounted heating/AC units as needed	\$ 13,277		\$ 13,277				
OFFICER	Replace/Refill Playground Fall Surface	\$ 13,500				\$ 13,500		1
OFFICER	Replace water heater	\$ 70,830	\$ 70,830					
OFFICER	Replace/Repair Playground Structure	\$ 35,000	\$ 35,000					1
OFFICER	Replace Building Automation System	\$ 62,669			\$ 62,669			
OFFICER	Replace drinking fountains as needed	\$ 4,710			\$ 4,710			
OFFICER	Replace/Upgrade Fire Alarm System	\$ 97,559				\$ 97,559		1
OFFICER	Repair/replace small roof mounted heating/AC units as needed	\$ 109,494					\$ 109,494	

OFFICER	Repair/replace roof covering as needed	\$ 299,701					\$ 299,701	
TOTAL		\$ 706,739	\$ 105,830	\$ 13,277	\$ 67,379	\$ 111,059	\$ 409,194	
ADMIN BLDG	Replace Aluminum Windows	\$ 286,073			\$ 286,073			
ADMIN BLDG	Repair Interior Walls Located in Basement	\$ 72,027	\$ 72,027					
ADMIN BLDG	Replace flooring on occupied floors	\$ 676,997		\$ 676,997				
ADMIN BLDG	Replace building sewage pumps	\$ 48,860	\$ 48,860					
ADMIN BLDG	Replace building central Air Handling Unit (AHU)	\$ 695,408			\$ 695,408			
ADMIN BLDG	Replace/Upgrade Fire Alarm System	\$ 97,559		\$ 97,559				1
ADMIN BLDG	Upgrade lighting fixtures	\$ 199,827		\$ 199,827				
ADMIN BLDG	Rewire and replace fixtures/devices as needed.	\$ 119,375		\$ 119,375				
ADMIN BLDG	Replace/repair exhaust systems	\$ 135,118			\$ 135,118			
ADMIN BLDG	Replace Building automation system	\$ 113,313			\$ 113,313			
ADMIN BLDG	Replace plumbing as needed	\$ 114,075				\$ 114,075		
ADMIN BLDG	Replace AC Unit (large capacity cooling of chilled water)	\$ 286,713					\$ 286,713	
TOTAL		\$ 2,845,345	\$ 120,887	\$ 1,093,757	\$ 1,229,912	\$ 114,075	\$ 286,713	
AVANT	Paint walls or replace coverings as needed	\$ 67,229		\$ 67,229				

AVANT	Replace/Upgrade Fire Alarm System	\$ 97,559	\$ 97,559					1
AVANT	Replace water heater	\$ 70,830	\$ 70,830					
AVANT	Replace Building automation System	\$ 150,000		\$ 150,000				
AVANT	Replace/Refill Playground Fall Surface	\$ 13,500			\$ 13,500			1
AVANT	Install new water booster pump	\$ 19,083				\$ 19,083		
AVANT	Replace building exhaust system	\$ 6,604					\$ 6,604	
AVANT	Replace water heater	\$ 43,356	\$ 43,356					
TOTAL		\$ 468,161	\$ 211,745	\$ 217,229	\$ 13,500	\$ 19,083	\$ 6,604	
KATIE WRIGHT	Paint walls or replace coverings as needed	\$ 117,828	\$ 117,828					
KATIE WRIGHT	Replace/Upgrade Fire Alarm System	\$ 97,559	\$ 97,559					1
KATIE WRIGHT	Replace/Refill Playground Fall Surface	\$ 13,500		\$ 13,500				1
KATIE WRIGHT	Repair/replace exhaust system	\$ 21,380				\$ 21,380		
KATIE WRIGHT	Repair/replace make up air unit	\$ 69,873		\$ 69,873				
KATIE WRIGHT	Replace Building automation System	\$ 93,000		\$ 93,000				
KATIE WRIGHT	Replace water heater	\$ 31,803		\$ 31,803				
KATIE WRIGHT	Repair/replace small roof top heating/ac units	\$ 15,839				\$ 15,839		
TOTAL		\$ 460,782	\$ 215,387	\$ 208,176		\$ 37,219		
MASON CLARK	Repair exhaust/make up air unit system	\$ 69,271	\$ 69,271					

MASON CLARK	Replace/Upgrade Fire Alarm System	\$ 131,705	\$ 131,705					1
MASON CLARK	Replace Building automation system	\$ 84,603		\$ 84,603				
MASON CLARK	Replace/repair building heating system	\$ 130,409			\$ 130,409			
MASON CLARK	Repair/replace roof covering	\$ 489,543				\$ 489,543		
TOTAL		\$ 905,531	\$ 200,976	\$ 84,603	\$ 130,409	\$ 489,543		
YOUNG	Paint walls or replace coverings	\$ 105,939			\$ 105,939			
YOUNG	Replace domestic water pump	\$ 68,998	\$ 68,998					
YOUNG	Replace/repair roof as needed	\$ 705,000		\$ 285,000	\$ 210,000		\$ 210,000	1
YOUNG	Building Renovations for K-8 use	\$ 3,000,000	\$ 3,000,000					1
YOUNG	Replace Building Automation System	\$ 110,000	\$ 110,000					
YOUNG	Replace/Upgrade Fire Alarm System	\$ 97,559				\$ 97,559		1
TOTAL		\$ 4,087,496	\$ 3,178,998	\$ 285,000	\$ 315,939	\$ 97,559	\$ 210,000	
LINCOLN	Repair exhaust/make up air unit system	\$ 44,256			\$ 44,256			
LINCOLN	Replace/Upgrade Fire Alarm System	\$ 97,559	\$ 97,559					1
LINCOLN	Replace building automation system	\$ 186,000	\$ 186,000					
LINCOLN	Replace water heater	\$ 19,541				\$ 19,541		
LINCOLN	Replace/repair heating system	\$ 93,916			\$ 93,916			
LINCOLN	Repair/replace roof covering	\$ 710,000	\$ 160,000		\$ 180,000	\$ 160,000	\$ 210,000	
LINCOLN	Replace HVAC rooftop units	\$ 251,493		\$ 251,493				
LINCOLN	Repair/replace ERVs	\$ 299,938		\$ 299,938				
TOTAL		\$ 1,702,703	\$ 443,559	\$ 551,431	\$ 318,172	\$ 160,000	\$ 229,541	

ESLSH	Replace drinking fountains/coolers as needed.	\$ 14,811	\$ 14,811					
ESLSH	Repair/Replace building exhaust system	\$ 72,204	\$ 72,204					
ESLSH	Upgrade building automation system	\$ 67,988				\$ 67,988		
ESLSH	Replace central air handling unit for HVAC system	\$ 382,475			\$ 382,475			
ESLSH	Upgrade electrical wiring system	\$ 55,710	\$ 55,710					
ESLSH	Repair/Replace HVAC System for Cafeteria	\$ 67,805	\$ 67,805					
ESLSH	Replace stadium wall heaters and hvac system	\$ 22,716	\$ 22,716					
ESLSH	Plumbing and renovation of stadium restrooms	\$ 32,500	\$ 32,500					
ESLSH	Replace Stadium roofing as needed	\$ 15,773		\$ 15,773				
ESLSH	Paint and upgrade wall coverings as needed	\$ 182,932				\$ 182,932		
Total		\$ 914,913	\$ 265,745	\$ 15,773	\$ 382,475	\$ 250,920	-	
GRAND TOTALS:		\$ 13,403,678	\$ 4,743,126	\$ 2,631,881	\$ 2,913,534	\$ 1,875,525	\$ 1,239,611	

Priority 1	Health/Life, Safety and other essential O&M	\$ 4,851,381	\$ 3,459,382	\$ 409,557	\$ 452,764	\$ 222,118	\$ 307,559	
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V. Summary of Four Operating Funds (Ed. O&M, Trans, and Working Cash)



SUMMARY OF OPERATING FUNDS

Four Operating Funds Projection (ED, O&M, TRANS, WC)

School District 189 developed several financial five-year plan scenarios to ensure that we were considering complete programming needs balanced with fiscal responsibility. The following charts represent the most responsible Five-Year Financial Plan based on the Strategic Plan, including the priority 1 cost of \$4.7m. In order to support needed new programming for our students, there will be a decrease in the fund balance from FY21 to FY26, ending with a fund balance of \$31 million. We will retain a fund balance of 3.6 months expenditures at the end of FY26 (see page 56)..

Scenario 6 Priority 1 total cost \$4.7m

OPERATING FUNDS (ED, O&M, TRANS, WC) FIVE YEAR FINANCIAL PROJECTIONS

		Cost of New FTE's (Salary & Benefits)							
		FY21	FY22	FY23	FY24	FY25	FY26	Total	
1	Language Support (FACE Ctr)	\$0	\$45,720	\$47,092	\$48,504	\$49,959	\$51,458	\$242,734	Strat Plan Priority 1
1	Turnaround Specialist	\$110,000	\$113,300	\$116,699	\$120,200	\$123,806	\$127,520	\$711,525	
3	Tech (3 Integration Specialist)	\$189,000	\$194,670	\$200,510	\$206,525	\$212,721	\$219,103	\$1,222,529	
1	Teacher (CTE - Coop)	\$65,000	\$66,950	\$68,959	\$71,027	\$73,158	\$75,353	\$420,447	
2	Special Educ. Teacher	\$130,000	\$133,900	\$137,917	\$142,055	\$146,316	\$150,706	\$840,893	
1	ELL - Para	\$40,000	\$41,200	\$42,436	\$43,709	\$45,020	\$46,371	\$258,736	
1	Teacher Aide/Intervention (was SIG)	\$61,000	\$62,830	\$64,715	\$66,656	\$68,656	\$70,716	\$394,573	
1	Psychologist (District Intervention)	\$91,000	\$93,730	\$96,542	\$99,438	\$102,421	\$105,494	\$588,625	
11	Total	\$686,000	\$752,300	\$774,869	\$798,115	\$822,059	\$846,720	\$4,680,063	
Impact on plan									
		Cost of New Initiatives (no Salaries)							
		FY21	FY22	FY23	FY24	FY25	FY26	Total	
	Increase to 300 (Purchase Services)		\$187,781	\$187,781	\$187,781	\$187,781	\$187,781	\$938,907	Strat Plan Priority 1
	Increase to 400 (Supplies & Materials)		\$107,709	\$107,709	\$107,709	\$107,709	\$107,709	\$538,547	Strat Plan Priority 1
	Increase to 500 (Capital Outlay)		\$459,382	\$409,559	\$452,764	\$222,118	\$307,559	\$1,851,382	
	Increase to 500 (Capital Outlay)		\$3,000,000					\$3,000,000	Strat Plan Priority 1
	Total	\$0	\$3,754,873	\$705,050	\$748,255	\$517,609	\$603,050	\$6,328,835	
Total Cost New Sal/Ben and Other Initiatives		\$686,000	\$4,507,173	\$1,479,919	\$1,546,370	\$1,339,667	\$1,449,770	\$11,008,898	

Summary of Financial Plan Assumptions Operating Funds (Ed, O&M, Trans, WC)

REVENUE			FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
	LOCAL FUNDS	Tax Levies	Assume 1% EAV - Tax rate remains the same	Assume 1% EAV - Tax rate \$10.83	Assume 1% EAV - Tax rate \$10.83	Assume 1% EAV - Tax rate \$10.8	Assume 1% EAV - Tax rate \$10.83	Assume 1% EAV - Tax rate \$10.83
		EAV	Increase by \$158k	Increase by \$23k	Increase by \$23k	Increase by \$23k	Increase by \$23k	Increase by \$23k
		CPPRT	Decrease \$530k	Increase \$78k	Increase \$280k	Increase \$283k	Increase \$285k	Increase \$288k
			Conservative Assumptions due to uncertainty of economy and property taxes					
		Other Local Revenue	Decrease \$1.6m	Increase \$12k	Increase \$21k	Increase \$24k	Increase \$37k	Increase \$45k
			Accumulated tuition charged to surrounding districts was paid and recognized in FY20. Anticipated decrease \$1M. Tax increment financing revenue anticipated decrease \$280k, and; Vocational joint agreement charges are separated this year and are no longer being charged to the District. Revenues and expenditures will both decrease \$400k.					
	STATE FUNDS	EBF	Essentially Flat					
		Tier funding flat for all 5 years	Down slightly (\$806)	Increase \$269k	Increase \$269k	Increase \$269k	Increase \$269k	Increase \$269k
		Pupil Transportation	Decrease \$137k	Flat FY22	Increase \$1m	Relatively Flat	Relatively Flat	Relatively Flat
		Other State Funds	Increase \$2.2m	Decreased \$1m	Flat	Flat	Flat	Flat
			This is carryover for grants - Spending will be flat (FY23-FY26).					
	FEDERAL FUNDS		Increase \$11m	Decrease \$8.1m	Flat	Flat	Flat	Flat
			The majority is CARES Act funding of \$6.12m					
			The remaining is due to Federal Carry forward grants					
	TOTAL FUNDS		Increase \$8m (CARES Act and Carry forward grants)	Decrease \$8.7m (CARES Act and Carry forward grants)	Increase \$1.7m (\$1m gang transportation; \$270 EBF; \$400k local)	Increase \$499k	Increase \$500k	Increase \$565k

Summary of Financial Plan Assumptions Operating Funds (Ed, O&M, Trans, WC)

EXPENDITURES			FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
	SALARIES		Assumed 3% increase	Assumed 3% increase	Assumed 3% increase	Assumed 3% increase	Assumed 3% increase	Assumed 3% increase
			Increase 10 positions	Increase 1 position (Second Languages) at \$46,000	Decrease 48 positions	Decrease 4 positions	Decrease 4 positions	Decrease 4 positions
	BENEFITS	Health Benefits	Increase 6.5%	Increase 6.5%	Increase 6.5%	Increase 6.5%	Increase 7.5%	Increase 7.5%
	PURCHASE SERVICES			Decrease expenses for limited contractual services FY22-FY26; Also, assumed Add'l 2% CPI increase FY22-FY26	Decrease Expenses for limited contractual services FY22-FY26; Also, assumed Add'l 2% CPI increase FY22-FY26	Decrease expenses for limited contractual services FY22-FY26; Also, assumed Add'l 2% CPI increase FY22-FY26	Decrease expenses for limited contractual services FY22-FY26; Also, assumed Add'l 2% CPI increase FY22-FY26	Decrease expenses for limited contractual services FY22-FY26; Also, assumed Add'l 2% CPI increase FY22-FY26
	SUPPLIES			Decreased 39% due to CARES Act funding	Assume 2% CPI Increase	Assume 2% CPI Increase	Assume 2% CPI Increase	Assume 2% CPI Increase
			Increase \$3.9m (Cares Act and Carry forward)	Decreased \$3.7m (Cares Act and Carry forward)				
	OTHER EXPENSES		Increase \$481k Sped Tuitions					
CAPITAL OUTLAY		Assumed Add'l \$858k annually FY22-FY26		Assumed Add'l \$858k annually FY22-FY26	Decreased 48%	Increase 10%	Decreased 33%	Decreased 44%
OTHER FUNDING SOURCES				Trans to Capital from Ops \$4.4m	Trans to Capital from Ops \$2.2m	Trans to Capital from Ops \$2.3m	Trans to Capital from Ops \$900k	Trans to Capital from Ops \$690k

Educational | O & M | Transportation | Working Cash

East St Louis SD 189 | Five Year Financial Projections - 9-14-20

Historical Summary

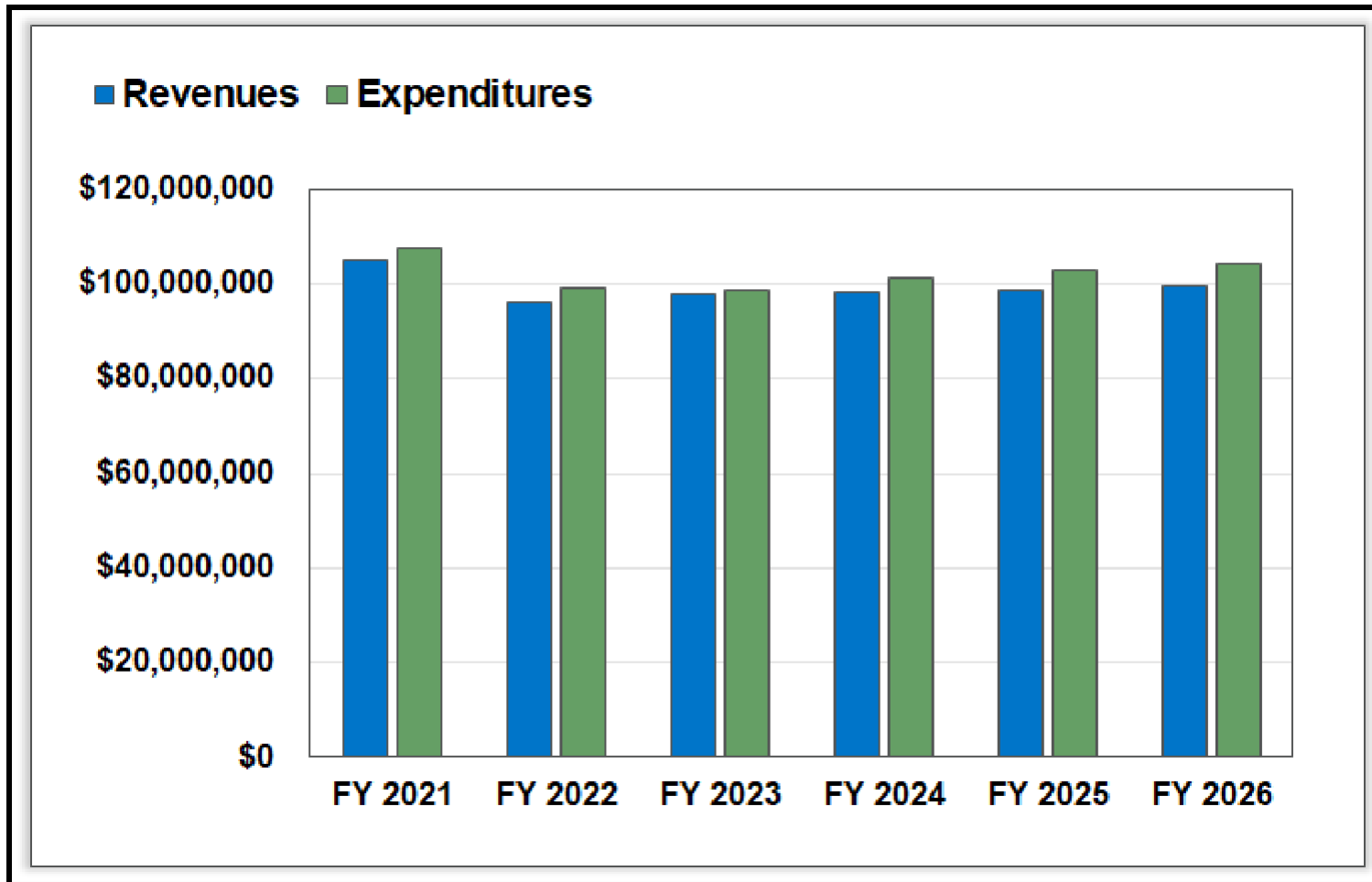
	AFR FY 2016	AFR FY 2017	% Δ	AFR FY 2018	% Δ	AFR FY 2019	% Δ	UNAUDITED FY 2020	% Δ	BUDGET FY 2021	% Δ
REVENUE											
Local	\$5,936,948	\$6,939,424	16.89%	\$6,498,632	-6.35%	\$7,472,413	14.98%	\$8,736,479	16.92%	\$5,739,000	-34.31%
State	\$54,858,677	\$55,379,621	0.95%	\$62,099,501	12.13%	\$63,819,406	2.77%	\$64,582,141	1.20%	\$69,165,233	7.10%
Federal	\$25,159,065	\$23,250,066	-7.59%	\$17,308,989	-25.55%	\$20,096,367	16.10%	\$19,099,058	-4.96%	\$30,058,596	57.38%
Other	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUE	\$85,954,690	\$85,569,111	-0.45%	\$85,907,122	0.40%	\$91,388,186	6.38%	\$92,417,677	1.13%	\$104,962,829	13.57%
EXPENDITURES											
Salary and Benefit Costs	\$56,158,206	\$54,139,665	-3.59%	\$53,495,320	-1.19%	\$55,086,918	2.98%	\$58,307,522	5.85%	\$65,662,422	12.61%
Other	\$28,086,026	\$29,215,686	4.02%	\$26,779,291	-8.34%	\$32,630,436	21.85%	\$30,419,626	-6.78%	\$41,891,042	37.71%
TOTAL EXPENDITURES	\$84,244,232	\$83,355,351	-1.06%	\$80,274,611	-3.70%	\$87,717,354	9.27%	\$88,727,148	1.15%	\$107,553,464	21.22%
SURPLUS / DEFICIT	\$1,710,458	\$2,213,760		\$5,632,511		\$3,670,832		\$3,690,529		(\$2,590,635)	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	\$0	\$0		\$0		\$0		\$0		\$0	
Other Financing Uses	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL OTHER FIN. SOURCES / USES	\$0	\$0		\$0		\$0		\$0		\$0	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	\$1,710,458	\$2,213,760		\$5,632,511		\$3,670,832		\$3,690,529		(\$2,590,635)	
BEGINNING FUND BALANCE	\$38,195,405	\$41,764,125		\$43,977,885		\$49,610,396		\$53,281,228		\$56,971,757	
AUDIT ADJUSTMENTS TO FUND BALANCE	\$1,858,262	\$0		\$0		\$0		\$0		\$0	
YEAR END BALANCE	\$41,764,125	\$43,977,885		\$49,610,396		\$53,281,228		\$56,971,757		\$54,381,122	
FUND BALANCE TO REVENUE RATIO	48.59%	51.39%		57.75%		58.30%		61.65%		51.81%	
FUND BALANCE AS # OF MONTHS OF EXPEND.	5.95	6.33		7.42		7.29		7.71		6.07	

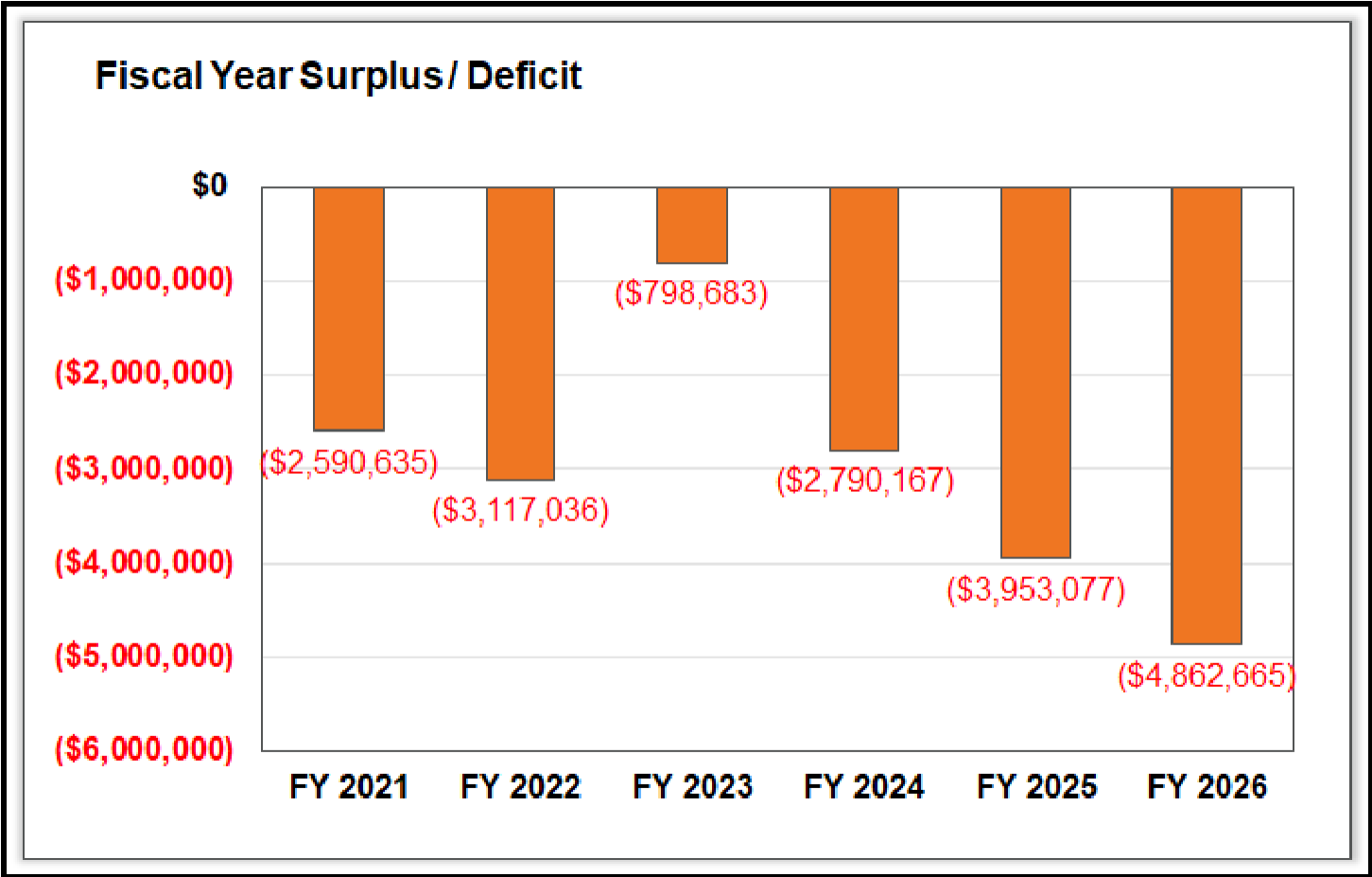
Deficit Spending by \$4.9 million in FY26

Educational O & M Transportation Working Cash												
East St Louis SD 189 Five Year Financial Projections - 9-14-20												
Projection Summary												
	BUDGET	PROJECTED			PROJECTED			PROJECTED			PROJECTED	
	FY 2021	FY 2022	% Δ	FY 2023	% Δ	FY 2024	% Δ	FY 2025	% Δ	FY 2026	% Δ	
REVENUE												
Local	\$5,739,000	\$5,852,349	1.98%	\$6,226,425	6.39%	\$6,456,305	3.69%	\$6,751,849	4.58%	\$7,007,631	3.79%	
State	\$69,165,233	\$68,434,534	-1.06%	\$69,703,877	1.85%	\$69,973,262	0.39%	\$70,242,686	0.39%	\$70,512,153	0.38%	
Federal	\$30,058,596	\$21,939,292	-27.01%	\$21,939,292	0.00%	\$21,939,292	0.00%	\$21,939,292	0.00%	\$21,939,292	0.00%	
Other	\$0	\$0		\$0		\$0		\$0		\$0		
TOTAL REVENUE	\$104,962,829	\$96,226,175	-8.32%	\$97,869,594	1.71%	\$98,368,859	0.51%	\$98,933,827	0.57%	\$99,459,076	0.53%	
EXPENDITURES												
Salary and Benefit Costs	\$65,662,422	\$66,610,666	1.44%	\$65,541,061	-1.61%	\$67,433,222	2.89%	\$69,475,254	3.03%	\$71,596,829	3.05%	
Other	\$41,891,042	\$32,732,544	-21.86%	\$33,127,215	1.21%	\$33,725,804	1.81%	\$33,411,650	-0.93%	\$32,724,912	-2.06%	
TOTAL EXPENDITURES	\$107,553,464	\$99,343,211	-7.63%	\$98,668,276	-0.68%	\$101,159,026	2.52%	\$102,886,904	1.71%	\$104,321,741	1.39%	
SURPLUS / DEFICIT	(\$2,590,635)	(\$3,117,036)		(\$798,683)		(\$2,790,167)		(\$3,953,077)		(\$4,862,665)		
OTHER FINANCING SOURCES / USES												
Other Financing Sources	\$0	\$2,757,589		\$0		\$0		\$0		\$0		
Other Financing Uses	\$0	(\$4,457,589)		(\$2,215,000)		(\$2,290,000)		(\$900,000)		(\$690,000)		
TOTAL OTHER FIN. SOURCES / USES	\$0	(\$1,700,000)		(\$2,215,000)		(\$2,290,000)		(\$900,000)		(\$690,000)		
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	(\$2,590,635)	(\$4,817,036)		(\$3,013,683)		(\$5,080,167)		(\$4,853,077)		(\$5,552,665)		
BEGINNING FUND BALANCE	\$56,971,757	\$54,381,122		\$49,564,086		\$46,550,404		\$41,470,237		\$36,617,160		
AUDIT ADJUSTMENTS TO FUND BALANCE	\$0	\$0		\$0		\$0		\$0		\$0		
PROJECTED YEAR END BALANCE	\$54,381,122	\$49,564,086		\$46,550,404		\$41,470,237		\$36,617,160		\$31,064,495		
FUND BALANCE TO REVENUE RATIO	51.81%	51.51%		47.56%		42.16%		37.01%		31.23%		
FUND BALANCE AS # OF MONTHS OF EXPEND.	6.07	5.99		5.66		4.92		4.27		3.57		

The District's Fund Balance Policy stipulates that our major operating funds maintain a 15-20% fund balance compared to expenditures in order to meet unexpected future obligations. This projection reflects at least 20% fund balance for all five years.

Projected Revenues Versus Expenditures





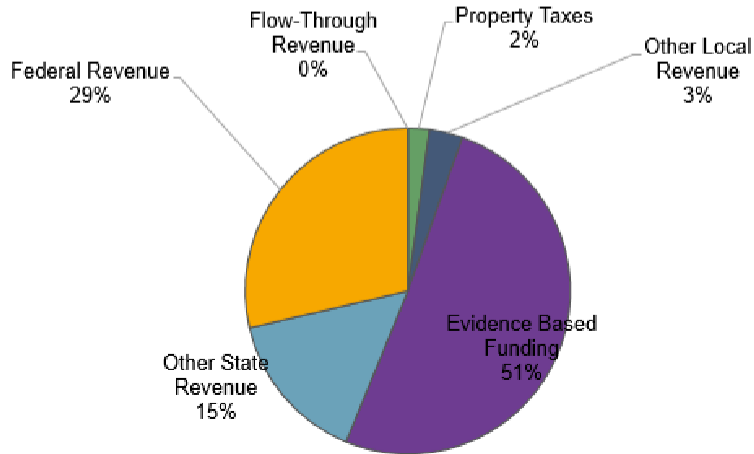
Educational | O & M | Transportation | Working Cash

East St Louis SD 189 | Five Year Financial Projections - 9-14-20

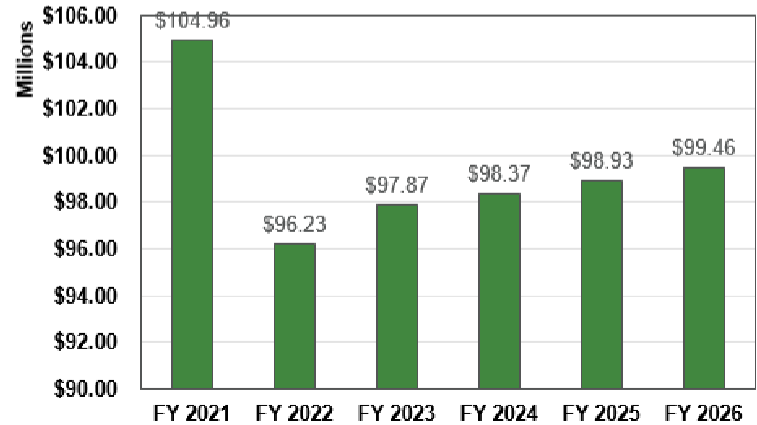
Revenue Analysis

	BUDGET FY 2021	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ
LOCAL											
Property Taxes	\$2,239,000	\$2,261,549	1.01%	\$2,284,165	1.00%	\$2,307,007	1.00%	\$2,330,076	1.00%	\$2,353,379	1.00%
Other Local Revenue	\$3,500,000	\$3,590,800	2.59%	\$3,942,260	9.79%	\$4,149,298	5.25%	\$4,421,773	6.57%	\$4,654,252	5.26%
TOTAL LOCAL REVENUE	\$5,739,000	\$5,852,349	1.98%	\$6,226,425	6.39%	\$6,456,305	3.69%	\$6,751,849	4.58%	\$7,007,631	3.79%
STATE											
Evidence Based Funding	\$53,255,000	\$53,524,301	0.51%	\$53,793,644	0.50%	\$54,063,029	0.50%	\$54,332,453	0.50%	\$54,601,920	0.50%
Other State Revenue	\$15,910,233	\$14,910,233	-6.29%	\$15,910,233	6.71%	\$15,910,233	0.00%	\$15,910,233	0.00%	\$15,910,233	0.00%
TOTAL STATE REVENUE	\$69,165,233	\$68,434,534	-1.06%	\$69,703,877	1.85%	\$69,973,262	0.39%	\$70,242,686	0.39%	\$70,512,153	0.38%
TOTAL FEDERAL REVENUE	\$30,058,596	\$21,939,292	-27.01%	\$21,939,292	0.00%	\$21,939,292	0.00%	\$21,939,292	0.00%	\$21,939,292	0.00%
FLOW-THROUGH REVENUE	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUE	\$104,962,829	\$96,226,175	-8.32%	\$97,869,594	1.71%	\$98,368,859	0.51%	\$98,933,827	0.57%	\$99,459,076	0.53%

Budgeted Revenue Allocation by Source



Revenue Projection



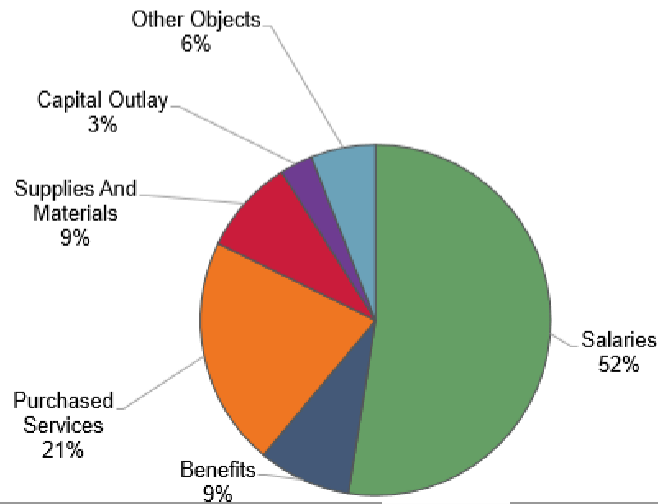
Educational | O & M | Transportation | Working Cash

East St Louis SD 189 | Five Year Financial Projections - 9-14-20

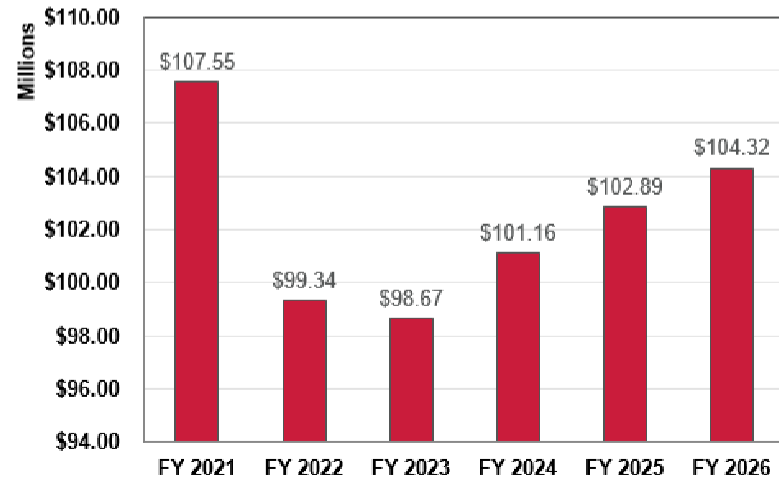
Expenditure Analysis

	BUDGET FY 2021	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ
Salaries	\$56,435,566	\$57,019,909	1.04%	\$55,898,113	-1.97%	\$57,236,813	2.39%	\$58,646,917	2.46%	\$60,093,714	2.47%
Benefits	\$9,226,856	\$9,590,758	3.94%	\$9,642,948	0.54%	\$10,196,409	5.74%	\$10,828,337	6.20%	\$11,503,114	6.23%
TOTAL SALARIES & BENEFITS	\$65,662,422	\$66,610,666	1.44%	\$65,541,061	-1.61%	\$67,433,222	2.89%	\$69,475,254	3.03%	\$71,596,829	3.05%
Purchased Services	\$22,754,732	\$19,626,016	-13.75%	\$19,885,774	1.32%	\$20,252,727	1.85%	\$20,577,020	1.60%	\$20,408,798	-0.82%
Supplies And Materials	\$9,457,635	\$5,986,788	-36.70%	\$6,171,523	3.09%	\$6,359,954	3.05%	\$6,452,153	1.45%	\$6,348,196	-1.61%
Capital Outlay	\$3,247,502	\$1,688,568	-48.00%	\$1,638,745	-2.95%	\$1,681,950	2.64%	\$1,451,304	-13.71%	\$1,536,745	5.89%
Other Objects	\$6,431,173	\$5,431,173	-15.55%	\$5,431,173	0.00%	\$5,431,173	0.00%	\$4,931,173	-9.21%	\$4,431,173	-10.14%
TOTAL ALL OTHER	\$41,891,042	\$32,732,544	-21.86%	\$33,127,215	1.21%	\$33,725,804	1.81%	\$33,411,650	-0.93%	\$32,724,912	-2.06%
TOTAL EXPENDITURES	\$107,553,464	\$99,343,211	-7.63%	\$98,668,276	-0.68%	\$101,159,026	2.52%	\$102,886,904	1.71%	\$104,321,741	1.39%

Budgeted Expenditure Allocation by Object



Expenditure Projection



Education Fund Projection Discussion:

The Education Fund directly impacts student achievement. It is funded through local property taxes, earning on investments, other local sources (fees, etc.), General State Aid (GSA)/Evidenced Based Funding (EBF), state categorical aid, and federal aid. The Education Fund accounts for educational staff salaries, benefits, supplies and materials, capital for educational programs, purchased services, tuition for special programs, and other items.

The Education Fund balance will be spent down to 4 months of reserve by the end of FY26. The trend shows that expenditures are higher than revenues mainly due to new K-8 campus initiative and capital outlay for building maintenance and improvements.

Educational Fund											
East St Louis SD 189 Five Year Financial Projections - 9-14-20											
Historical Summary											
	AFR	AFR		AFR		AFR		UNAUDITED		BUDGET	
	FY 2016	FY 2017	% Δ	FY 2018	% Δ	FY 2019	% Δ	FY 2020	% Δ	FY 2021	% Δ
REVENUE											
Local	\$4,818,972	\$6,034,651	25.23%	\$5,803,010	-3.84%	\$6,800,113	17.18%	\$8,153,084	19.90%	\$5,128,000	-37.10%
State	\$43,802,949	\$44,251,433	1.02%	\$52,694,565	19.08%	\$50,632,848	-3.91%	\$51,411,620	1.54%	\$57,212,233	11.28%
Federal	\$24,910,984	\$22,917,801	-8.00%	\$17,308,989	-24.47%	\$20,096,367	16.10%	\$18,849,698	-6.20%	\$28,666,596	52.08%
Other	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUE	\$73,532,905	\$73,203,885	-0.45%	\$75,806,564	3.56%	\$77,529,328	2.27%	\$78,414,402	1.14%	\$91,006,829	16.06%
EXPENDITURES											
Salary and Benefit Costs	\$52,343,422	\$50,479,445	-3.56%	\$49,791,374	-1.36%	\$51,494,620	3.42%	\$54,616,213	6.06%	\$61,717,697	13.00%
Other	\$19,637,386	\$21,656,748	10.28%	\$18,477,258	-14.68%	\$23,162,740	25.36%	\$22,835,943	-1.41%	\$31,858,624	39.51%
TOTAL EXPENDITURES	\$71,980,808	\$72,136,193	0.22%	\$68,268,632	-5.36%	\$74,657,360	9.36%	\$77,452,156	3.74%	\$93,576,321	20.82%
SURPLUS / DEFICIT	\$1,552,097	\$1,067,692		\$7,537,932		\$2,871,968		\$962,246		(\$2,569,492)	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	\$0	\$0		\$0		\$0		\$0		\$0	
Other Financing Uses	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL OTHER FIN. SOURCES / USES	\$0	\$0		\$0		\$0		\$0		\$0	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	\$1,552,097	\$1,067,692		\$7,537,932		\$2,871,968		\$962,246		(\$2,569,492)	
BEGINNING FUND BALANCE	\$34,255,314	\$37,617,374		\$38,685,066		\$46,222,998		\$49,094,966		\$50,057,212	
AUDIT ADJUSTMENTS TO FUND BALANCE	\$1,809,963	\$0		\$0		\$0		\$0		\$0	
YEAR END BALANCE	\$37,617,374	\$38,685,066		\$46,222,998		\$49,094,966		\$50,057,212		\$47,487,720	
FUND BALANCE TO REVENUE RATIO	51.16%	52.85%		60.97%		63.32%		63.84%		52.18%	
FUND BALANCE AS # OF MONTHS OF EXPEND.	6.27	6.44		8.12		7.89		7.76		6.09	

Educational Fund

East St Louis SD 189 | Five Year Financial Projections - 9-14-20

Projections Summary

	BUDGET FY 2021	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ
REVENUE											
Local	\$5,128,000	\$5,235,563	2.10%	\$5,803,471	7.03%	\$5,827,121	3.99%	\$6,116,374	4.96%	\$6,365,800	4.08%
State	\$57,212,233	\$56,434,197	-1.36%	\$56,656,203	0.39%	\$56,878,251	0.39%	\$57,100,339	0.39%	\$57,322,469	0.39%
Federal	\$28,666,596	\$21,369,292	-25.46%	\$21,369,292	0.00%	\$21,369,292	0.00%	\$21,369,292	0.00%	\$21,369,292	0.00%
Other	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUE	\$91,006,829	\$83,039,052	-8.76%	\$83,628,966	0.71%	\$84,074,664	0.53%	\$84,586,005	0.61%	\$85,057,561	0.56%
EXPENDITURES											
Salary and Benefit Costs	\$61,717,697	\$62,582,857	1.40%	\$61,405,007	-1.88%	\$63,145,363	2.83%	\$65,025,855	2.98%	\$66,978,902	3.00%
Other	\$31,858,624	\$21,979,837	-31.01%	\$22,253,656	1.25%	\$22,634,951	1.71%	\$22,523,873	-0.49%	\$21,920,573	-2.68%
TOTAL EXPENDITURES	\$93,576,321	\$84,562,694	-9.63%	\$83,658,662	-1.07%	\$85,780,314	2.54%	\$87,549,728	2.06%	\$88,899,474	1.54%
SURPLUS / DEFICIT	(\$2,569,492)	(\$1,523,642)		(\$29,696)		(\$1,705,649)		(\$2,963,723)		(\$3,841,913)	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	\$0	\$0		\$0		\$0		\$0		\$0	
Other Financing Uses	\$0	(\$1,700,000)		(\$2,215,000)		(\$2,290,000)		(\$900,000)		(\$690,000)	
TOTAL OTHER FIN. SOURCES / USES	\$0	(\$1,700,000)		(\$2,215,000)		(\$2,290,000)		(\$900,000)		(\$690,000)	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	(\$2,569,492)	(\$3,223,642)		(\$2,244,696)		(\$3,995,649)		(\$3,863,723)		(\$4,531,913)	
BEGINNING FUND BALANCE	\$50,057,212	\$47,487,720		\$44,264,078		\$42,019,381		\$38,023,732		\$34,160,009	
AUDIT ADJUSTMENTS TO FUND BALANCE	\$0	\$0		\$0		\$0		\$0		\$0	
PROJECTED YEAR END BALANCE	\$47,487,720	\$44,264,078		\$42,019,381		\$38,023,732		\$34,160,009		\$29,628,096	
FUND BALANCE TO REVENUE RATIO	52.18%	53.31%		50.25%		45.23%		40.38%		34.83%	
FUND BALANCE AS # OF MONTHS OF EXPEND.	6.09	6.28		6.03		5.32		4.68		4.00	

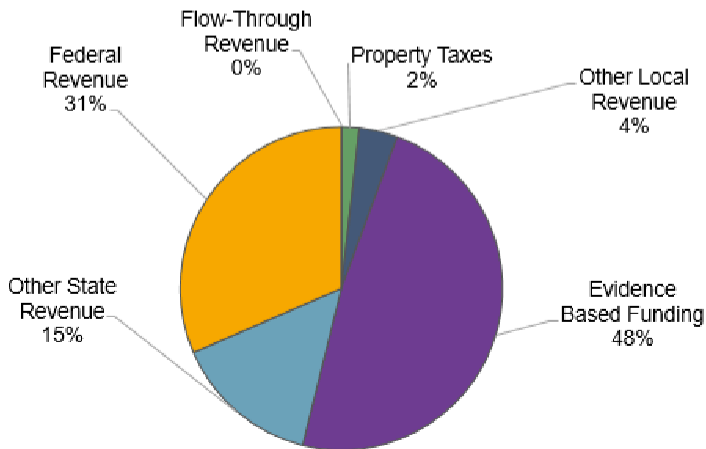
Educational Fund

East St Louis SD 189 | Five Year Financial Projections - 9-14-20

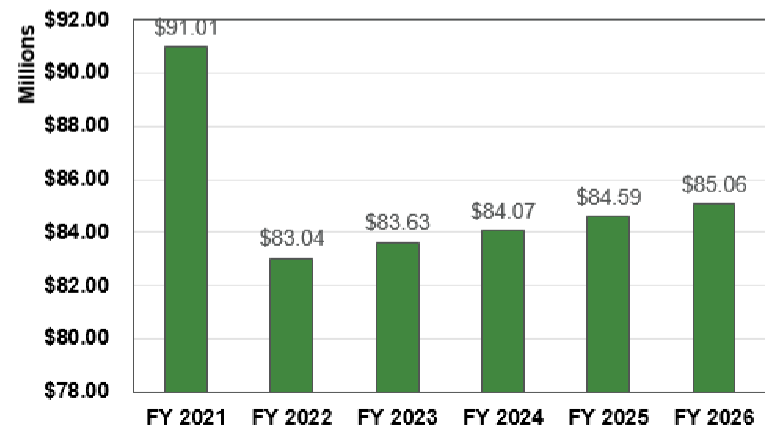
Revenue Analysis

	BUDGET	PROJECTED		PROJECTED		PROJECTED		PROJECTED		PROJECTED	
	FY 2021	FY 2022	% Δ	FY 2023	% Δ	FY 2024	% Δ	FY 2025	% Δ	FY 2026	% Δ
LOCAL											
Property Taxes	\$1,628,000	\$1,644,763	1.03%	\$1,661,211	1.00%	\$1,677,823	1.00%	\$1,694,601	1.00%	\$1,711,548	1.00%
Other Local Revenue	\$3,500,000	\$3,590,800	2.59%	\$3,942,260	9.79%	\$4,149,298	5.25%	\$4,421,773	6.57%	\$4,654,252	5.26%
TOTAL LOCAL REVENUE	\$5,128,000	\$5,235,563	2.10%	\$5,603,471	7.03%	\$5,827,121	3.99%	\$6,116,374	4.96%	\$6,365,800	4.08%
Evidence Based Funding	\$43,894,000	\$44,115,964	0.51%	\$44,337,970	0.50%	\$44,560,018	0.50%	\$44,782,106	0.50%	\$45,004,236	0.50%
Other State Revenue	\$13,318,233	\$12,318,233	-7.51%	\$12,318,233	0.00%	\$12,318,233	0.00%	\$12,318,233	0.00%	\$12,318,233	0.00%
TOTAL STATE REVENUE	\$57,212,233	\$56,434,197	-1.36%	\$56,656,203	0.39%	\$56,878,251	0.39%	\$57,100,339	0.39%	\$57,322,469	0.39%
TOTAL FEDERAL REVENUE	\$28,666,596	\$21,369,292	-25.46%	\$21,369,292	0.00%	\$21,369,292	0.00%	\$21,369,292	0.00%	\$21,369,292	0.00%
FLOW-THROUGH REVENUE	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUE	\$91,006,829	\$83,039,052	-8.76%	\$83,628,966	0.71%	\$84,074,664	0.53%	\$84,586,005	0.61%	\$85,057,561	0.56%

Budgeted Revenue Allocation by Source



Revenue Projection



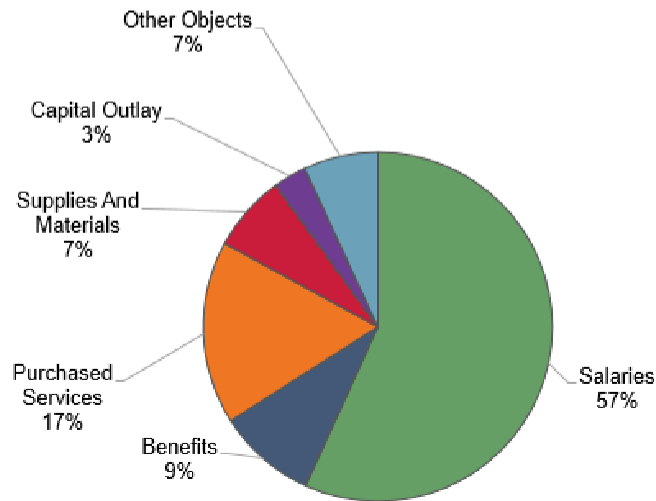
Educational Fund

East St Louis SD 189 | Five Year Financial Projections - 9-14-20

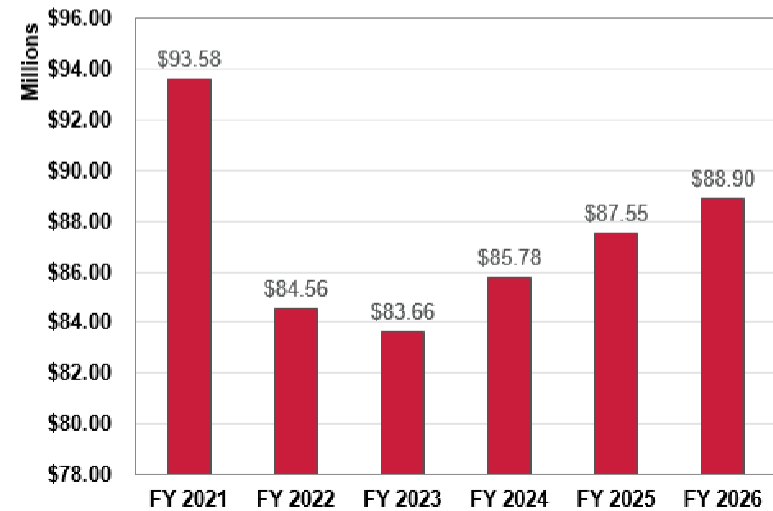
Expenditure Analysis

	BUDGET FY 2021	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ
Salaries	\$53,146,566	\$53,677,239	1.00%	\$52,455,163	-2.28%	\$53,685,410	2.35%	\$54,983,645	2.42%	\$56,315,049	2.42%
Benefits	\$8,571,131	\$8,905,618	3.90%	\$8,949,844	0.50%	\$9,459,952	5.70%	\$10,042,210	6.15%	\$10,663,853	6.19%
TOTAL SALARIES & BENEFITS	\$61,717,697	\$62,582,857	1.40%	\$61,405,007	-1.88%	\$63,145,363	2.83%	\$65,025,855	2.98%	\$66,978,902	3.00%
Purchased Services	\$15,893,742	\$12,310,117	-22.55%	\$12,456,319	1.19%	\$12,707,445	2.02%	\$12,963,594	2.02%	\$12,724,866	-1.84%
Supplies And Materials	\$6,657,692	\$3,380,846	-49.22%	\$3,508,463	3.77%	\$3,638,632	3.71%	\$3,771,405	3.65%	\$3,906,833	3.59%
Capital Outlay	\$2,876,017	\$857,701	-70.18%	\$857,701	0.00%	\$857,701	0.00%	\$857,701	0.00%	\$857,701	0.00%
Other Objects	\$6,431,173	\$5,431,173	-15.55%	\$5,431,173	0.00%	\$5,431,173	0.00%	\$4,931,173	-9.21%	\$4,431,173	-10.14%
TOTAL ALL OTHER	\$31,858,624	\$21,979,837	-31.01%	\$22,263,656	1.25%	\$22,634,951	1.71%	\$22,523,873	-0.49%	\$21,920,573	-2.68%
TOTAL EXPENDITURES	\$93,576,321	\$84,562,694	-9.63%	\$83,658,662	-1.07%	\$85,780,314	2.54%	\$87,549,728	2.06%	\$88,899,474	1.54%

Budgeted Expenditure Allocation by Object



Expenditure Projection



OPERATIONS & MAINTENANCE FUND PROJECTION

The O&M Fund is utilized for the maintenance and improvements of School District 189 facilities. Salaries and benefits of maintenance employees, supplies and materials for facilities, capital outlay for improvements, and purchased services are all expenditures included in the annual O&M budget.

O&M expenditures have outpaced its revenue. The charts and graphs below illustrate that this is mainly due to planned renovations and roof replacements that will cause deficit O&M spending for the next few years.

Operations and Maintenance Fund											
East St Louis SD 189 Five Year Financial Projections - 9-14-20											
Historical Summary											
	AFR	AFR	% Δ	AFR	% Δ	AFR	% Δ	UNAUDITED	% Δ	BUDGET	% Δ
	FY 2016	FY 2017		FY 2018		FY 2019		FY 2020		FY 2021	
REVENUE											
Local	\$908,973	\$691,229	-23.95%	\$481,989	-30.27%	\$454,572	-5.69%	\$394,168	-13.29%	\$407,000	3.26%
State	\$6,809,999	\$7,000,000	2.79%	\$5,000,000	-28.57%	\$7,948,802	58.98%	\$7,860,145	-1.12%	\$7,296,000	-7.18%
Federal	\$0	\$0		\$0		\$0		\$0		\$822,000	
Other	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUE	\$7,718,972	\$7,691,229	-0.36%	\$5,481,989	-28.72%	\$8,403,374	53.29%	\$8,254,313	-1.77%	\$8,525,000	3.28%
EXPENDITURES											
Salary and Benefit Costs	\$3,114,293	\$3,067,633	-1.50%	\$3,108,338	1.33%	\$2,902,493	-6.62%	\$2,977,709	2.59%	\$3,181,405	6.84%
Other	\$4,455,603	\$3,603,396	-19.13%	\$4,052,307	12.46%	\$4,918,754	21.38%	\$4,202,059	-14.57%	\$5,314,108	26.46%
TOTAL EXPENDITURES	\$7,569,896	\$6,671,029	-11.87%	\$7,160,645	7.34%	\$7,821,247	9.23%	\$7,179,767	-8.20%	\$8,495,513	18.33%
SURPLUS / DEFICIT	\$149,076	\$1,020,200		(\$1,678,656)		\$582,127		\$1,074,546		\$29,487	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	\$0	\$0		\$0		\$0		\$0		\$0	
Other Financing Uses	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL OTHER FIN. SOURCES / USES	\$0	\$0		\$0		\$0		\$0		\$0	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	\$149,076	\$1,020,200		(\$1,678,656)		\$582,127		\$1,074,546		\$29,487	
BEGINNING FUND BALANCE	\$1,779,424	\$1,969,728		\$2,989,928		\$1,311,272		\$1,893,399		\$2,967,945	
AUDIT ADJUSTMENTS TO FUND BALANCE	\$41,228	\$0		\$0		\$0		\$0		\$0	
YEAR END BALANCE	\$1,969,728	\$2,989,928		\$1,311,272		\$1,893,399		\$2,967,945		\$2,997,432	
FUND BALANCE TO REVENUE RATIO	25.52%	38.87%		23.92%		22.53%		35.96%		35.16%	
FUND BALANCE AS # OF MONTHS OF EXPEND.	3.12	5.38		2.20		2.91		4.96		4.23	

Operations and Maintenance Fund

East St Louis SD 189 | Five Year Financial Projections - 9-14-20

Projection Summary

	BUDGET FY 2021	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ
REVENUE											
Local	\$407,000	\$411,191	1.03%	\$415,303	1.00%	\$419,456	1.00%	\$423,650	1.00%	\$427,887	1.00%
State	\$7,296,000	\$7,332,895	0.51%	\$7,369,789	0.50%	\$7,406,684	0.50%	\$7,443,578	0.50%	\$7,480,473	0.50%
Federal	\$822,000	\$0	-100.00%	\$0		\$0		\$0		\$0	
Other	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUE	\$8,525,000	\$7,744,086	-9.16%	\$7,785,092	0.53%	\$7,826,140	0.53%	\$7,867,228	0.53%	\$7,908,360	0.52%
EXPENDITURES											
Salary and Benefit Costs	\$3,181,405	\$3,241,286	1.88%	\$3,326,323	2.62%	\$3,451,954	3.78%	\$3,586,342	3.89%	\$3,726,803	3.92%
Other	\$5,314,108	\$4,942,121	-7.00%	\$4,948,851	0.14%	\$5,049,740	2.04%	\$4,727,931	-6.37%	\$4,523,387	-4.33%
TOTAL EXPENDITURES	\$8,495,513	\$8,183,407	-3.67%	\$8,275,174	1.12%	\$8,501,694	2.74%	\$8,314,273	-2.20%	\$8,250,190	-0.77%
SURPLUS / DEFICIT	\$29,487	(\$439,322)		(\$490,082)		(\$675,554)		(\$447,045)		(\$341,830)	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	\$0	\$0		\$0		\$0		\$0		\$0	
Other Financing Uses	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL OTHER FIN. SOURCES / USES	\$0	\$0		\$0		\$0		\$0		\$0	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	\$29,487	(\$439,322)		(\$490,082)		(\$675,554)		(\$447,045)		(\$341,830)	
BEGINNING FUND BALANCE	\$2,967,945	\$2,997,432		\$2,558,110		\$2,068,028		\$1,392,473		\$945,428	
AUDIT ADJUSTMENTS TO FUND BALANCE	\$0	\$0		\$0		\$0		\$0		\$0	
PROJECTED YEAR END BALANCE	\$2,997,432	\$2,558,110		\$2,068,028		\$1,392,473		\$945,428		\$603,598	
FUND BALANCE TO REVENUE RATIO	35.16%	33.03%		26.56%		17.79%		12.02%		7.63%	
FUND BALANCE AS # OF MONTHS OF EXPEND.	4.23	3.75		3.00		1.97		1.36		0.88	

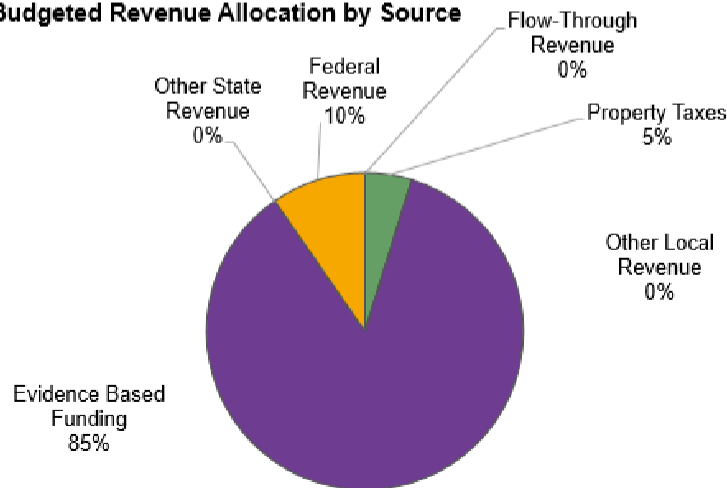
Operations and Maintenance Fund

East St Louis SD 189 | Five Year Financial Projections - 9-14-20

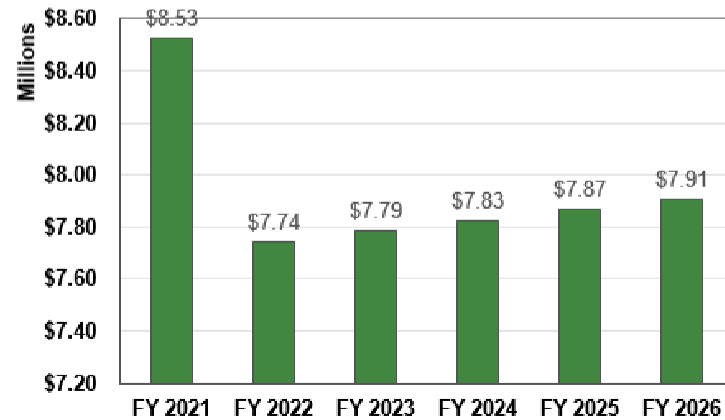
Revenue Analysis

	BUDGET FY 2021	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ
LOCAL											
Property Taxes	\$407,000	\$411,191	1.03%	\$415,303	1.00%	\$419,456	1.00%	\$423,650	1.00%	\$427,887	1.00%
Other Local Revenue	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL LOCAL REVENUE	\$407,000	\$411,191	1.03%	\$415,303	1.00%	\$419,456	1.00%	\$423,650	1.00%	\$427,887	1.00%
STATE											
Evidence Based Funding	\$7,296,000	\$7,332,895	0.51%	\$7,369,789	0.50%	\$7,406,684	0.50%	\$7,443,578	0.50%	\$7,480,473	0.50%
Other State Revenue	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL STATE REVENUE	\$7,296,000	\$7,332,895	0.51%	\$7,369,789	0.50%	\$7,406,684	0.50%	\$7,443,578	0.50%	\$7,480,473	0.50%
TOTAL FEDERAL REVENUE	\$822,000	\$0	-100.00%	\$0		\$0		\$0		\$0	
FLOW-THROUGH REVENUE	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUE	\$8,525,000	\$7,744,086	-9.16%	\$7,785,092	0.53%	\$7,826,140	0.53%	\$7,867,228	0.53%	\$7,908,360	0.52%

Budgeted Revenue Allocation by Source



Revenue Projection



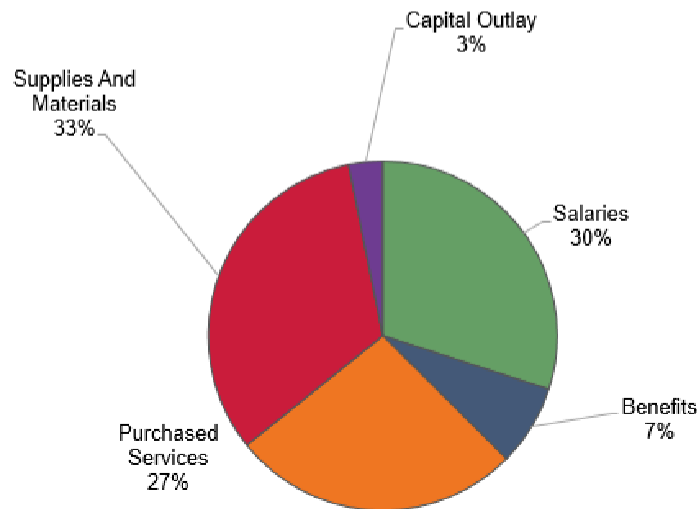
Operations and Maintenance Fund

East St Louis SD 189 | Five Year Financial Projections - 9-14-20

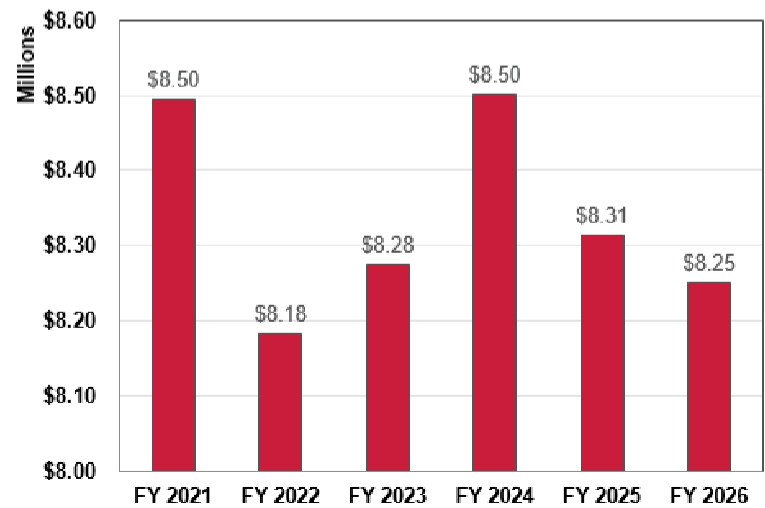
Expenditure Analysis

	BUDGET FY 2021	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ
Salaries	\$2,545,970	\$2,577,349	1.23%	\$2,654,670	3.00%	\$2,738,292	3.15%	\$2,824,548	3.15%	\$2,913,521	3.15%
Benefits	\$635,435	\$663,937	4.49%	\$671,654	1.16%	\$713,662	6.25%	\$761,794	6.74%	\$813,282	6.76%
TOTAL SALARIES & BENEFITS	\$3,181,405	\$3,241,286	1.88%	\$3,326,323	2.62%	\$3,451,954	3.78%	\$3,586,342	3.89%	\$3,726,803	3.92%
Purchased Services	\$2,274,908	\$1,638,095	-27.99%	\$1,638,095	0.00%	\$1,638,095	0.00%	\$1,588,095	-3.05%	\$1,538,095	-3.15%
Supplies And Materials	\$2,772,200	\$2,577,644	-7.02%	\$2,634,197	2.19%	\$2,691,881	2.19%	\$2,650,718	-1.53%	\$2,410,733	-9.05%
Capital Outlay	\$267,000	\$726,382	172.05%	\$676,559	-6.86%	\$719,764	6.39%	\$489,118	-32.04%	\$574,559	17.47%
TOTAL ALL OTHER	\$5,314,108	\$4,942,121	-7.00%	\$4,948,851	0.14%	\$5,049,740	2.04%	\$4,727,931	-6.37%	\$4,523,387	-4.33%
TOTAL EXPENDITURES	\$8,495,513	\$8,183,407	-3.67%	\$8,275,174	1.12%	\$8,501,694	2.74%	\$8,314,273	-2.20%	\$8,250,190	-0.77%

Budgeted Expenditure Allocation by Object



Expenditure Projection



TRANSPORTATION FUND PROJECTION

School District 189 currently transports 49% of our students. This is projected to increase by 27% (25 additional routes), allowing for the transport of students who are in gang-ridden areas. Mandatory transportation is provided for students with special needs and students who must walk through dangerous roadways or hazardous conditions. The approved Illinois Street Gang Terrorism Omnibus Prevention Act (740 ILCS 147/10) application will require an annual increase in expenses of approximately \$1,200,000. The Transportation Fund is projected to spend slightly higher than revenue due to expected reimbursements of less than 100% from the State.

Transportation Fund											
East St Louis SD 189 Five Year Financial Projections - 9-14-20											
Historical Summary											
	AFR FY 2016	AFR FY 2017	% Δ	AFR FY 2018	% Δ	AFR FY 2019	% Δ	UNAUDITED FY 2020	% Δ	BUDGET FY 2021	% Δ
REVENUE											
Local	\$167,204	\$170,837	2.17%	\$170,908	0.04%	\$174,257	1.96%	\$151,379	-13.13%	\$163,000	7.68%
State	\$4,245,729	\$4,128,188	-2.77%	\$4,404,936	6.70%	\$5,237,756	18.91%	\$5,310,376	1.39%	\$4,657,000	-12.30%
Federal	\$248,081	\$332,265	33.93%	\$0	-100.00%	\$0		\$249,360		\$570,000	128.59%
Other	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUE	\$4,661,014	\$4,631,290	-0.64%	\$4,575,844	-1.20%	\$5,412,013	18.27%	\$5,711,115	5.53%	\$5,390,000	-5.62%
EXPENDITURES											
Salary and Benefit Costs	\$700,491	\$592,587	-15.40%	\$595,608	0.51%	\$689,805	15.82%	\$713,600	3.45%	\$763,320	6.97%
Other	\$3,993,037	\$3,955,542	-0.94%	\$4,249,726	7.44%	\$4,548,942	7.04%	\$3,381,625	-25.66%	\$4,718,310	39.53%
TOTAL EXPENDITURES	\$4,693,528	\$4,548,129	-3.10%	\$4,845,334	6.53%	\$5,238,747	8.12%	\$4,095,225	-21.83%	\$5,481,630	33.85%
SURPLUS / DEFICIT	(\$32,514)	\$83,161		(\$269,490)		\$173,266		\$1,615,890		(\$91,630)	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	\$0	\$0		\$0		\$0		\$0		\$0	
Other Financing Uses	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL OTHER FIN. SOURCES / USES	\$0	\$0		\$0		\$0		\$0		\$0	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	(\$32,514)	\$83,161		(\$269,490)		\$173,266		\$1,615,890		(\$91,630)	
BEGINNING FUND BALANCE	\$1,873,364	\$1,847,921		\$1,931,082		\$1,661,592		\$1,834,858		\$3,450,748	
AUDIT ADJUSTMENTS TO FUND BALANCE	\$7,071	\$0		\$0		\$0		\$0		\$0	
YEAR END BALANCE	\$1,847,921	\$1,931,082		\$1,661,592		\$1,834,858		\$3,450,748		\$3,359,118	
FUND BALANCE TO REVENUE RATIO	39.65%	41.70%		36.31%		33.90%		60.42%		62.32%	
FUND BALANCE AS # OF MONTHS OF EXPEND.	4.72	5.10		4.12		4.20		10.11		7.35	

Transportation Fund

East St Louis SD 189 | Five Year Financial Projections - 9-14-20

Projection Summary

	BUDGET	PROJECTED		PROJECTED		PROJECTED		PROJECTED		PROJECTED	
	FY 2021	FY 2022	% Δ	FY 2023	% Δ	FY 2024	% Δ	FY 2025	% Δ	FY 2026	% Δ
REVENUE											
Local	\$163,000	\$164,476	0.91%	\$166,121	1.00%	\$167,782	1.00%	\$169,460	1.00%	\$171,155	1.00%
State	\$4,657,000	\$4,667,442	0.22%	\$5,677,885	21.65%	\$5,688,327	0.18%	\$5,698,769	0.18%	\$5,709,212	0.18%
Federal	\$570,000	\$570,000	0.00%	\$570,000	0.00%	\$570,000	0.00%	\$570,000	0.00%	\$570,000	0.00%
Other	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUE	\$5,390,000	\$5,401,918	0.22%	\$6,414,006	18.74%	\$6,426,109	0.19%	\$6,438,229	0.19%	\$6,450,367	0.19%
EXPENDITURES											
Salary and Benefit Costs	\$763,320	\$786,523	3.04%	\$809,731	2.95%	\$835,905	3.23%	\$863,058	3.25%	\$891,124	3.25%
Other	\$4,718,310	\$5,810,587	23.15%	\$5,924,709	1.96%	\$6,041,113	1.96%	\$6,159,846	1.97%	\$6,280,953	1.97%
TOTAL EXPENDITURES	\$5,481,630	\$6,597,109	20.35%	\$6,734,440	2.08%	\$6,877,018	2.12%	\$7,022,903	2.12%	\$7,172,077	2.12%
SURPLUS / DEFICIT	(\$91,630)	(\$1,195,191)		(\$320,434)		(\$450,909)		(\$584,674)		(\$721,710)	
OTHER FINANCING SOURCES / USES											
Other Financing Sources	\$0	\$0		\$0		\$0		\$0		\$0	
Other Financing Uses	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL OTHER FIN. SOURCES / USES	\$0	\$0		\$0		\$0		\$0		\$0	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	(\$91,630)	(\$1,195,191)		(\$320,434)		(\$450,909)		(\$584,674)		(\$721,710)	
BEGINNING FUND BALANCE	\$3,450,748	\$3,359,118		\$2,163,927		\$1,843,493		\$1,392,584		\$807,910	
AUDIT ADJUSTMENTS TO FUND BALANCE	\$0	\$0		\$0		\$0		\$0		\$0	
PROJECTED YEAR END BALANCE	\$3,359,118	\$2,163,927		\$1,843,493		\$1,392,584		\$807,910		\$86,200	
FUND BALANCE TO REVENUE RATIO	62.32%	40.06%		28.74%		21.67%		12.55%		1.34%	
FUND BALANCE AS # OF MONTHS OF EXPEND.	7.35	3.94		3.28		2.43		1.38		0.14	

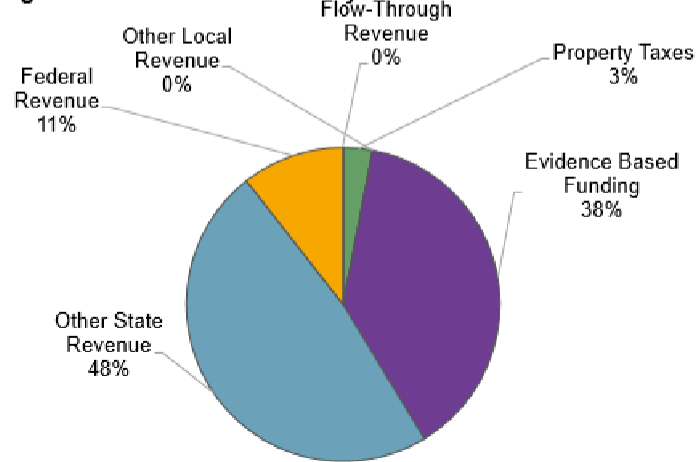
Transportation Fund

East St Louis SD 189 | Five Year Financial Projections - 9-14-20

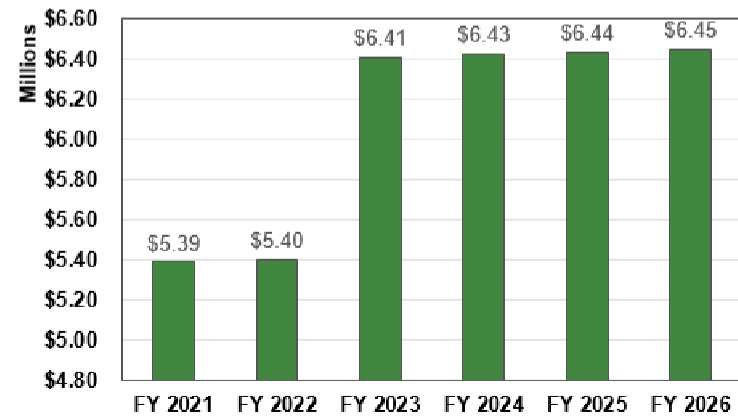
Revenue Analysis

	BUDGET	PROJECTED		PROJECTED		PROJECTED		PROJECTED		PROJECTED	
	FY 2021	FY 2022	% Δ	FY 2023	% Δ	FY 2024	% Δ	FY 2025	% Δ	FY 2026	% Δ
LOCAL											
Property Taxes	\$163,000	\$164,476	0.91%	\$166,121	1.00%	\$167,782	1.00%	\$169,460	1.00%	\$171,155	1.00%
Other Local Revenue	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL LOCAL REVENUE	\$163,000	\$164,476	0.91%	\$166,121	1.00%	\$167,782	1.00%	\$169,460	1.00%	\$171,155	1.00%
STATE											
Evidence Based Funding	\$2,065,000	\$2,075,442	0.51%	\$2,085,885	0.50%	\$2,096,327	0.50%	\$2,106,769	0.50%	\$2,117,212	0.50%
Other State Revenue	\$2,592,000	\$2,592,000	0.00%	\$3,592,000	38.58%	\$3,592,000	0.00%	\$3,592,000	0.00%	\$3,592,000	0.00%
TOTAL STATE REVENUE	\$4,657,000	\$4,667,442	0.22%	\$5,677,885	21.65%	\$5,688,327	0.18%	\$5,698,769	0.18%	\$5,709,212	0.18%
TOTAL FEDERAL REVENUE	\$570,000	\$570,000	0.00%	\$570,000	0.00%	\$570,000	0.00%	\$570,000	0.00%	\$570,000	0.00%
FLOW-THROUGH REVENUE	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUE	\$5,390,000	\$5,401,918	0.22%	\$6,414,066	18.74%	\$6,426,109	0.19%	\$6,438,229	0.19%	\$6,450,367	0.19%

Budgeted Revenue Allocation by Source



Revenue Projection



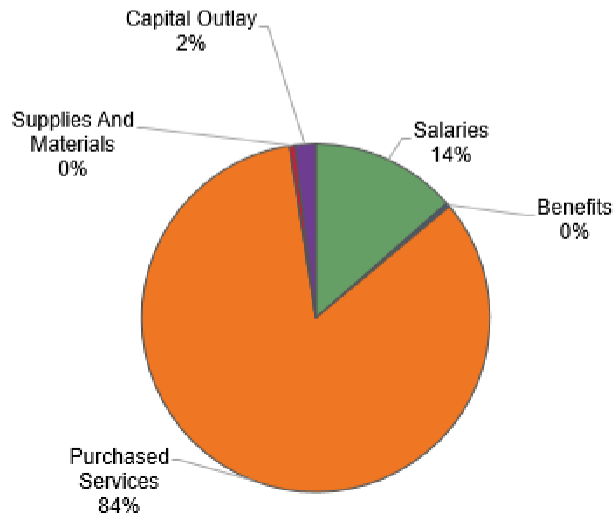
Transportation Fund

East St Louis SD 189 | Five Year Financial Projections - 9-14-20

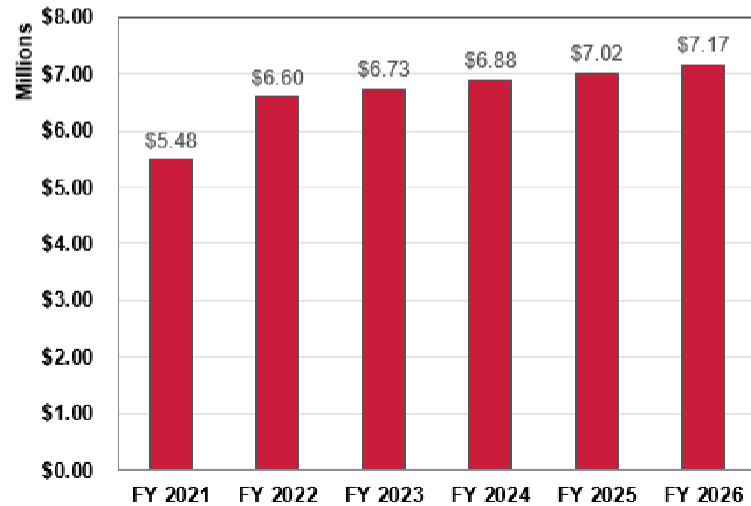
Expenditure Analysis

	BUDGET FY 2021	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ
Salaries	\$743,030	\$765,321	3.00%	\$788,281	3.00%	\$813,111	3.15%	\$838,724	3.15%	\$865,144	3.15%
Benefits	\$20,290	\$21,202	4.49%	\$21,451	1.17%	\$22,794	6.26%	\$24,333	6.75%	\$25,980	6.77%
TOTAL SALARIES & BENEFITS	\$763,320	\$786,523	3.04%	\$809,731	2.95%	\$835,905	3.23%	\$863,058	3.25%	\$891,124	3.25%
Purchased Services	\$4,586,082	\$5,677,804	23.81%	\$5,791,360	2.00%	\$5,907,187	2.00%	\$6,025,331	2.00%	\$6,145,837	2.00%
Supplies And Materials	\$27,743	\$28,298	2.00%	\$28,864	2.00%	\$29,441	2.00%	\$30,030	2.00%	\$30,631	2.00%
Capital Outlay	\$104,485	\$104,485	0.00%	\$104,485	0.00%	\$104,485	0.00%	\$104,485	0.00%	\$104,485	0.00%
TOTAL ALL OTHER	\$4,718,310	\$5,810,587	23.15%	\$5,924,709	1.96%	\$6,041,113	1.96%	\$6,159,846	1.97%	\$6,280,953	1.97%
TOTAL EXPENDITURES	\$5,481,630	\$6,597,109	20.35%	\$6,734,440	2.08%	\$6,877,018	2.12%	\$7,022,903	2.12%	\$7,172,077	2.12%

Budgeted Expenditure Allocation by Object



Expenditure Projection



WORKING CASH FUND PROJECTION

Working Cash Fund

East St Louis SD 189 | Five Year Financial Projections - 9-14-20

Historical Summary

	AFR FY 2016	AFR FY 2017	% Δ	AFR FY 2018	% Δ	AFR FY 2019	% Δ	UNAUDITED FY 2020	% Δ	BUDGET FY 2021	% Δ
REVENUE											
Local	\$41,799	\$42,707	2.17%	\$42,725	0.04%	\$43,471	1.75%	\$37,848	-12.94%	\$41,000	8.33%
State	\$0	\$0		\$0		\$0		\$0		\$0	
Federal	\$0	\$0		\$0		\$0		\$0		\$0	
Other	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUE	\$41,799	\$42,707	2.17%	\$42,725	0.04%	\$43,471	1.75%	\$37,848	-12.94%	\$41,000	8.33%
OTHER FINANCING SOURCES / USES											
Other Financing Sources	\$0	\$0		\$0		\$0		\$0		\$0	
Other Financing Uses	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL OTHER FIN. SOURCES / USES	\$0	\$0		\$0		\$0		\$0		\$0	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	\$41,799	\$42,707		\$42,725		\$43,471		\$37,848		\$41,000	
BEGINNING FUND BALANCE	\$287,303	\$329,102		\$371,809		\$414,534		\$458,005		\$495,853	
AUDIT ADJUSTMENTS TO FUND BALANCE	\$0	\$0		\$0		\$0		\$0		\$0	
YEAR END BALANCE	\$329,102	\$371,809		\$414,534		\$458,005		\$495,853		\$536,853	

Working Cash Fund

East St Louis SD 189 | Five Year Financial Projections - 9-14-20

Projection Summary

	BUDGET	PROJECTED		PROJECTED		PROJECTED		PROJECTED		PROJECTED	
	FY 2021	FY 2022	% Δ	FY 2023	% Δ	FY 2024	% Δ	FY 2025	% Δ	FY 2026	% Δ
REVENUE											
Local	\$41,000	\$41,119	0.29%	\$41,530	1.00%	\$41,946	1.00%	\$42,365	1.00%	\$42,789	1.00%
State	\$0	\$0		\$0		\$0		\$0		\$0	
Federal	\$0	\$0		\$0		\$0		\$0		\$0	
Other	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUE	\$41,000	\$41,119	0.29%	\$41,530	1.00%	\$41,946	1.00%	\$42,365	1.00%	\$42,789	1.00%
OTHER FINANCING SOURCES / USES											
Other Financing Sources	\$0	\$2,757,589		\$0		\$0		\$0		\$0	
Other Financing Uses	\$0	(\$2,757,589)		\$0		\$0		\$0		\$0	
TOTAL OTHER FIN. SOURCES / USES	\$0	\$0		\$0		\$0		\$0		\$0	
SURPLUS / DEFICIT INCL. OTHER FIN. SOURCES	\$41,000	\$41,119		\$41,530		\$41,946		\$42,365		\$42,789	
BEGINNING FUND BALANCE	\$495,853	\$536,853		\$577,972		\$619,502		\$661,448		\$703,813	
AUDIT ADJUSTMENTS TO FUND BALANCE											
PROJECTED YEAR END BALANCE	\$536,853	\$577,972		\$619,502		\$661,448		\$703,813		\$746,602	

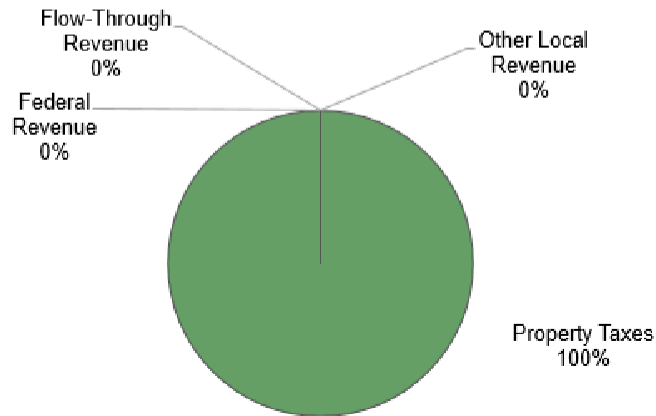
Working Cash Fund

East St Louis SD 189 | Five Year Financial Projections - 9-14-20

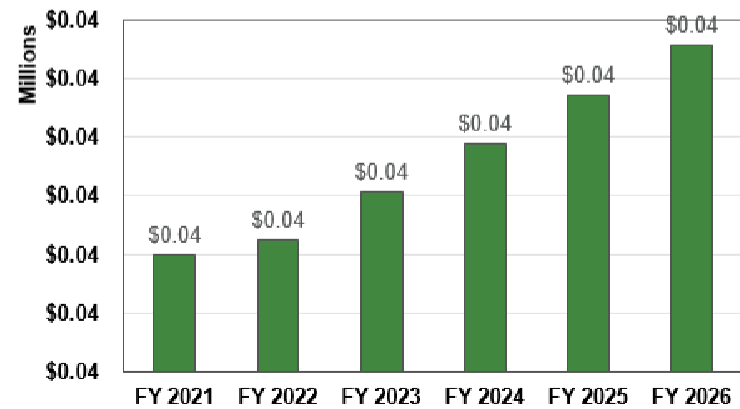
Revenue Analysis

	BUDGET FY 2021	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ	PROJECTED FY 2025	% Δ	PROJECTED FY 2026	% Δ
LOCAL											
Property Taxes	\$41,000	\$41,119	0.29%	\$41,530	1.00%	\$41,946	1.00%	\$42,365	1.00%	\$42,789	1.00%
Other Local Revenue	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL LOCAL REVENUE	\$41,000	\$41,119	0.29%	\$41,530	1.00%	\$41,946	1.00%	\$42,365	1.00%	\$42,789	1.00%
STATE											
TOTAL STATE REVENUE	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL FEDERAL REVENUE	\$0	\$0		\$0		\$0		\$0		\$0	
FLOW-THROUGH REVENUE	\$0	\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUE	\$41,000	\$41,119	0.29%	\$41,530	1.00%	\$41,946	1.00%	\$42,365	1.00%	\$42,789	1.00%

Budgeted Revenue Allocation by Source



Revenue Projection



VI. Use of District Intervention Grant



USE OF DISTRICT INTERVENTION GRANTS

- The School District will receive \$6.05 million in intervention funds. The first \$3.2m will be used to pay the Alternate Bond Series 2001-2008 (a total of 4 bonds). The other \$2.85m has been used (FY2019-2023) to cover the funding gap for Instructional Facilitators, Intervention Teachers, Pupil Support, Librarian Teacher, and Guidance Counselors. In the future, these funds will be used to cover basic O&M costs.
- School District 189 has staffing deficiencies based on the EBF Statute formula used to determine adequacy.

Type of Support	EBF Statute	SD189 Actual	Filled in 2020	Gaps After 2020
Instructional Facilitator	27.5	4	4	19.5
Intervention Teacher: All Types	57.5	22	17	24.5
Pupil Support: All Types	46.4	9	24	13.4
Librarian Teacher	11.3	9	1	1.3
Guidance Counselors	17	8	3	6
Total Positions	160	52	49	65
TOTAL STAFF NEED:		\$7,674,464	\$3,000,000	\$4,674,464

Historic Intervention Fund Request District 189:

Total Funds Awarded	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	Total
SD 189	\$9,000,000	\$3,000,000	\$8,201,250	\$5,400,000	No DIF Funds	\$3,196,800	\$3,196,800	\$6,050,000	\$38,041,350

- Since 2013 the District has been awarded an average of \$5.2 million annually in intervention funds.
- The average gap in funds needed annually for high quality District programming and staffing is approximately \$18 million.

Benefits students...	<ul style="list-style-type: none"> • Retain quality teachers in hard to staff areas • Support student social emotional learning needs • Train and coach teachers for successful classroom practices and instruction • Provide specialized training for ELL and special education teachers and staff • Acquire academic intervention programs and resources • Provide instructional coaching/consulting • Support data visualizations, monitoring, and analysis • Respond to strategic planning
Specifically...	<ul style="list-style-type: none"> • Teacher and leader mentoring & coaching • Homeless and truancy support, social emotional learning interventions (Ripple Effects), SEL Content Specialists, Americorp BAGS program, Family and Engagement Center, trauma informed trained schools • Job-embedded coaching • RISE training, ELL training • Specific curriculum training • Blueprint Math Fellows, Literacy Island, Exact Path and other intervention programs

	<ul style="list-style-type: none"> • Additional instructional & SEL staff for specialization purposes • DOMO data system, Data Management Specialist • Cognition (AdvancED) training for administrative staff
<p>Our plans for future new money added to the formula...</p>	<ul style="list-style-type: none"> • Expand Teacher Residency Program • Create a program to develop secondary math teachers • Extend social emotional programs to all buildings and develop Trauma Responsive Schools • Reinstate Instructional Facilitators • Send ELL staff to state sponsored training • Special education curriculum writing • Offer Exact Path to secondary students • Support MTSS coordination and consultation for the school district • Provide training on the use of DOMO to building leaders • Provide professional development time for modification, evaluation and updates to actions in the strategic plan

VII. CONCLUSION



GRANTS AND OTHER REVENUE SOURCES

As District operating revenue is highly dependent on state and federal funding, it is imperative that we continue to aggressively pursue competitive grants to launch critical initiatives outlined in the new Five-Year Strategic Plan. East St. Louis School District 189 has a strong, successful history in securing competitively-awarded federal, state and private grants, with over \$42m in competitive grants earned between 2012-2017 alone. We currently have approximately \$31.2m in total grants in FY21. We rely on competitive grants to fund current and future program initiatives; however, these grant funds are not guaranteed in future years. Strategic Plan priorities 2 and 3 are crucial to student success. Therefore, we will seek additional grant funds to advance these curriculum, safety and social emotional initiatives. The Superintendents in St. Clair County will also seek a county-wide tax to benefit school capital expenses. If successful, this will result in an additional revenue source for future years.

SUSTAINABILITY

We will purposefully spend down our current fund balance to complete the goals outlined in the Strategic Plan and close the achievement gap between our students and students throughout the state. Some of the initiatives outlined in the Strategic Plan require start-up costs but can be sustained with little costs in subsequent years. For example, capital expenses for the K-8 school initiative are made in one year only; new professional development initiatives can be sustained by utilizing in-house district trainers; and new curriculum resources require only replacement expenses in the following years. The K-8 Academy expansion in FY22 is a high priority because it only has short-term capital needs, yet once established, will increase stability in student enrollment and student achievement. This will lead to a positive impact on revenue in subsequent years.

When funding is not available to carry out critical initiatives of the Strategic Plan, the District will pursue additional funding through grants. The Strategic Plan will also be monitored to determine whether or not budget changes are necessary. During these budget adjustments, priority will be given to initiatives that have the most positive impact on student achievement. Some activities may be postponed and launched another year once funding is secured. Annually, a cost-benefit analysis will be conducted to determine which initiatives are producing the greatest positive impact on student achievement.

School District 189 will have reductions in force among administration, teachers and support staff to balance the budget in future years and may consider salary freezes in the future. Administration will also delay new curriculum adoptions and/or eliminate programs such as evening school, AVID programming, etc, to balance the budget beyond FY22 if grants or alternative funding sources are not secured. Administration will carefully consider where these cuts will be made, using updated data to drive decisions. Detailed examples include:

Cuts beginning in FY22:

- By cutting 75 staff (including administrators, teachers, EBF academic and SEL staff, and security staff), the District will save approximately \$19m/over five years.
- By cutting all intervention programs, such as Advancement Via Individual Determination (AVID study skills and college prep), evening school, Innovative Learning Opportunities Program (alternate graduation program), SWIC Running Start (dual credit and associate's degree), as well as college and career readiness programs, the School District will save about \$770,000/year.
- By eliminating all new textbook adoptions through FY26, the District will save approximately \$1.15m/year.

Potential future cuts:

- By implementing freezes on salaries effective in FY25, the District would save about \$1.9m/year.

We are making tough decisions to balance the budget. We know these programs and staff are critical to the success of students and will have a negative impact on student learning if cut, Therefore, we will pursue alternative funding sources to reinstate these priority expenses so we can continue to close the achievement gap for East St. Louis students.

The following visual depicts our sustainability process. This process is used for on-going evaluation of The Five-Year Financial Plan. Timely modifications are made to ensure adequate funds are available to sustain high quality programming for students as well as appropriate staffing, student support services and operations.



CONCLUSION

We will seek additional funding to fully address the needs identified in audits, needs assessments and planning initiatives such as:

- The annual external Financial Audit;
- The Curriculum Management Audit completed in 2015;
- Fannie Howey's Facilities, Maintenance and Operations Assessment Audit completed in 2015;
- Technology Plan completed in 2018;
- Priority 2 and 3 initiatives outlined in the Five-Year Strategic Plan.

School District 189 is in good financial standing because of prudent financial decisions such as school closings, severe personnel reductions, restructuring bonds and other cost saving measures since ISBE intervention in 2011. The District's Five-Year Strategic Plan and corresponding Financial Plan outline the necessary programmatic and personnel priorities to benefit all students while being fiscally responsible. We will continue to exercise fiduciary restraint and only fund initiatives necessary to meet the academic and social-emotional needs of our students.

EAST ST. LOUIS SCHOOL DISTRICT 189

Strategic Plan

SY2021-22 to SY2025-26



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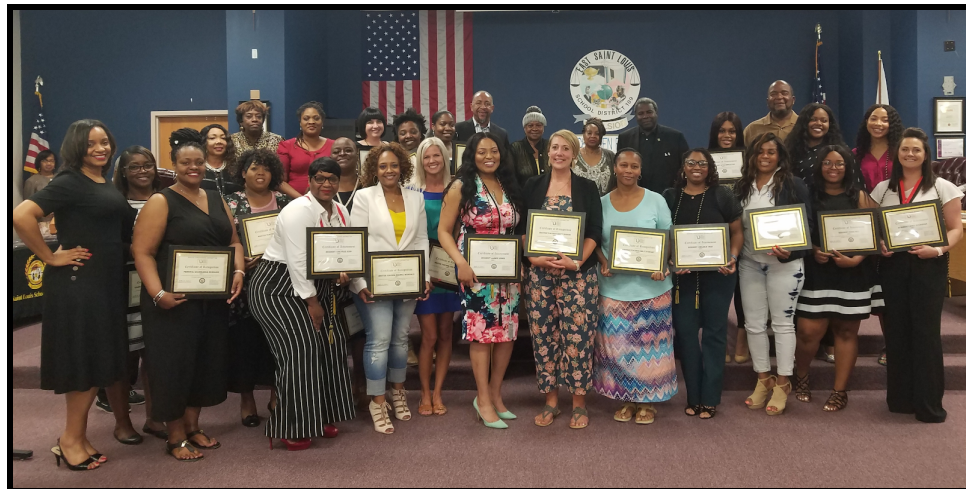


VISION

Students in East St. Louis School District 189 are supported physically, socially, and emotionally in a safe and nurturing environment to achieve academic success that prepares them for college, the workforce, and citizenship in the 21st century.

MISSION

The mission of East St. Louis School District 189 is to cultivate the potential in every student to thrive as a global citizen by inspiring a love of learning and civic engagement, by challenging and supporting every student to achieve academic excellence, and by embracing the full richness of our community.



GUIDING PRINCIPLES

- **EQUITY** - *Equity in education is a careful, multi-faceted approach for allocating resources and targeting supports so that all students can achieve educational success. In practice, it focuses on providing these resources to lower-performing or at-risk sub-groups of students to close any achievement gaps. It also includes creating culturally responsive and inclusive learning environments.*
- **EXCELLENCE** - *Excellence in education is setting high expectations for administrators, teachers, staff and students and creating the conditions necessary for success. Educational excellence is the commitment to rigorous content, productive struggle and perseverance through adversity. Excellence can be witnessed with highly effective teachers advancing an educational process with students deeply engaged in inquiry, intellectual rigor, and reflection.*
- **ACCOUNTABILITY** - *Highly effective schools have transparency and open progress monitoring of student and school performance. Administrators, educators, students and parents all have an active role in education. District and school leaders are accountable to stakeholders in education and accountable for the responsible use of resources.*
- **INNOVATION** - *Innovation in education means facilitating a culture where creative ideas flourish. Innovation may lead to incremental or radical changes in products, processes or services. As a key method within the continuous improvement cycle, innovation means adjusting policies and practices to create strong conditions for student learning success.*



CONTINUOUS IMPROVEMENT PROCESS

The following visual depicts our continuous improvement process. This process is used for on-going evaluation of the effectiveness of the Strategic Plan. Timely modifications are made to respond to the changing needs of students or when data indicates that expected outcomes are not being achieved.



GOALS AND OBJECTIVES

The work in East St. Louis School District 189 is guided by five goals:

- I. **Academic Excellence.** Establish and maintain continuous academic growth toward exceeding grade-level expectations for all students using diverse, culturally responsive, rigorous, and ISBE standards-aligned curricula, instruction, and assessments.
 1. Implement and maintain a multi-year comprehensive plan to provide clear direction for system initiatives, improve system connectivity, and fully align district and campus resources to curricular goals and priorities.
 2. Implement, maintain and revise, as needed, a comprehensive curriculum management system that coordinates all curriculum management functions, with emphasis on all aspects of curriculum development and delivery (i.e. design, development, implementation, monitoring, evaluation, revision, etc.), in order to promote consistency and quality control across all schools, grade levels, and courses of study.
 3. Implement a three-year cyclical comprehensive evaluation plan focusing on data from valid measurement tools indicating effectiveness of student learning, teacher instruction, program implementation, and resource allocations (i.e. financial, physical, program, etc.) as they relate to the achievement of curricular goals.
 4. Implement and monitor rigorous ILS standards-aligned curriculum, programs, and assessments infused throughout teacher planning, instruction, and student performance.
 5. Ensure and measure student growth through district, state, and national assessments with the expectation of students achieving at least one year's growth.
 6. Create and implement a system that monitors curriculum, programs, and resources that are inclusive of and provide equitable access to our diverse populations, including but not limited to MTSS, SPED, ELL, Culturally Responsive, and in accordance to ISBE's 6.6o Curriculum Policy.
 7. Implement and maintain a structure for providing both mandatory and voluntary teacher professional development for the purpose of meeting evolving needs as they relate to continued growth in content, pedagogy, classroom management, and social-emotional competencies to meet the needs of all teachers and their students.

II. Financial Stewardship and Accountability. Preserve our strong financial standing while maintaining stable funding and sound fiscal stewardship to provide appropriate instructional resources and support services, and to operate facilities at maximum efficiency.

1. Continue to maintain "eFinance" software with an immediate focus on the payroll and position control. This will include fully utilizing all reporting models and automating the time & attendance features offered in conjunction with the TimeClock Plus system.
2. Create procedures documentation/manuals for the Finance Department.
3. Create a more efficient Grants Support Department to include improved grant procedures and best practice manuals.
4. Demonstrate fiscal responsibility through thoughtful and consistent oversight of budget development which includes fully implementing a decentralized budgeting process for all schools, departments, programs and services.
5. Evaluate the financial, educational, and administrative impact of additional staffing and duties added in preparation of future budget adjustments.
6. Identify and prioritize maintenance of school facilities based on the Facility Assessment Report from 2015 and current facility needs due to COVID-19, including preventive maintenance programs for Building & Grounds.
7. Assess Board of Education needs for financial reports and develop more meaningful reports to align with their needs.
8. In light of the recent pandemic, reassess the fund balance policy to determine if policy guidelines need to be reconsidered.

III. Safe and Healthy Environment. Foster a positive culture and climate that supports the health and social-emotional well-being of every student.

1. Provide all students access to a comprehensive Pre-K through 12 social and emotional learning curriculum and assessment tools.
2. Establish fully implemented, trauma-informed, culturally responsive schools and district that use social-emotional standards as a basis for reviewing, revising, and implementing policies, procedures, and practices in our district while fully supporting students.
3. Maintain a fully operational Family Engagement Center to support students, parents, and families as well as

provide services, support, and engagement in a centralized location.

4. Ensure all schools promote a clean, healthy, and positive/supportive lifestyle, culture, and climate for all children.
5. Apply the use of Multi-Tiered Systems of Support (MTSS) to guide social-emotional supports and interventions at all schools.
6. Facilitate partnerships directly related to supporting community safety for students and families.

IV. Strategic Partnerships. Engage families, community members and all stakeholders in a collaborative process to create a thriving culture for students.

1. Invite bi-directional communication and interactions with families and the broader community to promote transparency, accountability and listening opportunities.
2. Strengthen alignment and coordination of systems with community partners to ensure all district children are academically and socially ready/on track at multiple developmental stages.
3. Intentionally support parents' and guardians' engagement in their child's academic and social development by building relationships, creating inclusive opportunities, and establishing shared responsibility and expectations.
4. Engage students as decision-makers throughout their educational journey and expand platforms for developing student leadership and empowering student voice.
5. Develop a fully operational method for engaging the faith-based community and civic groups into meaningful participation with student learning or enrichment.
6. Design and implement a multi-year career exploration and advising system for youth along with employer, higher education and stakeholder partners in order to promote college and career readiness.

V. Committed, Highly Effective Staff. Recruit, hire, retain, and develop highly effective personnel to achieve academic excellence and support students' physical and social-emotional health.

1. Expand branding, marketing efforts, social media presence, and proactive recruitment efforts to develop a pipeline for staffing that ensures all positions are filled by the beginning of the school year.
2. Engage all staff in quality high impact professional development to ensure that all staff members are effective and held accountable using a fair, objective evaluation process.
3. Cultivate a positive and productive work environment that attracts, develops and increases the retention of all staff members by providing the support necessary for success in a high poverty, minority, trauma-informed school district.

4. Streamline performance standards aligned with policies and bargaining agreements, enabling the best results through managing employee performance and organizational growth.
5. Design a system that exemplifies a purposeful commitment to recruit and retain highly effective classroom teachers and staff.
6. Develop initiatives and invest in our greatest resource, employee wellness, which includes physical, emotional, social, spiritual, environmental, intellectual, career, and financial health.

PRIORITY FUNDING DEFINITIONS

Throughout this document, initiatives that require new or alternative funding to execute will be noted. Priority initiatives will be expanded first, as funds become available. Below is the description of these priorities.

Priority 1	Fiscally responsible model. District funds. Necessary for basic programming.
Priority 2	Essential model for student academic growth. Will seek alternate funding sources to adopt. Reduced/partial activities or staffing will be added as funds become available.
Priority 3	Optimal model for student success. Will seek alternate funding sources to adopt. Expansion will not occur without securing additional resources.

PROGRESS MONITORING STATUS DEFINITIONS

Complete	Activity is complete and no additional work needs to be done.
On-going	Activity is intended to continue as part of best practice. "Complete" status is not attainable.
In Progress	Activity has started and is moving toward completion or "On-going" status.
Pending	Activity has yet to begin.

GOAL I: Academic Excellence

Establish and maintain continuous academic growth toward exceeding grade-level expectations for all students using diverse, culturally responsive, rigorous, and ISBE standards-aligned curricula, instruction, and assessments.

<p>Objective 1.1: Implement and maintain a multi-year comprehensive plan to provide clear direction for system initiatives, improve system connectivity, and fully align district and campus resources to curricular goals and priorities.</p>	
<p>Impact on Student Achievement Goal: Comprehensive, long-range planning is essential in organizing and focusing district resources to meet student needs. The comprehensive plan allows the board and administration to see all needs of the district in relationship to each other. This allows the planners to prioritize and schedule those initiatives that logically fit together. This type of planning produces the greatest return for the time, energy, and money invested. Through curriculum management planning, a school district can achieve and maintain a quality, aligned curriculum that produces desired results. Visible Learning: Comprehensive instructional program (Effect size .72).</p>	
<p>Critical Initiative 1.1.1: Assist the Board with revisions and/or creation of board policies and/or practices that support the development of a long-range curriculum management plan involving budgetary decisions and student achievement expectations and outcomes.</p>	
<p>Activity 1.1.1a: Maintain Policy Press Plus subscription and introduce changes via the Board's Policy Meeting Agenda and Monthly Board Meeting.</p>	
<p>Launch Date: July 2021</p>	<p>Estimated End Date: June 2026</p>
<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> ● Policy Meeting Minutes ● Up-to-Date Board Policies aligned to state and federal guidelines 	
<p>Responsible Personnel: Superintendent, School Board Members, Superintendent's Cabinet, Director of Strategic Partnerships</p>	
<p>Status: Ongoing</p>	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Policy Press Plus Subscription <ul style="list-style-type: none"> ○ FY22-26: \$4,150 Annually ○ Incorporated in the budget 	
<p>Activity 1.1.1b: Establish and execute a calendar of assessment and fiscal reporting in addition to yearly audits to the Board.</p>	
<p>Launch Date: July 2021</p>	<p>Estimated End Date: June 2026</p>
<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> ● Calendar ● Board Meeting and Committee Meeting minutes 	
<p>Responsible Personnel: Superintendent, School Board Members, Superintendent's Cabinet</p>	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Bright Bytes SY 2022-2026 <ul style="list-style-type: none"> ○ Incorporated in the budget 	

Status: Pending		<ul style="list-style-type: none"> ● DOMO SY 2022-2026 <ul style="list-style-type: none"> ○ FY22-26: \$60,000 Annually ○ Incorporated in the budget
Critical Initiative 1.1.2: Strengthen the communication between the District Leadership Team (DLT), School Leadership Team (SLT), Instructional leadership Team (ILT), Superintendent's Cabinet, and the Board.		
Activity 1.1.2a: Develop a yearly calendar of meeting of all committees.		Key Measures/Targets:
Launch Date: July 2021	Estimated End Date: June 2026	<ul style="list-style-type: none"> ● Yearly Calendar
Responsible Personnel: Chief of Schools, Chief Academic Officer, Director of Curriculum, School Turnaround Specialists, Principals		Resources Needed:
Status: Pending		<ul style="list-style-type: none"> ● Google Suite
Activity 1.1.2b: Create and execute a set agenda to be followed by each team that includes communication links to the other teams within this system.		Key Measures/Targets:
Launch Date: July 2022	Estimated End Date: June 2026	<ul style="list-style-type: none"> ● Agenda Template ● Executed agendas with minutes from DLT, SLT and ILT
Responsible Personnel: Chief of Schools, Chief Academic Officer, Principals		Resources Needed:
Status: Pending		<ul style="list-style-type: none"> ● NEW INITIATIVE -- Priority 2 (Grant Dependent) Extra-Duty Pay for school level team members <ul style="list-style-type: none"> ○ FY22-26: \$12,000 Annually
Activity 1.1.2c: Provide a narrative to the board in December and May detailing the accomplishments of the system of teams, updates/revisions to the District Strategic Plan, and updates/revisions to School Improvement Plans.		Key Measures/Targets:
Launch Date: December 2022	Estimated End Date: May 2026	<ul style="list-style-type: none"> ● Board Curriculum Committee Minutes ● Updated Strategic Plan ● Updated/Revised School Improvement Plans
Responsible Personnel: Chief of Schools, Chief Academic Officer, Director of Curriculum, School Turnaround Specialists, Principals		Resources Needed:
Status: Pending		<ul style="list-style-type: none"> ● Google Suite ● DOMO (accounted for in 1.1.1b)
Critical Initiative 1.1.3: Execute and provide a report monthly meetings of the District Curriculum Committee and the Curriculum Advisory Committee (CAC).		
Activity 1.1.3a: Create and execute a comprehensive calendar that includes		Key Measures/Targets:

meeting times, professional development, facilitator/specialist school visits, review and revision of curriculum/grading guidelines/course guides, and review of proposals for the CAC.		<ul style="list-style-type: none"> ● Comprehensive Calendar ● Meeting Agendas and Minutes ● Board Reports ● Curriculum management documents recorded in District Curriculum Google Drive
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Director of Curriculum, Instructional Facilitators, Technology Integration and Social-Emotional Specialists, District Data Management Specialist		Resources Needed: <ul style="list-style-type: none"> ● Google Suite
Status: Ongoing		
Activity 1.1.3b: Collaborate monthly using data, problem of practice, and alignment of departmental plans (ie Technology, SEL, SPED, Curriculum) as focus for meetings.		Key Measures/Targets: <ul style="list-style-type: none"> ● Meetings Agendas and Minutes ● Board Reports
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Director of Curriculum, Instructional Facilitators, Technology Integration and Social-Emotional Specialists, District Data Management Specialist		Resources Needed: <ul style="list-style-type: none"> ● Google Suite
Status: Ongoing		
Activity 1.1.3c: Solicit, evaluate, and provide written feedback on programming proposals from district and building leaders to determine alignment to the District's Strategic Plan, school improvement plans, departmental plans, Illinois Learning Standards, et al.		Key Measures/Targets: <ul style="list-style-type: none"> ● Meeting Agenda and Minutes ● Proposal Forms ● Feedback letters/emails
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Director of Curriculum		Resources Needed: <ul style="list-style-type: none"> ● Google suite
Status: Ongoing		

Objective 1.2: Implement, maintain and revise, as needed, a comprehensive curriculum management system that coordinates all curriculum management functions, with emphasis on all aspects of curriculum development and delivery (i.e. design, development, implementation, monitoring, evaluation, revision, etc.), in order to promote consistency and quality control across all schools, grade levels, and courses of study.

<p>Impact on Student Achievement Goal: The critical functions associated with curriculum design and delivery are essential to any school district's success, and must be directed and coordinated by a centrally developed plan. Such a plan documents system expectations for curriculum design and delivery and communicates how these functions align to support and extend the district, vision, mission, and goals. Quality curriculum documents are based on written, taught, and tested curriculum that is aligned in content, context and cognitive types. Visible Learning; Planning and prediction (Effect size .76); Cognitive task analysis (Effect size 1.29); Evaluation & Reflection (Effect size .75); Elaboration & Organization (Effect size .75).</p>		
<p>Critical Initiative 1.2.1: Train curriculum/instructional staff and building leaders on key elements of curriculum management.</p>		
<p>Activity 1.2.1a: Enroll in and attend Level One Curriculum Management Audit training AND Curriculum Management Planning Team Training as a team.</p>		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> • Certificate of completion • Re-imaged design of curriculum, if needed
<p>Launch Date: June 2022</p>	<p>Estimated End Date: June 2023</p>	
<p>Responsible Personnel: Chief Academic Officer, Director of Curriculum, Instructional Facilitators</p>		<p>Resources Needed:</p> <ul style="list-style-type: none"> • NEW INITIATIVE -- Priority 2 (Grant Dependent) Professional development and Travel: <ul style="list-style-type: none"> ○ FY23 - \$20,000
<p>Status: Pending</p>		
<p>Activity 1.2.1b: Train principals and instructional building leaders on key components of curriculum management implementation functions.</p>		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> • Agenda and Minutes of meeting • Documentation of Key Takeaways • 90% Implementation of district written curriculum based on classroom walkthrough data
<p>Launch Date: June 2023</p>	<p>Estimated End Date: July 2023</p>	
<p>Responsible Personnel: Chief Academic Officer, Director of Curriculum, Instructional Facilitators, Principals, Building Instructional Teacher Leaders</p>		<p>Resources Needed:</p> <ul style="list-style-type: none"> • NEW INITIATIVE -- Priority 2 (Grant Dependent) Fine Arts Instructional Facilitator <ul style="list-style-type: none"> ○ FY 22 - \$65,000 ○ FY23 - \$66,300 ○ FY24 - \$67,700 ○ FY25 - \$69,100 ○ FY26 - \$70,500
<p>Status: Pending</p>		

		<ul style="list-style-type: none"> ● NEW INITIATIVE -- Priority 2 (Grant Dependent) Extra Duty Pay: <ul style="list-style-type: none"> ○ FY23 - \$24,000
Activity 1.2.1c: Perform yearly maintenance training for building leaders.		Key Measures/Targets: <ul style="list-style-type: none"> ● Agenda and Minutes of meeting ● Documentation of Key Takeaways ● 100% Implementation of district written curriculum based on classroom walkthrough data
Launch Date: June 2024	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Instructional Facilitators, Principals, Building Instructional Coaches, Academic Interventionists		Resources Needed: <ul style="list-style-type: none"> ● NEW INITIATIVE -- Priority 2 (Grant Dependent) Extra Duty Pay: <ul style="list-style-type: none"> ○ FY24-26 - \$12,000 Annually ● NEW INITIATIVE -- Priority 2 (Grant Dependent) Thirteen Instructional Coaches: <ul style="list-style-type: none"> ○ FY24 - \$845,000 ○ FY25 - \$862,000 ○ FY26 - \$879,000
Status: Pending		
Critical Initiative 1.2.2: Develop written, taught and tested curriculum for all content areas for both face-to-face teaching and eLearning.		
Activity 1.2.2a: Evaluate curriculum needs for all courses PreK-12.		Key Measures/Targets: <ul style="list-style-type: none"> ● Creation and yearly update of Curriculum Management Audit Chart of courses offered in district
Launch Date: July 2022	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Instructional Facilitators		Resources Needed: <ul style="list-style-type: none"> ● Google Suite ● Resources from curriculum management audit training
Status: Pending		
Activity 1.2.2b: Develop and/or revise curriculum and scope & sequence guides		Key Measures/Targets:

based on identified needs from audits.		<ul style="list-style-type: none"> Yearly revised curriculum Yearly Scope & Sequence Curriculum recorded in District Curriculum Google Drive
Launch Date: July 2022	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Instructional Facilitators, Curriculum Writing Teams		Resources Needed: <ul style="list-style-type: none"> Extra-Duty Pay for school level team members <ul style="list-style-type: none"> FY22-26: \$31,000 Annually Incorporated in budget
Status: Ongoing		
Activity 1.2.2c: Evaluate and revise assessments based on alignment between ILS/ state assessment standards and the written curriculum.		Key Measures/Targets: <ul style="list-style-type: none"> 100% alignment to ILS 100% alignment to assessment priority standards Revised assessments recorded in District Google Drive
Launch Date: July 2022	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Instructional Facilitators, Curriculum Writing Teams		Resources Needed: <ul style="list-style-type: none"> Extra Duty Pay (accounted for in 1.2.2b)
Status: Ongoing		
Critical Initiative 1.2.3: Implement written curriculum/assessments and evaluate the quality of the alignment between the written, taught and tested curriculum.		
Activity 1.2.3a: Select a single walkthrough tool used by administrators and curriculum/instructional specialists to measure the integrity of the taught curriculum as it related to the written curriculum.		Key Measures/Targets: <ul style="list-style-type: none"> Approved walkthrough tool Survey results from administrators and curriculum staff
Launch Date: March 2022	Estimated End Date: May 2022	
Responsible Personnel: Chief of Schools, Chief Academic Officer, Director of Curriculum, School Turnaround Specialists		Resources Needed: <ul style="list-style-type: none"> Achieve the Core Consultants (ie. AUSL, New Leaders) <ul style="list-style-type: none"> FY22 - \$45,000 Incorporated in the budget
Status: Pending		
Activity 1.2.3b: Train leaders and teachers on implementation of the written		Key Measures/Targets:

curriculum/assessments and the walkthrough tool.		<ul style="list-style-type: none"> ● Agenda, minutes and handouts ● Participant's key takeaways ● 100% use of walkthrough tool by leaders and specialists/facilitators ● 90% implementation of the written curriculum
Launch Date: July 2023	Estimated End Date: October 2023	
Responsible Personnel: Chief of Schools, Chief Academic Officer, Director of Curriculum, School Turnaround Specialists, Instructional Facilitators, Technology Integration Specialists, Instructional Coaches, Academic Interventionists		Resources Needed: <ul style="list-style-type: none"> ● Instructional Coaches (accounted for in 1.2.1c)
Status: Pending		
Activity 1.2.3c: Hire instructional coaches for everyday instructional support for teachers.		Key Measures/Targets: <ul style="list-style-type: none"> ● Each school has at least one instructional coach used only for instructional support for teachers
Launch Date: July 2023	Estimated End Date: June 2026	
Responsible Personnel: Superintendent, Superintendent's Cabinet, Director of Curriculum, Principals		Resources Needed: <ul style="list-style-type: none"> ● Instructional Coaches (accounted for in 1.2.1c)
Status: Pending		
Critical Initiative 1.2.4: Assess and analyze assessment data to determine effectiveness of implementation of written and taught curriculum.		
Activity 1.2.4a: Deliver and analyze data from the district's balanced assessment system (NWEA, Illinois Assessment of Readiness (IAR), Dynamic Learning Maps (DLM), ACCESS, Common Unit Assessments, and benchmark assessments).		Key Measures/Targets: <ul style="list-style-type: none"> ● 95% participation rate on all assessments ● Detailed list of gaps based on analysis ● Increased student performance outcomes from one year to the next and within cohort groups
Launch Date: July 2022	Estimated End Date: June 2026	
Responsible Personnel: Chief of Schools, Chief Academic Officer, Director of Curriculum, School Turnaround Specialists, Principals, Instructional Facilitators, Instructional Coaches, Academic Interventionists		Resources Needed: <ul style="list-style-type: none"> ● Google Suite ● DOMO (accounted for in 1.1.1b) ● Instructional Coaches (accounted for in 1.2.1c) ● Extra Duty Pay (accounted for in 1.2.2b)
Status: Ongoing		
Activity 1.2.4b: Perform and record walkthrough data collection via the approved		Key Measures/Targets:

walkthrough tool.		<ul style="list-style-type: none"> 100% use of walkthrough tool by appropriate team members
Launch Date: July 2023	Estimated End Date: June 2026	
Responsible Personnel: Chief of Schools, Chief Academic Officer, Director of Curriculum, School Turnaround Specialists, Principals, Instructional Facilitators, Instructional Coaches, Academic Interventionists		Resources Needed: <ul style="list-style-type: none"> Google Suite DOMO (accounted for in 1.1.1b)
Status: Pending		
Activity 1.2.4c: Complete analysis of teacher and student performance outcomes using data from balanced assessment system, walkthrough data and teacher evaluation data.		Key Measures/Targets: <ul style="list-style-type: none"> Written analysis provided to Superintendent's Cabinet
Launch Date: July 2022	Estimated End Date: June 2026	
Responsible Personnel: Chief of Schools, Chief Academic Officer, Director of Curriculum, School Turnaround Specialists		Resources Needed: <ul style="list-style-type: none"> Google Suite DOMO (accounted for in 1.1.1b)
Status: Pending		

<p>Objective 1.3: Implement a three-year cyclical comprehensive evaluation plan focusing on data from valid measurement tools indicating effectiveness of student learning, teacher instruction, program implementation, and resource allocations (i.e. financial, physical, program, etc.) as they relate to the achievement of curricular goals.</p> <p>Impact on Student Achievement Goal: Districts need credible rationale and effective systems for appropriating and/or reallocating resources in educational programs and services, especially from any obsolescent or unproductive programs and activities to improved, emerging programs and activities of high priority based on organizational effectiveness, changing needs of clientele, or product results. Moreover, valid linkages need to be identified among organizational objectives, results, and costs in the process of improving quality control and system prudence with its resources. Visible Learning: External accountability systems (Effect size .32).</p>		
<p>Critical Initiative 1.3.1: Create and maintain a listing and calendar of programs to evaluate.</p>		
Activity 1.3.1a: Compile and update list of district programs and resources.		Key Measures/Targets: <ul style="list-style-type: none"> Chart of Resources to include costs, time of
Launch Date: July 2022	Estimated End Date: June 2026	

		adoption, and intended outcomes
Responsible Personnel: Chief Academic Officer, Director of Curriculum		Resources Needed: <ul style="list-style-type: none"> Bright Bytes (accounted for in 1.1.1b) Detailed program information from building principals and instructional facilitators
Status: Pending		
Activity 1.3.1b: Develop a five year calendar for programs to evaluate (two each fall and two each spring).		Key Measures/Targets: <ul style="list-style-type: none"> Calendar of program evaluations to occur throughout the year
Launch Date: July 2022	Estimated End Date: Sept 2022	
Responsible Personnel: Chief Academic Officer, Director of Curriculum		Resources Needed: <ul style="list-style-type: none"> Current list of programs and resources from 1.3.1a Bright Bytes (accounted for in 1.1.1b) Detailed program information from building principals and instructional facilitators Google Suite
Status: Pending		
Activity 1.3.1c: Create a yearly calendar of meetings to complete the program. evaluations and deliver results to the Superintendent and Superintendent's Cabinet.		Key Measures/Targets: <ul style="list-style-type: none"> Calendar of meetings to complete the program evaluation process Two final status reports per semester submitted to Superintendent
Launch Date: July 2022	Estimated End Date: Sept 2022	
Responsible Personnel: Chief Academic Officer, Director of Curriculum		Resources Needed: <ul style="list-style-type: none"> Google Suite
Status: Pending		
Critical Initiative 1.3.2: Create and train the program evaluation team.		
Activity 1.3.2a: Assemble two teams of ten individuals who commit to serve two-year or three-year terms in the program evaluation team.		Key Measures/Targets: <ul style="list-style-type: none"> Two rostered teams of 10 individuals Sign-in sheets from training
Launch Date: July 2022	Estimated End Date: Sept 2022	
Responsible Personnel: Chief Academic Officer, Director of Curriculum		Resources Needed: <ul style="list-style-type: none"> Principal and Director recommendations
Status: Pending		
Activity 1.3.2b: Train team on the process of program evaluation (as team members		Key Measures/Targets:

are added).		<ul style="list-style-type: none"> ● Agenda, Presentation, and Sign-in Sheets ● Completed and reported program evaluation
Launch Date: Sept 2022	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Director of Curriculum		Resources Needed: <ul style="list-style-type: none"> ● NEW INITIATIVE -- Priority 1 Program Evaluation Reference Text <ul style="list-style-type: none"> ○ FY22-26: \$560 Annually ● NEW INITIATIVE -- Priority 1 Extra Duty Pay <ul style="list-style-type: none"> ○ FY22-26: - \$1200 Annually
Status: Pending		
Critical Initiative 1.3.3: Activate team and complete program evaluations.		
Activity 1.3.3a: Hold meetings per the calendar submitted for the year's evaluations.		Key Measures/Targets: <ul style="list-style-type: none"> ● Agendas and minutes ● Evidence of documents and data used for the evaluation
Launch Date: Sept 2022	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Program Evaluation Team		Resources Needed: <ul style="list-style-type: none"> ● NEW INITIATIVES -- Priority 1 Extra Duty Pay and or Sub Pay:: <ul style="list-style-type: none"> ○ FY22-26: \$14,400 Annually ● Google Suite ● DOMO (accounted for in 1.1.1b)
Status: Pending		
Activity 1.3.3b: Perform two program evaluations in the fall and two in the spring per the 5 year evaluation plan.		Key Measures/Targets: <ul style="list-style-type: none"> ● Two completed performance evaluation reports per semester submitted to Superintendent
Launch Date: Sept 2022	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Program Evaluation Team		Resources Needed: <ul style="list-style-type: none"> ● Extra Duty Pay and or Sub Pay: (accounted for in 1.3.3a) ● Google Suite ● DOMO (accounted for in 1.1.1b)
Status: Pending		
Activity 1.3.3c: Provide final determination reports to the Superintendent, Superintendent's Cabinet, program leader, school and/or department leader		Key Measures/Targets: <ul style="list-style-type: none"> ● Two completed performance evaluation

Launch Date: December 2022	Estimated End Date: June 2026	reports per semester submitted to Superintendent
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Program Evaluation Team		Resources Needed: <ul style="list-style-type: none"> • Google Suite
Status: Pending		

Objective 1.4: Implement and monitor rigorous ILS standards-aligned curriculum, programs, and assessments infused throughout teacher planning, instruction, and student performance.		
<p>Impact on Student Achievement Goal: High quality instruction is the successful marriage of curriculum with effective teaching. A focus on both content and rigorous, culturally-responsive approaches must be equally attended to for maximum instructional effectiveness. Deciding what content students need to be taught is also a function of targeted assessments that are used to determine student progress in content mastery. Targeted, differentiated programming and teaching allows educators to meet the needs of students. Effectively educating students requires more than just effective, engaging instruction. It takes a coordinated approach across multiple service areas, including community-based services as well as those that are academic and school-based. These services can provide the support needed for students to be successful and equipped to engage in whatever post-graduation schooling or work they wish to pursue. Visible Learning: Piagetian Programs (Effect size 1.28), Self Reported Grades (Effect size 1.33), Conceptual Change (Effect size .99), MicroTeaching (Effect size .88), Accelerated Programs (Effect size .68), Self Efficacy (Effect size .92)</p>		
Critical Initiative 1.4.1: Ensure written, taught and tested curriculum alignment		
Activity 1.4.1a: Train teachers and leaders to unpack standards for the purposes of curriculum and student assessment delivery using a district definition for rigor.		Key Measures/Targets: <ul style="list-style-type: none"> • Agendas, Minutes, and Handouts • Completed surveys from PD activity • 90% implementation of curriculum • 30% percentage of students meeting/exceeding expectations on IAR and 15% meeting on SAT • 50% meeting attainment on NWEA assessments
Launch Date: August 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Chief of Schools, Director of Curriculum, Instructional Facilitators, Curriculum Writing Teams, Principals and		Resources Needed: <ul style="list-style-type: none"> • Extra Duty Pay (accounted for in budget)

Teachers		
Status: Ongoing		
Activity 1.4.1b: Provide professional development/resources and monitor teachers on planning and preparation for strategies that promote high level questioning, expectations for student response, student engagement, gradual release, etc.		Key Measures/Targets:
		<ul style="list-style-type: none"> ● 90% implementation of strategies per walkthrough and observation tools ● 55% of students meeting growth on national, state and local assessments ● 50% meeting attainment on NWEA assessments ● 30% percentage of students meeting/exceeding expectations on IAR and 15% meeting on SAT
Launch Date: June 2022	Estimated End Date: August 2026	
Responsible Personnel: Chief of Schools, Chief Academic Officer, Director of Curriculum, School Turnaround Specialists, Instructional Facilitators, Technology Integrations Specialists, Principals, Instructional Coaches, Academic Interventionists		Resources Needed:
		<ul style="list-style-type: none"> ● Books and Quick-Reference Guides <ul style="list-style-type: none"> ○ FY22-26 - \$4000 Annually ○ Accounted for in the budget ● Instructional Coaches (accounted for in 1.2.1c) ● Extra Duty Pay and/or Substitute Pay <ul style="list-style-type: none"> ○ FY22-26: \$35,000 Annually ○ Incorporated in the budget
Status: Ongoing		
Activity 1.4.1c: Train teachers on providing actionable feedback to promote student growth.		Key Measures/Targets:
		<ul style="list-style-type: none"> ● Agendas, minutes and handouts ● Work Samples ● 55% of students meeting growth on national, state and local assessments ● 50% meeting attainment on NWEA assessments ● 30% percentage of students meeting/exceeding expectations on IAR and 15% meeting on SAT
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief of Schools, Chief Academic Officer, Director of Curriculum, School Turnaround Specialists, Instructional Facilitators, Technology		Resources Needed:
		<ul style="list-style-type: none"> ● Extra Duty Pay and/or substitute pay

Integrations Specialists, Principals, Instructional Coaches, Academic Interventionists		(accounted for in 1.4.1b)
Status: Ongoing		
Activity 1.4.1d: Train building instructional leaders to use and provide actionable and targeted feedback from the common walkthrough tool and formal/informal observations.		Key Measures/Targets: <ul style="list-style-type: none"> • Agendas, minutes and handouts • Work Samples • 55% of students meeting growth on national, state and local assessments • 50% meeting attainment on NWEA assessments • 30% percentage of students meeting/exceeding expectations on IAR and 15% meeting on SAT
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief of Schools, Chief Academic Officer, School Turnaround Specialists, Director of Teacher and School Leader Grant, Director of Curriculum, Instructional Facilitators		Resources Needed: <ul style="list-style-type: none"> • Extra Duty Pay and/or substitute pay (accounted for in 1.4.1b) • Consultant (accounted for in 1.2.3a)
Status: Ongoing		
Activity 1.4.1e: Provide regular professional development on pedagogy and content to classroom teachers.		Key Measures/Targets: <ul style="list-style-type: none"> • Agendas, Sign-in Sheets, Handouts • Survey results from training • Improved students outcomes on assessments • Improvements noted on teacher evaluation and walkthrough feedback
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Instructional Facilitators, Instructional Coaches, Academic Interventionists, Teachers, Support Staff		Resources Needed: <ul style="list-style-type: none"> • Extra Duty Pay and/or substitute pay (accounted for in 1.4.1b)
Status: Ongoing		
Activity 1.4.1f: Select, procure and/or replenish resource materials needed to deliver the curriculum.		Key Measures/Targets: <ul style="list-style-type: none"> • All students and staff have access to print and online textbook resources
Launch Date: July 2021	Estimated End Date: June 2026	

		<ul style="list-style-type: none"> All classrooms outfitted with an interactive whiteboard All teachers have working laptop
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Director of Technology, Instructional Facilitators		Resources Needed: <ul style="list-style-type: none"> NEW INITIATIVES -- Priority 2 (Grant Dependent) <ul style="list-style-type: none"> Curriculum Resources (print/online) <ul style="list-style-type: none"> FY22 - \$1,150,000 (Science Adoption and missing texts) FY23 - \$1,150,000 (Social Science Adoption and missing texts) FY24 - \$600,000 (Art, Foreign Language, Health, Adoptions and missing texts), FY25 - \$1,150,000 (Math Adoption and missing texts) FY26 - \$1,150,000 (ELA Adoption and missing texts) Interactive Panels <ul style="list-style-type: none"> Incorporated in the budget Annual Chromebook and Laptop renewal <ul style="list-style-type: none"> Incorporated in the budget
Status: Ongoing		
Critical Initiative 1.4.2: Advance youth ownership of their educational journey.		
Activity 1.4.2a: Provide students with guidance and opportunities to demonstrate self-reporting grades and actionable feedback for improvement.		Key Measures/Targets: <ul style="list-style-type: none"> Student work samples Student performance trackers/folder Lesson plans
Launch Date: July 2021	Estimated End Date: June 2022	
Responsible Personnel: Chief of Schools, Chief Academic Officer, Director of Curriculum, Instructional Facilitators, Principals, Instructional Coaches, Academic Interventionists, Teachers, Support Staff,		Resources Needed: <ul style="list-style-type: none"> Extra Duty Pay and/or substitute pay (accounted for in 1.4.1b)
Status: Pending		

Activity 1.4.2b: Expand dual credit opportunities for high school students.		Key Measures/Targets: <ul style="list-style-type: none"> ● Increased percentage of students receiving dual credits ● Increased participation in Running Start ● Master schedule
Launch Date: July 2022	Estimated End Date: June 2026	
Responsible Personnel: Chief of Schools, Chief Academic Officer, Director of College and Career Readiness, Director of Curriculum, High School Principals, Instructional Facilitators		Resources Needed: <ul style="list-style-type: none"> ● Partnership with SWIC Running Start -- Priority 2 (Grant Dependent) <ul style="list-style-type: none"> ○ FY22-26: \$170,000 (Annually) ● Tuition Support for Staff <ul style="list-style-type: none"> ○ FY22-26: \$50,000 Annually ○ Incorporated in the budget ● NEW INITIATIVE -- Priority 1 Partnership with Southwestern Illinois College <ul style="list-style-type: none"> ○ 4 Sections <ul style="list-style-type: none"> ■ FY22-23: \$43,200 ○ 6 Sections <ul style="list-style-type: none"> ■ FY24-26: \$64,800
Status: Pending		
Activity 1.4.2c: Expand AVID strategies to elementary schools.		Key Measures/Targets: <ul style="list-style-type: none"> ● Student samples of goal setting and note-taking ● Walkthrough and observation notes detailing student engagement through collaboration ● Evidence of organizational strategies consistent throughout classrooms across the district
Launch Date: July 2022	Estimated End Date: June 2026	
Responsible Personnel: Chief of Schools, Chief Academic Officer, AVID District Coordinator, Elementary Principals		Resources Needed: <ul style="list-style-type: none"> ● NEW INITIATIVE -- Priority 2 (Grant Dependent) Extra Duty Pay <ul style="list-style-type: none"> ○ FY22-26: \$10,000 Annually ● NEW INITIATIVE -- Priority 2 (Grant
Status: Pending		

		<p>Dependent Travel (training)</p> <ul style="list-style-type: none"> ○ FY22-26: \$20,000 Annually <p>● NEW INITIATIVE -- Priority 2 (Grant Dependent) Supplies</p> <ul style="list-style-type: none"> ○ FY22-26: \$5,000 Annually
Critical Initiative 1.4.3: Expand competency-based education (CBE), personalized learning, and career exploration.		
Activity 1.4.3a: Expand existing and develop new CBE courses at the middle and high school level and into mainstream schools.		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> ● Agenda, Minutes, Handouts ● Implementation of program in August 2023 ● 30% percentage of students meeting/exceeding expectations on IAR and 15% meeting on SAT ● 55% meeting growth on national, state and local assessments
Launch Date: July 2022	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Chief of Schools, Director of Curriculum, District CBE Coordinator, Instructional Facilitators, Principals, Instructional Coaches, Academic Interventionists		<p>Resources Needed:</p> <ul style="list-style-type: none"> ● NEW INITIATIVE -- Priority 2 (Grant Dependent) Resources (Books, equipment, rubric scales) ○ FY23-26: \$25,000 Annually
Status: Pending		
Activity 1.4.3b: Train teachers and administrators on effective delivery of CBE and performance-based assessments.		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> ● Agenda, Minutes, Handouts ● Implementation of program in August 2023 ● Percentage of students meeting/exceeding expectations matches averages on state assessments ● 55% meeting growth on national, state and local assessments
Launch Date: July 2022	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Chief of Schools, Director of Curriculum District CBE Coordinator, Instructional Facilitators, Principals, Instructional Coaches, Academic Interventionists, middle and high school teachers		<p>Resources Needed:</p> <ul style="list-style-type: none"> ● NEW INITIATIVE -- Priority 2 (Grant Dependent)

Status: Pending		Consultant <ul style="list-style-type: none"> ○ FY23-24: \$25,000 Annually <ul style="list-style-type: none"> ● NEW INITIATIVE -- Priority 2 (Grant Dependent) Extra-Duty Pay <ul style="list-style-type: none"> ○ FY22-26: \$18,000 Annually
Activity 1.4.3c: Extend career exploration courses to the middle school.		Key Measures/Targets: <ul style="list-style-type: none"> ● Master Schedules with Career Exploration courses for 7th and 8th grade students ● Core curriculum revisions that include career focus in context were appropriate for grades 5 - 8. ● Increased enrollment in high school CTE courses.
Launch Date: July 2023	Estimated End Date: June 2026	
Responsible Personnel: Chief of Schools, Chief Academic Officer, Director of Curriculum, CTE Director, Middle and High School Principals		Resources Needed: <ul style="list-style-type: none"> ● NEW INITIATIVE -- Priority 3 (Grant Dependent) One FTE per campus (3 total) <ul style="list-style-type: none"> ○ FY24 - \$195,000 ○ FY25 - \$199,000 ○ FY26 - \$203,000 <ul style="list-style-type: none"> ● NEW INITIATIVE -- Priority 3 (Grant Dependent) Classroom Resources <ul style="list-style-type: none"> ○ FY24-26: \$15,000 Annually
Status: Pending		
Activity 1.4.3d: Expand Career and Technical Education opportunities at the high school level to include Nursing, Business Ed, Teacher Education, HVAC, and Culinary (one program addition each year).		Key Measures/Targets: <ul style="list-style-type: none"> ● Increased course offerings in master schedule ● Increased percentage of students receiving dual credit and/or industry certifications
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief of Schools, Chief Academic Officer, Director of Curriculum, CTE Director, High School Principals		Resources Needed: <ul style="list-style-type: none"> ● NEW INITIATIVE -- Priority 2 (Grant

Status: Pending		Dependent) Five FTE at high school <ul style="list-style-type: none"> ○ FY22 - \$65,000 ○ FY23 - \$132,000 ○ FY24 - \$199,000 ○ FY25 - \$268,000 ○ FY26 - \$339,000
Activity 1.4.3e: Provide increased opportunities for students through Transitional Math and Transitional English.		Key Measures/Targets: <ul style="list-style-type: none"> ● Master Schedule with courses and class counts ● Decrease in percentage of students needing remediation courses in college
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Instructional Facilitators, High School Principals, Counselors, Teachers		Resources Needed: <ul style="list-style-type: none"> ● NEW INITIATIVE --Priority 1 Extra-Duty Pay - Teacher Training <ul style="list-style-type: none"> ○ FY22-26: \$1200 Annually
Status: Ongoing		
Critical Initiative 1.4.4: Implement an eLearning Plan and Remote Learning Plan for District 189.		
Activity 1.4.4a: Complete curriculum revisions and procure electronic resources needed to comply with ISBE's eLearning Program and the district's Remote Learning Program.		Key Measures/Targets: <ul style="list-style-type: none"> ● 80% student engagement in remote and eLearning activities ● Students demonstrating mastery of new skills ● Surveys demonstrating family and staff satisfaction with programs
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Director of Technology, Technology Integration Specialists, Instructional Facilitators		Resources Needed: <ul style="list-style-type: none"> ● Extra Duty Pay (accounted for in 1.2.2b) ● Student Chromebooks and Teacher Laptops <ul style="list-style-type: none"> ○ Incorporated in the budget ● Hotspots for families needing connectivity support <ul style="list-style-type: none"> ○ Incorporated in the budget ● NEW INITIATIVE -- Priority 2 (Grant Dependent)
Status: Ongoing		

		370 SWIVL Devices and iPads ○ FY22 - \$215,000
Activity 1.4.4b: Submit eLearning Program Verification Form annually through ISBE.		Key Measures/Targets: ● Completed Verification Form ○ Verification of supporting documentation ● Approval from ISBE
Launch Date: August 2021	Estimated End Date: August 2025	
Responsible Personnel: Superintendent, Chief of Schools, Chief Academic Officer		Resources Needed: ● Forms from ISBE Website
Status: Pending		
Activity 1.4.4c: Distribute eLearning and/or remote learning information, materials and resources to teachers, students and families.		Key Measures/Targets: ● Handouts and emails ● 80% student engagement in remote and eLearning activities ● Students demonstrating mastery of new skills
Launch Date: August 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Director of Technology, Tech Integration Specialists, Instructional Facilitators, Instructional Coaches, Academic Interventionists		Resources Needed: ● Extra Duty Pay (accounted for in 1.4.1b) ● Instructional Coaches (accounted for in 1.2.1c)
Status: Pending		
Activity 1.4.4d: Train teachers on micro-teaching and families/students how to navigate eLearning and Remote Learning.		Key Measures/Targets: ● Samples of recorded small group virtual lessons and follow-up conversation ● Parent and students participation in virtual training ● 80% student engagement in remote and eLearning activities ● Students demonstrating mastery of new skills
Launch Date: August 2021	Estimated End Date: August 2025	
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Director of Technology, Tech Integration Specialists, Instructional Facilitators, Instructional Coaches, Academic Interventionists		Resources Needed: ● Google Suite
Status: Pending		

Critical Initiative 1.4.5: Create a K-8 Academy to house the ESTL 189 Residency Program and promote an uninterrupted academic environment for students.		
Activity 1.4.5a: Complete building and grounds specifications to meet the needs of the new K-8 Academy to be housed at Wyvetter Younge and the Alternative Program to be housed at Gordon Bush.		Key Measures/Targets: <ul style="list-style-type: none"> Final Walkthrough of Wyvetter Younge and Gordon Bush buildings passes inspection and meets expectations
Launch Date: July 2021	Estimated End Date: August 2021	
Responsible Personnel: Chief of Schools, Chief School Business Official, Director of Fixed Assets and Risk Management, Director of Pupil Services and Operations, Principals at Wyvetter Younge Alternative Center and Gordon Bush Elementary School		Resources Needed: <ul style="list-style-type: none"> NEW INITIATIVE -- Priority 1 <ul style="list-style-type: none"> Building Transformation <ul style="list-style-type: none"> FY22 - \$3,000,000
Status: Ongoing		
Activity 1.4.5b: Begin Academy with grades K - 6 by hiring and training staff and acquiring resources.		Key Measures/Targets: <ul style="list-style-type: none"> Staffing of school is complete before SY21-22 begins Classrooms outfitted with all classroom furniture, curriculum resources and student/staff technology Curriculum recorded in District Google Drive
Launch Date: July 2021	Estimated End Date: June 2022	
Responsible Personnel: Chief of Schools, Chief Academic Officer, Chief Human Resource Officer, Director of Curriculum, Director of Special Services, Director of the Teacher and School Leader Grant, Technology Integration Specialists, Gordon Bush Principal, Instructional Facilitators		Resources Needed: <ul style="list-style-type: none"> NEW INITIATIVE -- Priority 2 (Grant Dependent) <ul style="list-style-type: none"> Four FTE (Two Content, One PE Teacher, and One Security) <ul style="list-style-type: none"> FY22 - \$260,000 FY23 - \$266,000 FY24 - \$271,500 FY25 - \$277,000 FY26 - \$283,000 NEW INITIATIVE -- Priority 2 <ul style="list-style-type: none"> Resources (computers, class supplies, etc) <ul style="list-style-type: none"> FY22 - \$100,000
Status: Pending		

Activity 1.4.5c: Add Academy grade levels 7 and 8 by hiring and training staff, outfitting classrooms, acquiring resources in two consecutive years.		Key Measures/Targets: <ul style="list-style-type: none"> Staffing of school is complete before SY23 and SY24 begins Classrooms outfitted with all classroom furniture, curriculum resources and student/staff technology Curriculum recorded in District Google Drive
Launch Date: June 2022	Estimated End Date: June 2024	
Responsible Personnel: Chief of Schools, Chief Academic Officer, Chief Human Resource Officer, Director of Curriculum, Director of Special Services, Director of the Teacher and School Leader Grant, Technology Integration Specialists, Gordon Bush Principal, Instructional Facilitators		Resources Needed: <ul style="list-style-type: none"> NEW INITIATIVE -- Priority 2 (Grant Dependent) Four FTE (Two Content - 7th Grade, Two Content - 8th Grade) <ul style="list-style-type: none"> FY23 - \$130,000 FY24 - \$262,600 FY25 - \$268,000 FY26 - \$274,000 NEW INITIATIVE -- Priority 2 (Grant Dependent) Resources (computers, class supplies, etc) <ul style="list-style-type: none"> FY23 - \$100,000 FY24 - \$100,000
Status: Pending		
Critical Initiative 1.4.6: Provide support programming to allow students to graduate from high school.		
Activity 1.4.46a: Provide opportunity for students who have dropped out of school to return and earn their high school diploma through the Innovative Learning Opportunities Program (ILOP) and the HiSet assessment.		Key Measures/Targets: <ul style="list-style-type: none"> 80% of participants complete program and graduate annually
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief of Schools, Chief Academic Officer, Director of Curriculum, Instructional Facilitators, Counselors, ILOP Director, Teachers		Resources Needed: <ul style="list-style-type: none"> After School Extra-Duty Pay -- Priority 2 (Grant Dependent) <ul style="list-style-type: none"> FY22-26: \$138,000 Annually
Status: Ongoing		
Activity 1.4.6b: Provide Evening School credit-bearing classes for high school		Key Measures/Targets:

students who are credit deficient.		<ul style="list-style-type: none"> • Increased graduation rate • Increased on-track percentages
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief of Schools, Chief Academic Officer, Director of Curriculum, Instructional Facilitators, Counselors, Evening School Principal, Teachers		Resources Needed: <ul style="list-style-type: none"> • After School Extra-Duty Pay -- Priority 2 (Grant Dependent) <ul style="list-style-type: none"> ○ FY22-26: \$126,000 Annually
Status: Ongoing		

Objective 1.5: Ensure and measure student growth through district, state, and national assessments with the expectation of students achieving at least one year's growth.		
<p>Impact on Student Achievement Goal: Student learning targets, despite how they may be grouped by grade levels, are nevertheless found on a preK-12 continuum . Students at any age or grade may find themselves anywhere along that continuum. It is essential to be able to identify student needs and meet them where they are with appropriate materials and resources and move them ahead at a suitable pace, no matter the student's grade level.</p> <p>Visible Learning: Feedback (Effect size .70), Enrichment Programs (Effect size .53), Response to Intervention (Effect size 1.29)</p>		
Critical Initiative 1.5.1: Create/revise and deliver existing assessments from the balanced assessment system		
Activity 1.5.1a: Produce yearly assessment calendar to stakeholders.		Key Measures/Targets: <ul style="list-style-type: none"> • Yearly Assessment Calendar • Assessment Calendar housed in District Curriculum Google Drive
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Instructional Facilitators, Data Management Specialist		Resources Needed: <ul style="list-style-type: none"> • Google Suite • NWEA <ul style="list-style-type: none"> ○ Incorporated in the budget • Edmentum <ul style="list-style-type: none"> ○ Incorporated in the budget
Status: Ongoing		
Activity 1.5.1b: Create/revise and distribute common unit assessments (CUA).		Key Measures/Targets: <ul style="list-style-type: none"> • Assessment recorded in District Curriculum Google Drive
Launch Date: July 2021	Estimated End Date: June 2026	

		<ul style="list-style-type: none"> Actionable data retrieved from assessments Improved student outcomes on all assessments within the balanced assessment system
Responsible Personnel: Director of Curriculum, Instructional Facilitators, Curriculum Writing Teams		Resources Needed: <ul style="list-style-type: none"> Extra Duty Pay and/or substitute pay (accounted for in 1.4.1b) Google Suite Edmentum (accounted for in 1.5.1a) Curriculum Resources (accounted for in 1.4.1f)
Status: Ongoing		
Activity 1.5.1c: Train teachers on assessment literacy, analyzing data, providing appropriate differentiated instruction and delivery of CUAs.		Key Measures/Targets: <ul style="list-style-type: none"> 80% appropriate classroom use of assessments Actionable data retrieved from assessments Improved student outcomes on all assessments within the balanced assessment system
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Director of Curriculum, Instructional Facilitators, Curriculum Writing Team Members		Resources Needed: <ul style="list-style-type: none"> Extra Duty Pay and/or substitute pay (accounted for in 1.4.1b) Google Suite Edmentum (accounted for in 1.5.1a) Curriculum Resources (accounted for in 1.4.1f)
Status: Ongoing		
Critical Initiative 1.5.2: Track student outcomes (growth, attainment, percentile, readiness, etc) on assessments by year and by cohort.		
Activity 5.2a: Collect data from all assessment systems.		Key Measures/Targets: <ul style="list-style-type: none"> Downloads of data from various assessment reporting sites occurs within 48 hours of testing completion Data representations available in DOMO within 24 hours of collection
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Director of Curriculum, District Data		Resources Needed:

Management Specialist, Instructional Facilitators, Instructional Coaches, Academic Interventionists		<ul style="list-style-type: none"> • NWEA (accounted for in 1.5.1a) • Edmentum (accounted for in 1.5.1a) • DOMO (accounted for in 1.1.1b) • Google Suite • IWAS
Status: Ongoing		
Activity 1.5.2b: Upload assessment data into DOMO.		Key Measures/Targets:
Launch Date: July 2021	Estimated End Date: June 2026	<ul style="list-style-type: none"> • DLT/SLT/ILT agendas include minutes recorded of discussion of school/teacher/student assessment data • Data comparisons available in DOMO for analysis
Responsible Personnel: Chief Academic Officer, Director of Curriculum, District Data Management Specialist		Resources Needed:
Status: Ongoing		<ul style="list-style-type: none"> • DOMO (accounted for in 1.1.1b) • Google Suite
Critical Initiative 1.5.3: Analyze data, determine growth performance, and revise written, taught and tested curriculum as needed.		
Activity 1.5.3a: Review data in curriculum/instruction meetings, DLT/SLT/ILT meetings, principals meetings, etc.		Key Measures/Targets:
Launch Date: July 2021	Estimated End Date: June 2026	<ul style="list-style-type: none"> • DLT/SLT/ILT agendas include minutes recorded of discussion of school/teacher/student assessment data • Action Plans/Next Steps created and/or revisions to School Improvement Plans recorded
Responsible Personnel: Chief of Schools, Chief Academic Officer, Director of Curriculum, District Data Management Specialist, Instructional Facilitators, Principals, Instructional Coaches, Academic Interventionists		Resources Needed:
Status: Ongoing		<ul style="list-style-type: none"> • DOMO (accounted for in 1.1.1b) • Google Suite • Instructional Coaches (accounted for in 1.2.1c)
Activity 1.5.3b: Provide written analysis of data related to student performance to ISBE, District 189 School Board, Superintendent, Superintendent's Cabinet and building/district leaders.		Key Measures/Targets:
Launch Date: July 2021	Estimated End Date: June 2026	<ul style="list-style-type: none"> • Copies of written Board Reports, State of the District Reports, and other reporting documents

		<ul style="list-style-type: none"> Updated Strategic Plan and School Improvement Plans
Responsible Personnel: Chief Academic Officer, Director of Curriculum, District Data Management Specialist, Instructional Facilitators, Principals		Resources Needed:
Status: Ongoing		<ul style="list-style-type: none"> DOMO (accounted for in 1.1.1b) Google Suite
Activity 1.5.3c: Revise curriculum and scope & sequence documents at the end of the fall semester to immediately respond to student needs identified through the assessment system.		Key Measures/Targets:
Launch Date: Sept 2021	Estimated End Date: June 2026	<ul style="list-style-type: none"> Revised Curriculum 55% of students meeting growth on national, state and local assessments 50% meeting attainment on NWEA assessments 30% percentage of students meeting/exceeding expectations on IAR and 15% meeting on SAT
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Instructional Facilitators, Instructional Coaches, Academic Interventionists		Resources Needed:
Status: Ongoing		<ul style="list-style-type: none"> Instructional Resources (accounted for in 1.4.1f) NWEA (accounted for in 1.5.1a) DOMO (accounted for in 1.1.1b)
Critical Initiative 1.5.4: Provide intervention and enrichment support for students to accelerate growth.		
Activity 1.5.4a: Identify students with needs for intervention and/or enrichment.		Key Measures/Targets:
Launch Date: July 2021	Estimated End Date: June 2026	<ul style="list-style-type: none"> Tiered students based on behavior, attendance, SEL needs, grades and NWEA data Quality and thoroughness of MTSS packets Students listed in Skyward as gifted and/or accelerated
Responsible Personnel: Chief of Schools, Chief Academic Officer, Director of Special Services, Director of Parent and Student Services, Data Management Specialist, Principals, School MTSS Teams, Teachers		Resources Needed:
		<ul style="list-style-type: none"> NWEA (accounted for in 1.5.1a) Edmentum (accounted for in 1.5.1a) DOMO (accounted for in 1.1.1b)

Status: Ongoing		<ul style="list-style-type: none"> Branching Minds (accounted for in SPED Budget)
Activity 1.5.4b: Procure impactful resources to provide interventions and enrichment.		Key Measures/Targets: <ul style="list-style-type: none"> Evidence collected in CAC proposals Usage reports from vendors, DOMO, and Bright Bytes Student Outcome reports detailing mastery of skills
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Director of Special Services, Instructional Facilitators		Resources Needed: <ul style="list-style-type: none"> Online resources <ul style="list-style-type: none"> FY22-26: \$205,000 Annually Incorporated in budget
Status: Ongoing		
Activity 1.5.4c: Train teachers on best-practices and the use of resources for intervention and/or enrichment.		Key Measures/Targets: <ul style="list-style-type: none"> Usage reports from vendors, DOMO, and Bright Bytes Student Outcome reports detailing mastery of skills 55% of students meeting growth on national, state and local assessments 50% meeting attainment on NWEA assessments 30% percentage of students meeting/exceeding expectations on IAR and 15% meeting on SAT
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Technology Integration Specialists, Instructional Facilitators		Resources Needed: <ul style="list-style-type: none"> Extra Duty Pay and/or Substitute Pay (accounted for in 1.4.1b) Instructional Resources (accounted for in 1.4.1f) Online Resources (accounted for in 1.5.4b)
Status: Ongoing		
Activity 1.5.4d: Provide out-of-school support for students needing intervention and enrichment		Key Measures/Targets: <ul style="list-style-type: none"> Student Outcome reports detailing mastery

<p>Launch Date: July 2021</p>	<p>Estimated End Date: June 2026</p>	<p>of skills</p> <ul style="list-style-type: none"> ● 55% of students meeting growth on national, state and local assessments ● 50% meeting attainment on NWEA assessments ● 30% percentage of students meeting/exceeding expectations on IAR and 15% meeting on SAT
<p>Responsible Personnel: Chief Academic Officer, Director of Curriculum, Director of Special Services, Instructional Facilitators, Principals, Teachers</p>		<p>Resources Needed:</p> <ul style="list-style-type: none"> ● NEW INITIATIVE -- Priority 1 After School Extra-Duty Pay (Elementary and Middle School only) <ul style="list-style-type: none"> ○ SY22-26: \$10,000 for each of the five elementary schools; \$50,000 Annually ○ SY22-26: \$13,500 for each of the two middle school; \$27,000 Annually ● Summer School <ul style="list-style-type: none"> ○ FY22-26: <ul style="list-style-type: none"> ■ Incorporated in the budget
<p>Status: Ongoing</p>		

Objective 1.6: Create and implement a system that monitors curriculum, programs, and resources that are inclusive of and provide equitable access to our diverse populations, including but not limited to MTSS, SPED, ELL, Culturally Responsive, and in accordance to ISBE's 6.60 Curriculum Policy.

Impact on Student Achievement Goal: Effective school systems have clear steps to follow when students are not meeting grade-level expectations. These steps are defined within a system that clearly identifies what the expectations are and what they look like when mastered, what the tools are to determine mastery of those expectations, how to interpret the data from those assessment tools, and what to do when mastery is not achieved. Interventions are identified for use with students who require additional assistance to attain mastery, and guidelines for accelerating are also identified who are performing about grade-level expectations.

Visible Learning; Interventions for students with learning needs (Effect size .77), Enrichment Programs (Effect size .53), Positive Self Concept

(Effect size .41), Response to Intervention (Effect size 1.29)	
Critical Initiative 1.6.1: Develop and implement the use of a local tool to measure equity in curriculum and classroom practices.	
Activity 1.6.1a: Complete a book study on <i>Building Equity</i> to build a common language and understanding of the Equity Taxonomy and opportunities to learn.	Key Measures/Targets: <ul style="list-style-type: none"> • District 189 Equity Statement • Completed District 189 Audit Tool
Launch Date: July 2021	Estimated End Date: Dec 2021
Responsible Personnel: Chief of Schools, Chief Academic Officer, All District Directors, Instructional Facilitators, Building Principals, Union Representative	Resources Needed: <ul style="list-style-type: none"> • NEW INITIATIVE -- Priority 1 <i>Building Equity</i> text <ul style="list-style-type: none"> ◦ FY 22 - \$3,000
Status: Pending	
Activity 1.6.1b: Create the District 189 Equity Statement and build an Equity Audit Tool.	Key Measures/Targets: <ul style="list-style-type: none"> • District 189 Equity Statement • Completed District 189 Audit Tool
Launch Date: Jan 2022	Estimated End Date: March 2022
Responsible Personnel: Chief of Schools, Chief Academic Officer, All District Directors, Instructional Facilitators, Building Principals, Union Representatives	Resources Needed: <ul style="list-style-type: none"> • Google Suite • Source text (accounted for in 1.6.1a)
Status: Pending	
Activity 1.6.1c: Train building and district leaders on the use of the equity tool.	Key Measures/Targets: <ul style="list-style-type: none"> • Agendas, Sign-in Sheets, Handouts • Feedback Evaluations • Accurate use of the tool
Launch Date: April 2022	Estimated End Date: July 2022
Responsible Personnel: Chief of Schools, Chief Academic Officer, All District Directors, Instructional Facilitators, Building Principals, Union Representatives	Resources Needed: <ul style="list-style-type: none"> • Google Suite • Source text (accounted for in 1.6.1a) • Training time at Administrators Academy
Status: Pending	
Activity 1.6.1d: Use the tool to enhance walkthrough actionable feedback.	Key Measures/Targets: <ul style="list-style-type: none"> • Quality and focus of feedback comparing walkthrough data before and after training • Increased teacher performance on equity tool
Launch Date: August 2023	Estimated End Date: June 2026
Responsible Personnel: Chief of Schools Chief Academic Officer, Director of	Resources Needed:

Curriculum, School Turnaround Specialists, Principals, Instructional Facilitators, Instructional Coaches, Academic Interventionists		<ul style="list-style-type: none"> Data from Walkthrough and Equity Tools
Status: Pending		
Activity 1.6.1e: Infuse equity tool into the program evaluation and CAC process.		Key Measures/Targets: <ul style="list-style-type: none"> Improved quality of approved resources for all students CAC Proposal Form Revisions Improvements made to data collection, reporting, and recommendations for program evaluation
Launch Date: August 2023	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Program Evaluation Team Members, CAC Members		Resources Needed: <ul style="list-style-type: none"> Google Suite
Status: Pending		
Critical Initiative 1.6.2: Analyze data from the District 189 Equity Tool to determine gaps and enhance the written, taught and tested curriculum.		
Activity 1.6.2a: Collect data from the equity tool and walkthrough tool.		Key Measures/Targets: <ul style="list-style-type: none"> Data represented from all school sites, in all content areas, and at all grade levels
Launch Date: September 2023	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Data Management Specialist, Tech Integration Specialists, Special Services Coordinator, SEL Specialists, Instructional Facilitators		Resources Needed: <ul style="list-style-type: none"> Google Suite DOMO (accounted for in 1.1.1b)
Status: Pending		
Activity 1.6.2b: Analyze equity data in DLT/SLT/ILT and curriculum/instructional meetings.		Key Measures/Targets: <ul style="list-style-type: none"> Quality and quantity of disaggregated data Written analysis Next Steps and/or action plans Revisions/updates to the District Strategic Plan and/or School Improvement Plans
Launch Date: October 2023	Estimated End Date: June 2026	
Responsible Personnel: Chief of Schools, Chief Academic Officer, All District 189		Resources Needed:

Directors, School Turnaround Specialists, Data Management Specialists, Tech Integration and SEL Specialists, Special Services Coordinator, SEL Specialists, Instructional Facilitators		<ul style="list-style-type: none"> ● Google Suite ● DOMO (accounted for in 1.1.1b)
Status: Pending		
Activity 1.6.2c: Revise curriculum to resolve identified equity gaps.		Key Measures/Targets:
Launch Date: December 2023	Estimated End Date: June 2026	<ul style="list-style-type: none"> ● Revisions documented and added to District Curriculum Google Drive
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Tech Integration and SEL Specialists, Special Services Coordinator, SEL Specialists, Instructional Facilitators		Resources Needed:
Status: Pending		<ul style="list-style-type: none"> ● Google Suite
Critical Initiative 1.6.3: Implement and monitor responses to identified equity gaps.		
Activity 1.6.3a: Train leaders and teachers on equity focused revisions to the curriculum and instructional strategies.		Key Measures/Targets:
Launch Date: Jan 2024	Estimated End Date: June 2026	<ul style="list-style-type: none"> ● Agendas, Sign-in Sheets, Handouts ● Feedback on Evaluations and Surveys ● Improved quality as revealed by the equity and walkthrough tools
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Special Services Coordinator, Tech Integration and SEL Specialists, Instructional Facilitators		Resources Needed:
Status: Pending		<ul style="list-style-type: none"> ● Extra Duty Pay <ul style="list-style-type: none"> ○ Incorporated in budget
Activity 1.6.3b: Use the equity tool to monitor effective implementation of curriculum revisions.		Key Measures/Targets:
Launch Date: Feb 2024	Estimated End Date: June 2026	<ul style="list-style-type: none"> ● Data represented from all school sites, in all content areas, and at all grade levels ● Representation of data within DOMO
Responsible Personnel: Chief of Schools, Chief Academic Officer, Director of Curriculum, School Turnaround Specialists, District Data Management Specialist, Special Services Coordinator, Principals, Instructional Facilitators, Instructional Coaches, Academic Interventionists		Resources Needed:
Status: Pending		<ul style="list-style-type: none"> ● Google Suite ● DOMO (accounted for in 1.1.1b)

Activity 1.6.3c: Provide real-time coaching to teachers to address equity deficiencies.		Key Measures/Targets: <ul style="list-style-type: none"> • Documented feedback from coaching sessions • Improvement of teacher instruction after feedback discussion provided
Launch Date: October 2023	Estimated End Date: June 2026	
Responsible Personnel: Director of Curriculum, Principals, Instructional Facilitators, Instructional Coaches, Academic Interventionists		Resources Needed: <ul style="list-style-type: none"> • Swivls and Laptops (accounted for in 1.4.4a)
Status: Pending		
Critical Initiative 1.6.4: Implement and monitor impact of interventions and enrichment to identified students.		
Activity 1.6.4a: Add and train additional staff to work with students		Key Measures/Targets: <ul style="list-style-type: none"> • Measured improvement in individual student's assessment performance • 55% of students meeting growth on national, state and local assessments • 50% meeting attainment on NWEA assessments • 30% percentage of students meeting/exceeding expectations on IAR and 15% meeting on SAT • Track individualized support for student
Launch Date: July 2022	Estimated End Date: June 2026	
Responsible Personnel: Chief of Schools, Chief Human Resource Officer, Chief Academic Officer, Director of Curriculum, Principals, Tech Integration Specialists, Special Services Coordinator, SEL Specialists, Instructional Facilitators		Resources Needed: <ul style="list-style-type: none"> • NEW INITIATIVE -- Priority 2 (Grant Dependent) 4 Additional Middle School Academic Interventionists <ul style="list-style-type: none"> ○ FY22 - \$260,000 ○ FY23 - \$266,000 ○ FY24 - \$271,000 ○ FY25 - \$277,000 ○ FY26 - \$283,000 • NEW INITIATIVE -- Priority 2 (Grant
Status: Pending		

		<p>Dependent) 20 Additional Aides</p> <ul style="list-style-type: none"> ○ FY22 - \$900,000 ○ FY23 - \$918,000 ○ FY24 - \$936,000 ○ FY25 - \$955,000 ○ FY26 - \$975,000 <p>● NEW INITIATIVE -- Priority 3 (Grant Dependent) 10 Additional Tutors</p> <ul style="list-style-type: none"> ○ FY22-26: \$165,000 Annually
Activity 1.6.4b: Revise curriculum to include guidance, activities, and resources for special populations.		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> ● Revisions documented and added to District Curriculum Google Drive
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Instructional Facilitators, Curriculum Writing Teams		<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Google Suite
Status: Ongoing		
Activity 1.6.4c: Use child study teams to identify and monitor impact of MTSS and enrichment supports on students.		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> ● Monthly child study team meetings ● Updated records, referrals, interventions, and next steps ● Reduced number of special services referrals
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief of Schools, Chief Academic Officer, Director of Special Services, District Data Management Specialist, Principals, Instructional Leadership Teams		<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Google Suite ● DOMO (accounted for in 1.1.1b)
Status: Ongoing		
Activity 1.6.4d: Monitor disaggregated data by populations.		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> ● Agendas and Minutes from DLT/SLT/ILT meetings ● Completed data tracker
Launch Date: July 2021	Estimated End Date: June 2026	

Responsible Personnel: Chief of Schools, Chief Academic Officer, Director of Curriculum, School Turnaround Specialists, District Data Management Specialist		Resources Needed: <ul style="list-style-type: none">● Google Suite● DOMO (accounted for in 1.1.1b)
Status: Ongoing		
Activity 1.6.4e: Provide enrichment after-school programming to meet the needs of multiple populations (ie Robotics/tech/eSports Clubs, ISTI Challenge, Academic Local, State and National Competitions, etc).		Key Measures/Targets: <ul style="list-style-type: none">● Student sign-up and attendance for after-school activities● Students advancing to state-wide competitions
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief of Schools, Chief Academic Officer, Director of Curriculum, Director of Technology, Director of Special Services, 21st Century Coordinator, Principals		Resources Needed: <ul style="list-style-type: none">● Transportation<ul style="list-style-type: none">○ Incorporated in the budget● NEW INITIATIVE -- Priority 3 (Grant Dependent) High Performance Tech Lab<ul style="list-style-type: none">○ FY22 - 24: \$70,000 Annually● Awards/Certificates<ul style="list-style-type: none">○ Incorporated in the budget
Status: Ongoing		

Objective 1.7: Implement and maintain a structure for providing both mandatory and voluntary teacher professional development for the purpose of meeting evolving needs as they relate to continued growth in content, pedagogy, classroom management, and social-emotional competencies to meet the needs of all teachers and their students.

Impact on Student Achievement Goal: The goal of professional development is to increase staff effectiveness and student achievement. This is accomplished by developing the skills of teachers, administrators and support personnel in effective design and delivery of curriculum. Special emphasis must be placed on training teachers and principals to employ instructional strategies that meet the needs of all students, and to implement the district instructional model to support differentiation and student responsive teaching. A comprehensive professional development program has a long-term focus and is based on district and curricular goals, students achievement data, and staff needs.

Visible Learning: Collective Teacher Efficacy (Effect size 1.57), Teacher Credibility (Effect size .90)

Critical Initiative 1.7.1: Create and implement a five year professional development plan inclusive of content development, pedagogy,

district initiatives as outlined in the strategic plan, and school improvement initiatives.		
Activity 1.7.1a: Provide monthly grade level training on content development, instructional technologies, or district initiatives.		Key Measures/Targets: <ul style="list-style-type: none"> • Deliver one PD per month documented by agenda, sign-in sheet and evaluations
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Principals, Instructional Facilitators, Technology Specialists		Resources Needed: <ul style="list-style-type: none"> • Substitute Coverage <ul style="list-style-type: none"> ◦ Incorporated in the budget
Status: Ongoing		
Activity 1.7.1b: Provide job embedded differentiated professional development to enhance teachers' content-specific instructional practices and improve student learning.		Key Measures/Targets: <ul style="list-style-type: none"> • Completed Classroom Walkthrough Tool • Documented Feedback Session
Launch Date: August 2021	Estimated End Date: May 2026	
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Principals, Instructional Facilitators, Technology Specialists		Resources Needed: <ul style="list-style-type: none"> • Google Suite • Swivl and tablets (accounted for in 1.4.4a)
Status: Ongoing		
Activity 1.7.1c: Utilize our District's online professional development webinars and videos to meet personal and professional goals that are aligned to the district's strategic plan.		Key Measures/Targets: <ul style="list-style-type: none"> • Certificate of Completion and PD Reflections from participants
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Technology Integration Specialists, Instructional Facilitators		Resources Needed: <ul style="list-style-type: none"> • Google Suite
Status: Ongoing		
Activity 1.7.1d: Create a professional development catalog and tracker to ensure new teachers receive mandatory training, and other staff receive ongoing necessary training to improve adult practice and student achievement.		Key Measures/Targets: <ul style="list-style-type: none"> • Professional Development Catalog and PD Tracker Spreadsheet • Certificate of Completion and PD Reflections from participants
Launch Date: August 2021	Estimated End Date: May 2026	
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Technology Integration Specialists, Instructional Facilitators		Resources Needed: <ul style="list-style-type: none"> • Google Suite

Status: Ongoing		
Critical Initiative 1.7.2: Provide a Professional Development University system allowing for teachers to earn badges after demonstrating their competencies related to content development, technology, or district initiatives.		
Activity 1.7.2a: Provide a series of after school professional development and provide participants with badges of mastery after completion of all sessions within a program/skill of study.		Key Measures/Targets:
Launch Date: July 2021	Estimated End Date: June 2026	<ul style="list-style-type: none"> ● Agendas, Sign-in sheet, Evals, and Certificate of Completion ● Running record of badges
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Technology Integration Specialists, SEL Specialists, Instructional Facilitators		Resources Needed:
Status: Ongoing		<ul style="list-style-type: none"> ● Extra Duty Pay and Badges <ul style="list-style-type: none"> ○ Incorporated in the budget
Activity 1.7.2b: Provide opportunities for teachers to receive badges/certificates from national, state, or local organizations.		Key Measures/Targets:
Launch Date: July 2021	Estimated End Date: June 2026	<ul style="list-style-type: none"> ● Agendas, Sign-in sheet, Evals, and Certificate of Completion ● Running record of badges
Responsible Personnel: Chief Academic Officer, Director of Curriculum, Technology Integration Specialists, SEL Specialists, Instructional Facilitators		Resources Needed:
Status: Ongoing		<ul style="list-style-type: none"> ● Extra Duty Pay <ul style="list-style-type: none"> ○ Incorporated in the budget ● Partnerships with Companies and Organizations (ie Google, ROE)
Critical Initiative 1.7.3: Budget financial resources for and provide out-of-school training and workshops.		
Activity 1.7.3a: Provide funds for substitutes and/or extra duty pay for regular rotating professional development of teachers and support staff.		Key Measures/Targets:
Launch Date: July 2021	Estimated End Date: June 2026	<ul style="list-style-type: none"> ● Evidence of Title and District fundings ● Evidence of Extra-Duty Pay Sheets
Responsible Personnel: Chief School Business Official, Chief Academic Officer, Director of Curriculum, Director of Federal Programs		Resources Needed:
Status: Ongoing		<ul style="list-style-type: none"> ● Substitute Coverage through Title and District Funds <ul style="list-style-type: none"> ○ Incorporated in the budget
Activity 1.7.3b: Allow for attendance to workshops to increase expertise of curriculum management functions, content and pedagogy.		Key Measures/Targets:
		<ul style="list-style-type: none"> ● Revised/enhanced curriculum

<p>Launch Date: July 2021</p>	<p>Estimated End Date: August 2026</p>	<ul style="list-style-type: none"> ● 55% of students meeting growth on national, state and local assessments ● 50% meeting attainment on NWEA assessments ● 30% percentage of students meeting/exceeding expectations on IAR and 15% meeting on SAT
<p>Responsible Personnel: Chief Academic Officer, Director of Curriculum, Technology Integrations Specialists, Instructional Facilitators</p>		<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Workshops and Travel <ul style="list-style-type: none"> ○ FY22-26: \$60,000 Annually ○ Incorporated in the budget
<p>Status: Ongoing</p>		
<p>Activity 1.7.3c: Budget for staff to receive books, educational resources, and supplies.</p>		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> ● Sign in sheets for book studies, ● Lesson Plans ● Completed Walkthrough Tool demonstrating increased proficiency with instructional strategy
<p>Launch Date: July 2021</p>	<p>Estimated End Date: June 2026</p>	
<p>Responsible Personnel: Chief Academic Officer, Director of Curriculum, Instructional Facilitators</p>		<p>Resources Needed:</p> <ul style="list-style-type: none"> ● NEW INITIATIVE -- Priority 1 Books, reference guides, supplies <ul style="list-style-type: none"> ○ FY22-26: \$50,000 Annually
<p>Status: Pending</p>		

GOAL II: FINANCIAL STEWARDSHIP AND ACCOUNTABILITY

Preserve our strong financial standing while maintaining stable funding and sound fiscal stewardship to provide appropriate instructional resources and support services, and to operate facilities at maximum efficiency.

<p>Objective 2.1: Continue to maintain “eFinance” software with an immediate focus on the payroll and position control. This will include fully utilizing all reporting models and automating the time & attendance features offered in conjunction with the TimeClock Plus system.</p>		
<p>Impact on Student Achievement Goal: Better systems allow concentrated focus on education. Systems are designed to assist in sound financial decisions, giving the end user the ability to analyze data real time. Automation streamlines the process and improves efficiencies.</p>		
<p>Critical Initiative 2.1.1: Provide Payroll and TimeClock Plus automation.</p>		
<p>Activity 2.1.1a: Automate staff time and attendance.</p>		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> ● Fully implement the automatic uploads from TimeClock Plus to e-Finance. ● Timesheet from every building are uploaded and successfully tested
<p>Launch Date: July 2021</p>	<p>Estimated End Date: June 2022</p>	
<p>Responsible Personnel: Chief School Business Official (CSBO) and The Payroll Department (Payroll Supervisor), Human Resource Manager, Director of Technology</p>		<p>Resources Needed:</p> <ul style="list-style-type: none"> ● e-Finance and TimeClock Plus subscription of \$132,000/year <ul style="list-style-type: none"> ○ Incorporated in the budget ● Set up meetings with TimeClock Plus representatives, including face-to-face training on systems – July 2021 ● Technology Department for testing, March 2021 – June 2022 ● TimeClock Plus Trainer - \$15,000 over 5 years (FY 22-FY26) <ul style="list-style-type: none"> ○ Incorporated in the budget
<p>Status: Pending</p>		
<p>Activity 2.1.1b: Identify professional development and training for end users.</p>		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> ● The Personnel or staff responsible for
<p>Launch Date: July 2021</p>	<p>Estimated End Date: June 2022</p>	

		<p>timesheet reviews are completely trained on all modules in TimeClock Plus and understand timelines for submission.</p> <ul style="list-style-type: none"> • 100% of systems users completed workshop and training sessions.
Responsible Personnel: CSBO and Human Resource Manager		<p>Resources Needed:</p> <ul style="list-style-type: none"> • Work with Human Resources Manage to ensure all are trained • Institute Day or PD Training for building Secretaries, Clerks, Principals, and Others
Status: Pending		
<p>Critical Initiative 2.1.2: Utilize Position Control, a system of tracking information based on position rather than employee. It is something that will assist the district with accurate Full Time Equivalent (FTE) budgets in the future.</p>		
Activity 2.1.2a: Review and make necessary changes to position control budget module weekly.		<p>Key Measures/Targets: All positions are accounted for with a control number.</p>
Launch Date: July 2021	Estimated End Date: January 2022	
Responsible Personnel: Director of Finance with Human Resource Manager		<p>Resources Needed: The district has to identify personnel responsible for system maintenance, including daily, weekly or monthly updates.</p>
Status: In Progress		
Activity 2.1.2b: Create weekly reports to review and update.		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> • Completed Cognos Report
Launch Date: January 2021	Estimated End Date: December 2022	
Responsible Personnel: Director of Finance with Human Resource Manager, Director of Technology		<p>Resources Needed:</p> <ul style="list-style-type: none"> • Technology – Cognos Report Writer - handled by new Business Data System Specialist
Status: Pending		

Objective 2.2: Create procedures documentation/manuals for the finance department.

Impact on Student Achievement Goal: Documentation helps with expectation and limits uncertainties, specifically the risk management initiatives that protect students by identifying and addressing known risks.

Critical Initiative 2.2.1: Business/ Finance Desktop and Department Procedures		
Activity 2.2.1a: Review and update A & B spending list for check release.		Key Measures/Targets: <ul style="list-style-type: none"> • A completed and Board approved list • Implemented and followed by the Accounts Payable Department.
Launch Date: June 2020	Estimated End Date: December 2021	
Responsible Personnel: Director of Finance, Accounts Payable Specialists		Resources Needed: Time allowed for Accounts Payables Specialists to thoroughly review vendors and assign them to groups based on urgency.
Status: In progress		
Activity 2.2.1b: Document Desktop Procedures.		Key Measures/Targets: <ul style="list-style-type: none"> • Completed Procedures Manual • Created procedures folders on the shared drive for all Business Departments
Launch Date: September 2019	Estimated End Date: June 2022	
Responsible Personnel: All Business Department Personnel		Resources Needed: Time allowed for employees to identify and document all procedures, includes attending meetings and training sessions.
Status: In progress		
Activity 2.2.1c: Create Payroll Critical Dates and Timeline Documentation.		Key Measures/Targets: Clearly identify internal and external payroll communication, including dates to release: <ul style="list-style-type: none"> • Payroll Schedule • Payroll Tables: Pay rate tables, job codes, employee leave tables, payroll deductions and reference tables • Employee Demographics information • Payroll Times and Details Status • Payroll Tax Updates • Final Pay and Severance • Other Benefits (Supplemental Retirement Plan)
Launch Date: July 2021	Estimated End Date: June 2022	
Responsible Personnel: Chief School Business Official, Payroll Specialists, Payroll Supervisor		Resources Needed: <ul style="list-style-type: none"> • Payroll Professional Development, a total of \$15,000 over 5 years (FY22-FY26)
Status: Pending		

		○ Incorporated in the budget
Critical Initiative 2.2.2: Create Risk Management Department Procedures.		
Activity 2.2.2a: Update department operations procedure manuals for identified tasks and review historical loss run data and insurance renewals schedules for cost determination and comparison.		Key Measures/Targets: Completed: <ul style="list-style-type: none"> ● Workers' compensation claims ● Claim management procedures ● Return to work guidelines ● Property and Casualty Insurance review and renewal ● Obtaining comparative data reflective of impact post updated plan
Launch Date: July 2021	Estimated End Date: June 2023	
Responsible Personnel: Director of Fixed Assets and Risk Management		Resources Needed: <ul style="list-style-type: none"> ● Asbestos training annually approximately \$1,000/yr (\$5,000 total for FY22-FY26). <ul style="list-style-type: none"> ○ Incorporated in the budget
Status: In progress		

Objective 2.3: Create a more efficient Grants Support Department to include improved grant procedures and best practice manuals.		
Impact on Student Achievement Goal: An improved process will assure all funds are spent timely and not returned.		
Critical Initiative 2.3.1: Strengthen the Grants procedures.		
Activity 2.3.1a: Identify a compliance team.		Key Measures/Targets: <ul style="list-style-type: none"> ● Team identified and in place ● Quarterly evaluations and assessment of the new team ● Documented improvements
Launch Date: July 2020	Estimated End Date: June 2022	
Responsible Personnel: Grants Compliance Director and Grants Compliance Specialist with Chief Academic Officer, Chief of Schools, Chief Human Resource Officer, Chief School Business Official		Resources Needed: <ul style="list-style-type: none"> ● \$5,000 increase for Director ● \$5000 increase for Specialist ● \$5000 increase for Admin Assistant

		Total cost for FY22 – FY26 is approximately \$78,000 <ul style="list-style-type: none"> ○ Incorporated in the budget
Activity 2.3.1b: Update Grants Procedure Manual.		Key Measures/Targets: <ul style="list-style-type: none"> ● Training completed for each Grant Manager on all internal and external worksheets. ● Documentation completed for local, state, federal, and competitive grants annually and timely. ● Easy to follow manual produced.
Launch Date: June 2021	Estimated End Date: July 2023	
Responsible Personnel: Director of Grants and Grants Compliance Specialist with Chief Academic Officer, Chief of Schools, Chief School Business Official		Resources Needed: <ul style="list-style-type: none"> ● All Grant Managers to attend and contribute to monthly update meetings. ● Annual training for all grant managers on the e-finance reporting system during Institute Days or as Professional Development hours
Status: Pending		

Objective 2.4: Demonstrate fiscal responsibility through thoughtful and consistent oversight of budget development which includes fully implementing a decentralized budgeting process for all schools, departments, programs and services.		
Impact on Student Achievement Goal: Fiscal responsiveness is required for not only a balanced budget, but to positively impact student growth by having the necessary funds required for new or innovative programming that makes a difference for the student population.		
Critical Initiative 2.4.1: Continued improvements to the budget process.		
Activity 2.4.1a: Develop a consistent budget timeline every year.		Key Measures/Targets: <ul style="list-style-type: none"> ● District has identified consistent budget dates, including preparation and finalization dates. These dates will become a part of the district's reported calendar of key events.
Launch Date: July 2021	Estimated End Date: June 2022	
Responsible Personnel: Chief School Business Official, Director of Finance		Resources Needed:

Status: Ongoing		<ul style="list-style-type: none"> e-Finance budgeting model Training @\$3,000 (FY20-21) <ul style="list-style-type: none"> Incorporated in the budget NEW INITIATIVE -- Priority 2 Finance Budget Specialist - \$71,000, Annually (FY22-FY26)
Activity 2.4.1b: Create budget groups (i.e. Elementary vs Secondary; grant vs district).		Key Measures/Targets: Identified groups based on type and offered support from budget kickoff to budget finalization.
Launch Date: July 2022	Estimated End Date: June 2023	
Responsible Personnel: Chief School Business Official, Director of Finance		Resources Needed:
Status: Pending		<ul style="list-style-type: none"> Google hangout and meetings
Activity 2.4.1c: Create variance analysis reports.		Key Measures/Targets: e-Finance and/or custom reports are created and shared with all budget managers. Budget/Grant managers internally trained on reports, including how to read and report errors.
		<ul style="list-style-type: none"> Budget Managers required to attend internal training Grant Managers required to attend internal training
Launch Date: July 2022	Estimated End Date: June 2023	
Responsible Personnel: Chief School Business Official, Director of Finance		Resources Needed:
Status: Pending		<ul style="list-style-type: none"> Active participation and adhere to deadlines during the budget period while offering support to all budget and grant managers 5Cast Monthly reporting - \$4,500 Annually <ul style="list-style-type: none"> Incorporated in the budget

Objective 2.5: Evaluate the financial, educational, and administrative impact of additional staffing and duties added in preparation of future budget adjustments.

Impact on Student Achievement Goal: Collaborative efforts help identify staffing needs more quickly.		
Critical Initiative 2.5.1: Determine future staffing plans and projections and include impact in the five-year financial forecast.		
Activity 2.5.1a: Request information from Human Resources and Teaching & Learning departments.		Key Measures/Targets: Identified academic programs and other district initiatives and anticipated current and future staffing plans.
Launch Date: June 2020	Estimated End Date: June 2026	
Responsible Personnel: Chief School Business Official, Chief Academic Officer, Chief Human Resource Officer, Chief of Schools		Resources Needed: Collaboration with many other departments on student enrollment and staffing. COVID-19 affects: NEW INITIATIVE -- Covered under CARES Act
		<ul style="list-style-type: none"> ● Social Distancing support at all the buildings ● Transportation needs (25 new bus monitors) (FY21 and FY22 \$425,000 yearly) ● Food Service needs - incentive pay \$200,000 yearly (FY21 and FY 22) ● Substitute and support personnel needs - 1 additional per building (10 subs for approximately \$143,000 yearly (FY21 and FY22)
Status: Ongoing		
Activity 2.5.1b: Negotiate Contract for Local 1220 and 382.		Key Measures/Targets:
Launch Date: February 2021	Estimated End Date: July 2024	<ul style="list-style-type: none"> ● Fundamental understanding of legal obligation ● Completed Salary Schedules ● Ratified terms of agreement reached ● Board approved agreement
Responsible Personnel: Chief Human Resource Officer, Chief School Business Official		Resources Needed:
		<ul style="list-style-type: none"> ● Fee for contract negotiation in (FY22 - \$25,000) <ul style="list-style-type: none"> ○ Incorporated in the budget ● Incorporated in the budget, includes 3% salaries and 6.5% benefits for all employees - Increases approximately:
Status: Pending		

	<ul style="list-style-type: none"> ○ FY22 approx. \$2,100,000 ○ FY23 approx. \$2,200,000 ○ FY24 approx. \$2,300,000
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<p>Objective 2.6: Identify and prioritize maintenance of school facilities based on the Facility Assessment Report from 2015 and current facility needs due to COVID-19, including preventive maintenance programs for Building & Grounds.</p>		
<p>Impact on Student Achievement Goal: Well managed facilities improve student outcomes and teacher retention.</p>		
<p>Critical Initiative 2.6.1: Re-evaluate the Fanning Howey Facilities Report completed in 2015.</p>		
<p>Activity 2.6.1a: Determine future facilities needs and impact to the 5-year projections.</p>		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> ● Survey each building to determine what is required to adequately meet the learning needs of the students and provide a safe learning environment ● Develop information on how surveying each building affects the Assessment Report ● Develop a detailed plan to implement the action items in the report
<p>Launch Date: July 2021</p>	<p>Estimated End Date: June 2026</p>	
<p>Responsible Personnel: Director of Pupils Service and Operations, Director of Fixed Assets and Risk Management, Chief School Business Official, School Principals,</p>		<p>Resources Needed:</p> <ul style="list-style-type: none"> ● PMA Investing assistance regarding funding ● Stifel's assistance regarding funding for the projects ● Facilities cost for roofs, routine maintenance, repair, HVAC, and systems upgrades. (FY22 - FY26, \$13,403,678) <ul style="list-style-type: none"> ○ Incorporated in the budget <ul style="list-style-type: none"> ■ Adams - \$365,625 ■ Gordon Bush - \$304,348 ■ Dunbar - \$642,035
<p>Status: In progress</p>		

		<ul style="list-style-type: none"> ■ Officer - \$706,739 ■ Admin - \$2,845,345 ■ Advant - \$468,161 ■ Katie Wright - \$460,782 ■ Mason Clark - \$905,531 ■ Young - \$4,087,496 ■ Lincoln - \$1,702,703 ■ ESTL Sr. High - \$914,913
Activity 2.6.1b: Prepare Annual Funding Strategies for Facilities Maintenance.		Key Measures/Targets: <ul style="list-style-type: none"> ● Fixed and known costs reviewed ● One time and maintenance cost identified ● Board approved resolution ● Funding source identified
Launch Date: July 2022	Estimated End Date: June 2023	
Responsible Personnel: Chief School Business Official, Director of Finance, Director of Pupils Service and Operations		Resources Needed: <ul style="list-style-type: none"> ● Meetings with Building & Grounds committee
Status: Pending		
Activity 2.6.1c: Identify high priority projects.		Key Measures/Targets: <ul style="list-style-type: none"> ● Estimates and quotes provided ● Bids are completed
Launch Date: December 2021	Estimated End Date: December 2022	
Responsible Personnel: Chief School Business Official, Director of Pupils Service and Operations, Director of Fixed Assets and Risk Management, Director of Finance		Resources Needed: <ul style="list-style-type: none"> ● Meetings with Facilities Staff ● Meetings with the Business Staff
Status: Pending		
Critical Initiative 2.6.2: Implement a Preventive Maintenance Program for Buildings & Grounds.		
Activity 2.6.2a: Organize preventative maintenance plan outline for district facilities.		Key Measures/Targets: <ul style="list-style-type: none"> ● Departmental activity structure setup ● Routine program groups established ● Completed preventative maintenance schedule
Launch Date: January 2023	Estimated End Date: December 2023	
Responsible Personnel: Director of Pupils Service and Operations, Chief School Business Official		Resources Needed: <ul style="list-style-type: none"> ● Meetings with Facilities Staff

Status: Pending		<ul style="list-style-type: none"> Meetings with the Business Staff
Activity 2.6.2b: Categorize facility and equipment inventory to be included in preventive maintenance plan.		Key Measures/Targets: Physical inspections completed
Launch Date: January 2023	Estimated End Date: December 2023	
Responsible Personnel: Director of Pupils Service and Operations, Director of Fixed Assets and Risk Management Director, Chief School Business Official		Resources Needed: <ul style="list-style-type: none"> Meetings with Facilities Staff Meetings with the Business Staff
Status: Pending		
Activity 2.6.2c: Enforce compliance training for Building & Grounds personnel		Key Measures/Targets: <ul style="list-style-type: none"> Training completed and or certificates of training obtained
Launch Date: July 2021	Estimated End Date: June 2022	
Responsible Personnel: Director of Pupils Service and Operations, Chief School Business Official		Resources Needed: Fulfill required license training <ul style="list-style-type: none"> Boiler, electrical, chillers, HVAC, carpentry and plumbing training <ul style="list-style-type: none"> Incorporated in the budget FY22, \$17,450 FY23 - FY26, \$12,000
Status: Pending		

Objective 2.7: Assess Board of Education needs for financial reports and develop more meaningful reports to align with their needs.		
Impact on Student Achievement Goal: School Boards are also responsible for how well schools meet achievement goals, so collaboration on policy and focus on fiscal responsibilities contribute to equitable distribution of funds.		
Critical Initiative 2.7.1: Collaborate with the School Board and Financial Oversight Panel on standard reporting to determine what would work well for the district.		
Activity 2.7.1a: Organize meetings with the Finance Committee to evaluate the current reports.		Key Measures/Targets: <ul style="list-style-type: none"> Identified best practice reports Completed meetings Board approved reports
Launch Date: January 2021	Estimated End Date: December 2022	

Responsible Personnel: Chief School Business Official	Resources Needed: <ul style="list-style-type: none"> • Meetings with the Board of Education • Meetings with the Finance Committee
Status: Pending	

Objective 2.8: In light of the recent pandemic, reassess the fund balance policy to determine if policy guidelines need to be reconsidered, see board policy 4:20.	
Impact on Student Achievement Goal: Adequate fund balance (savings) is vital for new programming and unexpected emergencies.	
Critical Initiative 2.8.1: Maintain the appropriate fund balance for the district.	
Activity 2.8.1a: Review current fund balance policy annually.	
Launch Date: July 2021	Estimated End Date: June 2026
Responsible Personnel: Chief School Business Official	Key Measures/Targets: <ul style="list-style-type: none"> • Fund Balance is reviewed and at an acceptable percentage of revenue rate for the Board of Education and Financial Oversight Panel.
Status: Ongoing	
Activity 2.8.1b: In the event fund balance drops due to the pandemic, the district will develop a plan to replenish the fund balance to the established minimum level within two years.	
Launch Date: July 2020	Estimated End Date: July 2024
Responsible Personnel: Chief School Business Official	Resources Needed: Constant review and evaluation during budget and projections process by the Business Department.
Status: In progress	

GOAL III: SAFE AND HEALTHY ENVIRONMENTS

Foster a positive culture and climate that supports the health and social-emotional well-being of every student.

<p>Objective 3.1: Provide all students access to a comprehensive Pre-K through 12 social and emotional learning curriculum and assessment tools.</p> <p>Impact on Student Achievement Goal: SEL Learning has a positive impact on student achievement as part of a strong Tier I System supporting RTI with the potential to considerably accelerate student achievement (Effect Size of 1.29). The effects of SEL interventions is strongest when implemented with younger students or students who have poor social skills.</p>	
<p>Critical Initiative 3.1.1: Develop a written SEL curriculum for PreK-2 to vertically align PreK through primary SEL Learning that will be implemented by teachers daily.</p>	
<p>Activity 3.1.1a: SEL Team Curriculum Platform Search & Curriculum Writing for SEL grades PreK-2.</p>	
<p>Launch Date: July 2021</p>	<p>Estimated End Date: November 2021</p>
<p>Responsible Personnel: Chief of Schools, Chief Academic Officer, Director of Parent and Student Services, SEL Specialists, Director of Curriculum, Instructional Coaches, Academic Interventionists, Social Workers, SEL Counselors</p>	
<p>Status: Pending</p>	
<p>Activity 3.1.1b: Daily Curriculum Implementation and SEL Curriculum Professional Development for Teachers and Staff of Primary Grades K-2.</p>	
<p>Launch Date: November 2021</p>	<p>Estimated End Date: June 2026</p>
<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> • A complete, written, standards based SEL curriculum for PreK-2 • PreK-2 Curriculum guides for SEL implementation (Tier I, II and III) • 5 yr implementation schedule identifying curriculum platform, PD, formative, summative, etc. • Adopt and administer an SEL universal screener for use multiple times yearly 	
<p>Resources Needed: \$30,000</p> <ul style="list-style-type: none"> • NEW INITIATIVE -- Priority 1 Curriculum Resources: <ul style="list-style-type: none"> ○ FY22: \$25,000 Additional Time (Curriculum Writing): <ul style="list-style-type: none"> ○ FY22: \$5,000 	
<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> • Ongoing SEL Professional Development/Coaching Schedule for Teachers by November 30, 2021. 	

		<ul style="list-style-type: none"> • Development of Best Practices in SD 189 by December 2021 • Teacher Survey of Implementation Confidence • Schedules/Daily Activities/Lesson Plans from teachers and SEL staff
Responsible Personnel: Director of Parent and Student Services, SEL Specialist, Chief of Schools, Chief Academic Officer, Director of Curriculum, Instructional Coaches, Academic Interventionists, Principals, Social Workers, Counselors, Teachers, Support Staff		Resources Needed: No Costs <ul style="list-style-type: none"> • Initial Professional Development (December 2021) • SEL Curriculum PD Sessions at each District PD University for Admin, Teachers, Staff starting January 2022 • Embedded Coaching from Instructional Coaches, Academic Interventionists, Building Administration, SEL staff starting January 2021
Status: Pending		
Activity 3.1.1c: Annual Monitoring of Primary SEL Implementation and Effect on Students.		Key Measures/Targets: <ul style="list-style-type: none"> • Program Evaluation Plan for SD 189 Primary SEL program by September 2022 • Complete program annual evaluation of Primary SEL program and related school data (.Domo, SIS, etc. SEL, Teacher Data from Periodic Surveys, Stakeholder interviews.) Initial evaluation - March 2023 • A 50% reduction in classroom referrals grades Pre-K-2 each year • No suspensions of primary students grades Pre-K through 2. (Cohort Data) • Meet attendance benchmark of 90% or above for K-2 students by SY26
Launch Date: March 2023	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Chief of Schools, Director of Parent and Student Services, SEL Specialists, Director of Curriculum, School Turnaround Specialists, Principals, Teachers, Data Specialists.		Resources Needed: No Costs <ul style="list-style-type: none"> • DOMO Data (Previously Budgeted Goal 1) • Meetings & Time for Program Evaluation

Status: Pending		Activities (During duty hours Spring SY 23-26)
Critical Initiative 3.1.2: Develop written SEL curriculum for students in grades 3-12 to include daily instruction by teachers, using the Ripple Effects Curriculum Platform..		
Activity 3.1.2a: SEL Team Curriculum Writing Grades 3-12		Key Measures/Targets:
Launch Date: August 2021	Estimated End Date: June 2026	<ul style="list-style-type: none"> • Written Curriculum for Teachers Grades 3-12 for Tier I Instruction by October 2021. • Written Curriculum for Tier II & II Implementers (Social Workers, SEL Counselors, Behavior Improvement Specialists) by October 2021 • Search for and implement an aligned universal screener multiple times annually
Responsible Personnel: Chief of Schools, Chief Academic Officer, Director of Parent and Student Services, SEL Specialist, Director of Curriculum, Instructional Coaches, Academic Interventionists, Social Workers, SEL Counselors.		Resources Needed:
Status: Pending		<ul style="list-style-type: none"> • Ripple Effects Annual subscriptions: Title Funded \$200,000 All schools <ul style="list-style-type: none"> ◦ Incorporated in the budget • Additional Time:\$ 3,600 <ul style="list-style-type: none"> ◦ Incorporated in the budget
Activity 3.1.2b: Daily Implementation and SEL Curriculum Professional Development for Teachers and Staff of Grades 3-12.		Key Measures/Targets:
Launch Date: September 2021	Estimated End Date: June 2026	<ul style="list-style-type: none"> • Ongoing SEL Curriculum PD Schedule by September 2021. • Development of Best Practices by September 2021. • Teacher Survey of Implementation Confidence • Schedules/Daily Activities/Lesson Plans from teachers and SEL staff. • Observable Fidelity Checks using Climate Walkthroughs
Responsible Personnel: Chief of Schools, Chief Academic Officer, Director of Parent and Student Services, SEL Specialist, Director of Curriculum, Instructional Coaches,		Resources Needed:
		<ul style="list-style-type: none"> • Ripple Effects Annual subscriptions

Academic Interventionists, Social Workers, SEL Counselors.		<ul style="list-style-type: none"> ○ Incorporated in the budget ● Class Dojo: Grades through Grade 8: No Cost ● SEL Kickboard grades 9-12 <ul style="list-style-type: none"> ○ FY22-26: \$6,000 Annually ○ Incorporated in the budget ● NEW INITIATIVE -- Priority 1 Anti Bullying Curriculum Add-ons-Title <ul style="list-style-type: none"> ○ FY22-26: \$5,000 Annually
Status: Pending		
Activity 3.1.2c: Comprehensive Annual Monitoring of SEL Implementation and Effect on Students Grades 3-12.		Key Measures/Targets: <ul style="list-style-type: none"> ● Program Evaluation Plan SEL program by January 2022 ● Complete program annual evaluation of SEL program and related school data (Climate Walkthroughs Data, Domo, School Report Card, SIS, etc. SEL, Teacher Data from Periodic Surveys, stakeholder interviews) by April 2022 ● Usage and Growth data from Ripple Effects ● 50% reduction in classroom referrals in grades 3-12 by SY 26 ● 10% annual reduction in suspension rate for all schools and District.
Launch Date: April 2022	Estimated End Date: May 2026	
Responsible Personnel: Chief Academic Officer, Chief of Schools Director of Parent and Student Services, SEL Specialists, Director of Curriculum, School Turnaround Specialists, Principals, SEL Counselors, Social workers, Teachers, Data Specialist.		
Status: Pending		Resources Needed: No New Initiative Costs <ul style="list-style-type: none"> ● DOMO Data (Previously Budgeted Goal 1) ● Meetings & Time for Program Evaluation Activities (During duty hours Spring 22-25)

Objective 3.2: Establish fully implemented, trauma-informed, culturally competent-responsive schools and district departments/systems that use social-emotional standards as a basis for reviewing, revising, and implementing policies, procedures, and practices in our district while fully supporting students.

<p>Impact on Student Achievement Goal: Training and implementation of system-wide RP programs will lay the groundwork for development of positive school climate. School climate (0.32) is likely to have a positive effect on acceleration of student achievement, while behavioral intervention programs (0.62) have the potential to accelerate student achievement. Ultimately, building student self-efficacy (0.92) will have considerable impact on acceleration of student achievement.</p>	
<p>Critical Initiative 3.2.1: Develop training systems and protocols for ensuring that all staff remain current on related restorative practices (RP) including but not limited to SB 100, PBIS, Crisis Prevention Intervention (CPI), trauma-informed, restorative justice (RP) and culturally responsive practices.</p>	
<p>Activity 3.2.1a: Develop a training progression flow chart for all Restorative Practices (RP) trainings to include Level I, Level 2, Level 3 and Trainer status for all staff (district, contracted, volunteer, permanent substitute, central office, administrative)</p>	
<p>Launch Date: September 2021</p>	<p>Estimated End Date: May 2026</p>
<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> ● Progression Flow Chart of leveled training with renewals by August 2021 ● Directory of district trainers for all RP programs by July 2021 ● Annual Online registration uploads of all staff on ELN to access free mandated and SEL training certifications ● Annual Calendars of SEL trainings ● 189 Staff Gantt Chart to maintain documentation of training attainment 	
<p>Responsible Personnel: Director of Parent and Student Services, School Turnaround Specialists, Supervisor of Safety and Security, Special Education Director, All Principals, Chief of Schools, Chief Academic Officer, Chief Human Resource Office, Chief School Business Official.</p>	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● ELN registrations: No Costs ISBE/IPA ● Trauma Informed All Staff <ul style="list-style-type: none"> ○ FY22-25 : No Cost ● Trauma Informed Modules(New Initiative Staff): No Cost ● PBIS Team Meetings/Training <ul style="list-style-type: none"> ○ FY22-26: \$24,000 ○ Incorporated in the budget ● CPI Trainings (Initial Or Renewals) <ul style="list-style-type: none"> ○ FY22-26: \$40,000 ○ Incorporated in the budget ● Restorative Practices Trainings Annual 	
<p>Status: Pending</p>	

		<p>Offerings (See Trainer Costs 3.2.1b)</p> <ul style="list-style-type: none"> ● NEW INITIATIVE -- Priority 1 Culturally Responsive Trainer/ 100 participants <ul style="list-style-type: none"> ○ FY22-26: \$9,190 Annually
<p>Activity 3.2.1b: Assess and maintain the districts' par needs for the number of in-house trainers for each RP program, as well as determine the number of annual training offerings for Level 1 (required), Level 2, and 3 trainings.</p>		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> ● Directory of district trainers for all RP programs by July 2021 ● Annual Calendar of Trainings and available slots ● 189 Staff Training Gantt Chart
<p>Launch Date: August 2021</p>	<p>Estimated End Date: June 2026</p>	
<p>Responsible Personnel: Chief of Schools, Chief Academic Officer, Chief Human Resource Office, Chief School Business Official ,Director of Parent and Student Services,SEL Specialists, School Turnaround Specialists, Supervisor of Safety and Security, Special Education Director, All Principals,</p>		<p>Resources Needed:</p> <ul style="list-style-type: none"> ● NEW INITIATIVES -- Priority 1 Train the Trainer & Training Costs: ReNew Initiative Trauma Trainers <ul style="list-style-type: none"> ○ FY23: \$350 x 40 Trainers =\$14,000 License Renewal Initiative for RP 15 Trainers <ul style="list-style-type: none"> ○ FY 22-26: \$25 x 15 =\$375 Annually ● CPI Renewal - Trainers <ul style="list-style-type: none"> ○ FY22-26: \$2,000 Annually ○ Incorporated in the budget
<p>Status: Pending</p>		
<p>Activity 3.2.1c: On a quarterly basis (Climate Walkthroughs) and annual basis evaluate the effectiveness of RP practices and training on staff, school and student performance.</p>		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> ● Complete a program evaluation of RP Trainings and related data (Climate Walkthroughs) Data, Domo, School Report Card,AEI, Staff Evaluation Performance SIS, etc. SEL, 5 essential Survey Data, classroom, grade and school discipline data, stakeholder Interviews Starts April 2022. ● Indicators of improved student, staff and teacher relationship including trends in
<p>Launch Date: April 2022</p>	<p>Estimated End Date: April 2026</p>	

		reductions of classroom referrals and suspensions by 2025 in all schools
Responsible Personnel: Chief of Schools, Chief Academic Officer, Chief Human Resource Office, Chief School Business Official, Director of Parent and Student Services, SEL Specialists, School Turnaround Specialists, Supervisor of Safety and Security, Special Education Director, All Principals Data Specialists.		Resources Needed: No Costs <ul style="list-style-type: none"> Program Evaluation is a job duty of assigned staff.
Status: Pending		
Critical Initiative 3.2.2: Review District 189 policies, procedures and practices to ensure alignment to trauma-informed, culturally competent practices providing educational equity for students served.		
Activity 3.2.2a: Form a Trauma-Informed/Cultural Responsiveness Advisory Team including students and staff to review district policies, procedures and practices and to advise the Superintendent and Board of Education.		Key Measures/Targets: <ul style="list-style-type: none"> Trauma-Informed Advisory Review Team Directory to include students, teachers, SEL, and administrative representation Annual policy/procedures review meeting dates (Written Board Policy, Discipline procedures, student support access procedures (SEL, Academic) 2 Annual Meetings Fall and Spring
Launch Date: August 2022	Estimated End Date: June 2026	
Responsible Personnel Chief of Schools, Director of Parent and Student Services, SEL Specialists, Trauma Advisory Team (Staff and Student Representatives), Principals.		Resources Needed: No Costs
Status: Pending		
Activity 3.2.2b: Annual review of district policies and procedures that ensure alignment to mandated trauma-informed and culturally competent practices. (student, and staff).		Key Measures/Targets: <ul style="list-style-type: none"> Annual policy/procedures review meeting dates (Written Board Policy, Discipline procedures, student support access procedures, Review of Perception Data, District Climate Walkthrough Report) Trauma-Informed Advisory Review Team Directory to include students, teachers, SEL, and administrative representation.
Launch Date: November 2022	Estimated End Date: June 2026	

		<ul style="list-style-type: none"> • Annual recommendation report to Board completed by November • Spring Annual review and revision of The Student Code of Conduct
Responsible Personnel: Chief of Schools, Director of Parent and Student Services, Director of Strategic Partnerships, SEL Specialists, Trauma Advisory Team (Staff and Student Representatives)		Resources Needed: No Costs <ul style="list-style-type: none"> • FACE Center will host review meetings.
Status: Pending		

Objective 3.3: Maintain a fully operational Family Engagement Center to support students, parents, and families as well as provide services, support, and engagement in a centralized location.		
Impact on Student Achievement Goal: According to The National Education Association, ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior.		
Critical Initiative 3.3.1: Create innovative and efficient systems to ensure outreach to families supported by annual improvements in family/parent involvement.		
Activity 3.3.1a: Annually evaluate parent engagement data to prioritize upcoming parent engagement activities to support student achievement.		Key Measures/Targets: <ul style="list-style-type: none"> • 5 essentials data, other perception data, parent workshop attendance at school and district events • Monthly data reports on parent and family engagement activities
Launch Date: August 2021	Estimated End Date: August 2025	
Responsible Personnel: Chief of Schools, Chief Academic Officer, Family and Community Engagement Coordinator, Director of Parent and Student Services, Family Engagement Specialists, Lead Parents, Teacher Parent Facilitators, Parent Engagement Specialists, All Principals, Director of Curriculum, Data Specialists.		Resources Needed: <ul style="list-style-type: none"> • See activity 3.3.1b 2 Family Engagement Specialists.

Status: Pending		
Activity 3.3.1b: <i>PARENTS AS PARTNERS</i> - Support FACE center and schools in providing family engagement activities to support student achievement, as well as build the capacity with Lead Parents, Family Engagement Specialists and Schools to support the goal of maximum parent involvement.		Key Measures/Targets: <ul style="list-style-type: none"> • Hire 2 Family Engagement Specialist for support to elementary and secondary schools. They will work with the Family Engagement Coordinator, Lead Parents, and Teacher Facilitators to ensure high levels of parent/family engagement • Calendar with Common Workshops for Parent Involvement at all campuses. • Communication Protocols for reaching parents in the community • Monthly Newsletters with Parent Involvement Data and Information • Procedural Manual/Compact for duties of Lead Parents, Family Engagement Specialists, and other staff who support parent activities
Launch Date: October 2021	Estimated End Date: May 2026	
Responsible Personnel: Chief of Schools, Chief Academic Officer, Family and Community Engagement Coordinator, Director of Parent and Student Services, Family Engagement Specialists, Lead Parents, Teacher Parent Facilitators, Parent Engagement Specialists, All Principals, Director of Curriculum, Data Specialists.		Resources Needed: <ul style="list-style-type: none"> • NEW INITIATIVE-- Priority 3 (Grant Dependent) Personnel Need: 2 District Level (1 Elementary, 1 Secondary) Family Engagement Specialist <ul style="list-style-type: none"> ◦ FY22-26: \$140,000 Annually
Status: Pending		
Critical Initiative 3.3.2: <i>COORDINATED FAMILY SERVICES</i> - Redesign systems to coordinate optimal resource assistance and related services to students, families, neighborhood, and school district communities.		
Activity 3.3.2a: Provide Client-Based services to families/ parents for obtaining local grants, and other community resources		Key Measures/Targets: <ul style="list-style-type: none"> • Hire a Coordinated Family Services Specialist/Liaison to work with families and coordinate with HAT Officers, Social Workers • Analysis of EDI Data to determine
Launch Date: July 2023	Estimated End Date: July 2026	

		<p>neighborhood, community family needs</p> <ul style="list-style-type: none"> ● Parent University Calendar with Personal Development/Parent/Student Academic Support ● Daily Log of Families Served ● Directory of Area Grant Offices, Community and Contact Schedule ● Written Procedural Manual for coordination of services at FACE Center and throughout district schools
<p>Responsible Personnel: Chief of Schools, Director of Parent and Student Services, Coordinated Family Services Specialist/Liaison, HAT Officers, Social Workers, Clerks, Principals,</p>		<p>Resources Needed:</p> <ul style="list-style-type: none"> ● NEW INITIATIVE -- Priority 1 Second language Services at FACE <ul style="list-style-type: none"> ○ FY 22-26: \$48,552 Annually ● NEW INITIATIVE -- Priority 3 (Grant Dependent) 1 Coordinated Family Services Specialist <ul style="list-style-type: none"> ○ FY 24-26: \$72,000 Annually
<p>Status: Pending</p>		
<p>Activity 3.3.2b: Facilitate family efficacy by addressing such factors as adult literacy, employment readiness, financial and educational planning, and second language services.</p>		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> ● Contract/Agreement for parent GED program ● MOU with Community Development Sustainable Solutions (CDSS) Parent Program to support parent development programs for paraprofessional certification ● Develop Evening CTE trade certification classes for parents and community ● Contract onsite second language services for non-English speaking families ● Calendar of Parent University Classes related to personal development ● Monthly data on parent participation in activities and follow up actions to meet
<p>Launch Date: August 2022</p>	<p>Estimated End Date: June 2026</p>	

		immediate needs
Responsible Personnel: Chief of Schools, Director of Parent and Student Services, Family Engagement Coordinator, Coordinated Family Services Specialist/Liaison, Family Engagement Specialists ,Parent Engagement Specialists, Social Workers, Clerks, Principals,		Resources Needed: <ul style="list-style-type: none"> ● NEW INITIATIVE -- Priority 2 (Grant Dependent) Resources to be determine by agreements between: GED Program <ul style="list-style-type: none"> ○ FY22-26: \$25,000 Annually Community Development Sustainable Solutions (CDSS) <ul style="list-style-type: none"> ○ FY22-26: \$10,000 Annually CTE Night Adult Certifications <ul style="list-style-type: none"> ○ FY22-26: \$60,000 Annually
Status: Pending		
Critical Initiative 3.3.3: <i>COORDINATED STUDENT SERVICES</i> -Evaluate and organize pathways of support and personal development for at-risk youth.		
Activity 3.3.3a: <i>Homeless and Unaccompanied Youth Services</i> -Continue to support graduation, employment and education plans as well as facilitate personal development and post-secondary planning for unaccompanied homeless and homeless youth.		Key Measures/Targets: <ul style="list-style-type: none"> ● Private directory of unaccompanied youth ● College and Career Plan for each student ● Communication w/youth Log ● Communication Log with job placement
Launch Date: August 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief of Schools, Director of Parent and Student Services, Coordinated Family Services Specialist/Liaison, HAT Officers, Social Workers,		Resources Needed: <ul style="list-style-type: none"> ● Transportation for Homeless and Unaccompanied Youth \$35,000 Annually ● NEW INITIATIVE -- Priority 1 Emergency Shelter Provisions <ul style="list-style-type: none"> ○ FY22-26: \$5,000 Annually
Status: In progress		
Activity 3.3.3b: Student Advocacy Groups- Support development of student advocacy groups to address student support concerns.		Key Measures/Targets: <ul style="list-style-type: none"> ● Directory of Student Support Groups ● Peace Warriors Charter and Student Directory ● Teen Court Roster for District and St. Clair
Launch Date: September 2021	Estimated End Date: May 2025	

		County <ul style="list-style-type: none"> Procedures for applying to become a student support group.
Responsible Personnel: Chief of Schools, Director of Parent and Student Services, Coordinated Family Services Specialist/Liaison, Social Workers,		Resources Needed: <ul style="list-style-type: none"> NEW INITIATIVE -- Priority 2 (Grant Dependent) Peace Warriors Transportation Costs: <ul style="list-style-type: none"> FY22-26: \$5,000 Annually
Status: Pending		
Activity 3.3.3c: Unified Sports Program		Key Measures/Targets: <ul style="list-style-type: none"> MOU/Contracts for agreements with Unified Sports Team Rosters and Schedules Participation in 3 to 5 Teams
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Chief of Schools, Director of Special Education, Athletic Director, Director of Parent and Student Services, Coaches		Resources Needed: No Costs <ul style="list-style-type: none"> Fees Covered by Unified Sports Program
Status: Ongoing		

Objective 3.4: Ensure all schools promote a safe, clean, healthy, and positive/supportive lifestyle, culture, and climate for all children.		
Impact on Student Achievement Goal According to The National Center on Safe and Supportive School Environments, a positive school climate is critically related to school success, rendering positive subsequent effects on attendance, achievement, and retention as well as graduation rates. According to (REMS) Readiness and Emergency Management for Schools Technical Center, when students feel safe, they are better able to focus on learning, which in turn leads to increased academic achievement.		
Critical Initiative 3.4.1: Provide SEL staff, protocols and measurements for supporting positive school climate and culture.		
Activity 3.4.1a: Complete School Environmental Checklist at least 2 times yearly		Key Measures/Targets: <ul style="list-style-type: none"> Completed Environment Checklist Scores All campuses achieving scores of 95% or above
Launch Date: September 2022	Estimated End Date: May 2026	

		<ul style="list-style-type: none"> School staff list detailing SEL staff
Responsible Personnel: Chief of Schools, Chief Academic Officer, School Turnaround Specialists, Supervisor of Safety and Security, Director of Buildings and Grounds, Director of Risk Management, Data Specialist		Resources Needed: No Additional Costs <ul style="list-style-type: none"> Team collects data during regular duty time
Status: Pending		
Activity 3.4.1b: Review School Climate Data (5 Essential Data, School Report Card, AEI (Academic Excellence Indicator) by the start of the school year.		Key Measures/Targets: <ul style="list-style-type: none"> Set school and district SEL targets based on 5 Essentials Survey data Annually meet 5 Essentials climate goals. By 2025 all areas indicated as "More" or "Most" implementation status Adequate annual reductions (10 to 50% or more) in suspension rates. Adequate annual reductions (15% or more) in chronic absenteeism and improvement in overall attendance rates to above 88% by SY26 Teacher Attendance Rate above 75% at all schools by SY26 Teacher Retention at 80% all schools annually Written and articulated AEI/School Report Card Goal for all schools
Launch Date: August 2021	Estimated End Date: August 2025	
Responsible Personnel: Chief of Schools, Chief Academic Officer, School Turnaround Specialists, Director of Parent and Student Services, Data Specialists, All Principals and Assistant Principals.		
Status: Pending		
Activity 3.4.1c: Support Schools in developing goals and actions for school culture within their Annual Diagnostic/School Improvement Plans for each school year.		Key Measures/Targets: <ul style="list-style-type: none"> All schools will have SMART goals in the school culture areas All schools will complete diagnostic/school
Launch Date: October 2021	Estimated End Date: April 2025	

		<p>improvement plans. All schools will maintain key school culture teams (PBIS, Behavior, Attendance)</p> <ul style="list-style-type: none"> All schools will implement intervention programs to support behavior, attendance, grades, and scores (BAGS)
<p>Responsible Personnel: Chief of Schools, Chief Academic Officer, School Turnaround Specialists, Director of Parent and Student Services, Data Specialists, All Principals and Assistant Principals.</p>		<p>Resources Needed:</p> <ul style="list-style-type: none"> 28 Staff (\$1.9M) Priority 2 School Team Meetings: <ul style="list-style-type: none"> FY22-26: \$19,200 Annually Incorporated in the budget
<p>Status: Pending</p>		
<p>Critical Initiative 3.4.2: Develop protocols and measurements for ensuring safety of all campuses. Impact on Student Achievement Goal According to (REMS) Readiness and Emergency Management for Schools Technical Center, when students feel safe, they are better able to focus on learning, which in turn leads to increased academic achievement.</p>		
<p>Activity 3.4.2a: Complete Annual Threat Assessment reports of all campuses.</p>		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> Completed reports for all campuses with required/recommended actions
<p>Launch Date: September 2021</p>	<p>Estimated End Date: May 2025</p>	
<p>Responsible Personnel: Supervisor of Safety and Security, Safety Officers, Head Custodians, School Administrators, Data Specialist</p>		<p>Resources Needed: No Additional Costs</p>
<p>Status: Pending</p>		
<p>Activity 3.4.2b: Develop campus level Crisis Management /Threat Assessment Teams and plans</p>		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> Crisis/Threat Management Team Roster Crisis Management Plans all campuses Annual Drill Schedule all campuses
<p>Launch Date: September 2021</p>	<p>Estimated End Date: March 2025</p>	
<p>Responsible Personnel : Chief of Schools, Supervisor of Safety and Security, Safety Officers, Head Custodians, School Administrators, Data Specialist, School Turnaround Specialist, Director of Parent and Student Services,</p>		<p>Resources Needed: No Additional Costs</p>
<p>Status: Ongoing</p>		
<p>Activity 3.4.2c: Conduct district and campus level threat assessment and crisis team meetings quarterly.</p>		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> Meeting Documentation

		<ul style="list-style-type: none"> • Training Recommendations Crisis Management Plans • Drill Participation Forms • Annual Drill Reports
Launch Date: September 2021	Estimated End Date: March 2025	
Responsible Personnel: Chief of Schools Supervisor of Safety and Security, Safety Officers, Head Custodians, School Administrators, Data Specialist, School Turnaround Specialist, Director of Parent and Student Services,		Resources Needed: No Additional Costs
Status: Ongoing		
Activity 3.4.2d: Conduct Annual required threat assessment and crisis management trainings		Key Measures/Targets: <ul style="list-style-type: none"> • Training Flyers and Documentation • Training Manuals • Training Roadmap for certifications
Launch Date: January 2022	Estimated End Date: March 2026	
Responsible Personnel: Supervisor of Safety and Security, Safety Officers, School and District Administrators, Data Specialist, School Turnaround Specialist, Director of Parent and Student Services, Chief of Schools, Chief Academic Officer		Resources Needed: No Additional Costs
Status: Pending		
Activity 3.4.2e: Assign and maintain safety staff levels based on district needs assessment and other measures.		Key Measures/Targets: <ul style="list-style-type: none"> • Review Annual Campus Threat Assessment for staffing recommendations • Review enrollment, campus factors, etc.
Launch Date: August 2021	Estimated End Date: June 2026	
Responsible Personnel: Supervisor of Safety and Security, School Administrators, Chief School Business Officer		Resources Needed: <ul style="list-style-type: none"> • NEW INITIATIVE -- Priority 3 (TORT FUND) 2 Additional Safety Officers <ul style="list-style-type: none"> ○ FY22-26: \$ 86,000 Annually 4 Additional Security Officers <ul style="list-style-type: none"> ○ FY22-26: \$149,400 Annually
Status: Pending		
Activity 3.4.2f Implement and maintain safety technologies and procedures for all campuses.		Key Measures/Targets: <ul style="list-style-type: none"> • Campus Security within District Technology Plan • Action plan for annual cycles of security
Launch Date: July 2021	Estimated End Date: June 2026	

		technologies needs, upgrades, etc
Responsible Personnel: Supervisor of Safety and Security, Director of Technology, Director of Strategic Partnerships, School Administrators, Chief School Business Officer, Safety Officers, Chief Academic Officer		Resources Needed: <ul style="list-style-type: none"> ● NEW INITIATIVE -- Priority 1 (Tort Funds) Barcom Alarm System <ul style="list-style-type: none"> ○ 7 small campuses <ul style="list-style-type: none"> ■ FY22-26: \$4,000 Annually ○ 6 large campuses <ul style="list-style-type: none"> ■ FY22-26: \$6,000 Annually Visitor Management/ Drill Management Annual ReNew Initiative <ul style="list-style-type: none"> ○ FY22-26: \$20,000 annually Annual Camera Maintenance <ul style="list-style-type: none"> ○ FY22-26: \$1,000 Annually AED Maintenance <ul style="list-style-type: none"> ○ FY22-26: \$2,000 Annually ● NEW INITIATIVE -- Priority 2 (Tort Funds) Intercom Systems/Drill Alert <ul style="list-style-type: none"> ○ SY 2022- 5 campuses = \$150,000 ○ SY 2023-6 campuses = \$180,000 ○ SY 2024- 1 campus = \$30,000 ● NEW INITIATIVE -- Priority 3 (Tort Funds) Call for Help Boxes <ul style="list-style-type: none"> ○ FY22: \$20,000 Initial ○ FY23-26: \$1,000 Annually
Status: Ongoing		
Critical Initiative 3.4.3: Develop protocols and measurements for physical and social and emotional well being of all students.		
Impact on Student Achievement Goal: According to a 2014 CDC study on Health and Academic Achievement, healthy students are better learners. Healthy students are better on all levels of academic achievement: academic performance, education behavior, and cognitive skills and attitudes.		
Activity 3.4.3a: Strengthen and Expand School Based Mental Health Services		Key Measures/Targets: <ul style="list-style-type: none"> ● Expanded Mental Health services to all schools ● Periodic doctor/licensed practitioner
Launch Date: August 2022	Estimated End Date: June 2026	

		<p>mental health screening services at all schools</p> <ul style="list-style-type: none"> 10% annual reduction in classroom referrals, suspension rates, and expulsions
<p>Responsible Personnel: Chief of Schools, Director of Parent and Student Services, Director of Strategic Partnerships, Coordinated Family Services Specialists, Family Engagement Coordinator</p>		<p>Resources Needed: No New Costs Needed</p>
<p>Status: Pending</p>		
<p>Activity 3.4.3b: Strengthen and Expand School Based Service Clinic Services</p>		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> Addition of more hours of service for the two school based clinics Periodic doctor on-site wellness screenings on all other campuses 15% reduction in chronic absenteeism rates annually
<p>Launch Date: August 2021</p>	<p>Estimated End Date: June 2026</p>	
<p>Responsible Personnel: Director of Parent and Student Services, Director of Strategic Partnerships, Coordinated Family Services Specialists, Family Engagement Coordinator, Chief of Schools</p>		<p>Resources Needed:</p> <ul style="list-style-type: none"> NEW INITIATIVE -- Priority 1 Resources per School Based Service Clinic MOU agreements <p><i>Estimated Annual Cost based on historic costs.</i></p> <ul style="list-style-type: none"> FY22- \$125,000 (Budgeted Annually) FY23 -\$150,000 (+25,000) FY 24 -\$175,000 (+50,000) FY25 \$200,000 (+75,000) FY26 \$200,000 (+75,000)
<p>Status: Pending</p>		
<p>Activity 3.4.3c: Strengthen Health Compliance and Other Health Measures in Schools</p>		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> 80% or higher immunization compliance Grow Your Own Nurse Program Health Messaging and goals for each school CPR & AED training for all coaches, admin, and 5 personnel per building
<p>Launch Date: July 2021</p>	<p>Estimated End Date: June 2026</p>	

Responsible Personnel: Director of Parent and Student Services, Director of Strategic Partnerships, Coordinated Family Services Specialists, Family Engagement Coordinator, School Nurses, All Principals, Food Service Coordinator, Chief of Schools	Resources Needed: <ul style="list-style-type: none"> ● NEW INITIATIVES -- Priority 1 First Aid/CPR/AED Training <ul style="list-style-type: none"> ○ FY22-26: \$5,000 Annually
Status: Ongoing	

Objective 3.5: Apply the use of Multi-Tiered Systems of Support (MTSS) to guide social-emotional supports and interventions at all schools.		
Impact on Student Achievement Goal : AIR(American Institute for Research) staff from the Center on RTI have learned that close involvement by district- and school-based leadership teams in RTI implementation and a strong focus on increasing student progress leads to better coordination, collaboration, and forward momentum in the difficult work of turning around schools, closing academic achievement gaps, and reducing special education referrals.		
Critical Initiative 3.5.1: STRONG UNIVERSAL SYSTEMS- Reinforce and establish strong PBIS Team Systems and Team at all schools		
Activity 3.5.1a: PBIS Team Support-Integrating and improving systems and data surrounding positive student discipline support.		Key Measures/Targets: <ul style="list-style-type: none"> ● PBIS Team Directories ● PBIS Team Manuals ● PBIS Team Meeting Schedules ● PBIS Event Schedules ● District PBIS Reports/New Initiativesletters ● Reduction in classroom referrals ● Reduction in suspensions on average of 10% per year
Launch Date: August 2021	Estimated End Date: June 2026	
Responsible Personnel: Director of Parent and Student Services, SEL Specialists, School Administration, Behavior Intervention Specialists, Social Workers, SEL Counselors, Teachers,School Turnaround Specialists Chief of Schools		
Status: Pending		Resources Needed: No Additional Costs
Critical Initiative 3.5.2: STRONG INTERVENTION SYSTEMS- Streamline and improve student behavior intervention systems and processes to		

ensure timely and effective interventions.		
Activity 3.5.2a MTSS/Child Study Team Support-ensure that systems provide timely and effective interventions for students.		Key Measures/Targets: <ul style="list-style-type: none"> ● MTSS Revised Manual ● Catalogue of interventions included in the Branching Minds System ● Completed Rubrics for MTSS/Child Student Fidelity Checks (SEL & Academic) ● Improved Academic Indicator (30% IAR proficiency; 95% of students on track; 15% meeting SAT state benchmark) ● Reduction in chronic absenteeism by 15% annually
Launch Date: August 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer, Chief of Schools Director of Parent and Student Services, SEL Specialists, School Administration, Behavior Intervention Specialists, Social Workers, SEL Counselors, Teachers Data Specialists, ,School Turnaround Specialists, Director of Special Education,		Resources Needed: <ul style="list-style-type: none"> ● 16 Academic Intervention teachers - Priority 2 ● Branching Minds \$61,621 <ul style="list-style-type: none"> ○ Incorporated in the budget
Status: Pending		
Activity 3.5.2b: <i>Synchronize Social Emotional and Behavioral Supports</i> -Align the scope of work of all Behavior Intervention and SEL Staff to ensure positive support for behavioral change.		Key Measures/Targets: Ongoing Professional Development Series for all SEL and behavioral support, non-certified and certified staff <ul style="list-style-type: none"> ● Flowchart for role clarity and parallel discipline support ● Training Manual to include a common language, forms, processes,etc. ● Staff Gantt Chart to ensure all mandated and RP trainings are complete annually ● Reduction in classroom referrals. ● Reduction of suspension rates
Launch Date: August 2021	Estimated End Date: June 2026	
Responsible Personnel: Director of Parent and Student Services, SEL Specialists, School Administration, Behavior Intervention Specialists, Social Workers, SEL Counselors, Teachers Data Specialists, School Turnaround Specialists, Director of Special Education, Chief Academic Officer, Chief of Schools		Resources Needed: No Costs
Status: Pending		

Activity 3.5.2c: Support Attendance Teams		Key Measures/Targets: <ul style="list-style-type: none"> • District Task Force Directory • School Attendance Team Directory/Schedules • School Attendance Action Plans • Reduce Chronic Absenteeism by 15% annually • 88% or above student attendance rates for each school
Launch Date: August 2021	Estimated End Date: June 2026	
Responsible Personnel: Director of Parent and Student Services, SEL Specialists, School Administration, Behavior Intervention Specialists, Social Workers, SEL Counselors, Teachers Data Specialists, School Turnaround Specialists, Director of Special Education, Chief Academic Officer, Chief of Schools		Resources Needed: No Costs <ul style="list-style-type: none"> • Attendance Works- Free Resources
Status: Pending		

Objective 3.6: Facilitate partnerships directly related to supporting community safety for students and families.		
Impact on Student Achievement Goal: Research supports the critical role of nurturing environments in fostering successful development and preventing psychological and behavioral problems in children. Such environments positively impact children and adolescents by minimizing their exposure to biologically and psychologically toxic events, reinforcing prosocial behaviors, limiting problem behaviors, and fostering psychological flexibility. Safe schools can provide a haven for students away from neighborhood crime, because much of what affects our students outside causes some potential issues within schools and are factors that prevent morning readiness for school and daily anxiety levels. We want to support student safety within and without the school community.		
Critical Initiative 3.6.1: Monitor family neighborhoods and align support of area law enforcement agencies to provide crime updates daily, giving the campuses information to support safe schools. and to address student trauma needs.		
Activity 3.6.1a: Use crime-mapping database, as well as updates from the police about neighborhoods affected by crime to reduce trauma effects and maintain safe schools.		Key Measures/Targets: <ul style="list-style-type: none"> • Safe Communities Flyers to be distributed • Crimemapping, TeamViewer, City Protect Links • Log of crime reports shared with principals. • Map of Neighborhoods
Launch Date: July 2023	Estimated End Date: June 2026	
Responsible Personnel: Chief of Schools, Director of Parent and Student Services,		Resources Needed: No Cost

Supervisor of Safety, Coordinated Family Services Specialist		<ul style="list-style-type: none"> Coordinated Family Services Specialist 3.3.2a
Status: Pending		
Activity 3.6.1b: ESTL 189 SAFE KIDS COALITION-Convene a coalition with Illinois State Police, St. Clair County Attorney's Office, East St Louis Police, The Housing Authority, DCFS, Call for Help and other local agencies to gather key information about neighborhoods and communities affecting students and families.		Key Measures/Targets: <ul style="list-style-type: none"> Completed MOU for The Coalition Groups Annual reduction in the number of student violent deaths from 10 Reduction in the number of known gangs
Launch Date: March 2023	Estimated End Date: June 2026	
Responsible Personnel: Chief of Schools, Director of Parent and Student Services, Supervisor of Safety, Coordinated Family Services Specialist		Resources Needed: <ul style="list-style-type: none"> NEW INITIATIVE -- Priority 1 Annual MOU between agencies <ul style="list-style-type: none"> FY23-26: \$20,000 Annually
Status: Pending		
Activity 3.6.1c : Utilize information from the ESTL 189 SAFE KIDS COALITION to initiate safety and other programs for families and students.		Key Measures/Targets: <ul style="list-style-type: none"> Meeting Documentation for monthly Safe Kids Coalition Meetings
Launch Date: September 2023	Estimated End Date: June 2026	
Responsible Personnel: Chief of Schools, Director of Parent and Student Services, Supervisor of Safety, Coordinated Family Services Specialist		Resources Needed: No Costs
Status: Pending		

GOAL IV: STRATEGIC PARTNERSHIPS

Engage families, community members and all stakeholders in a collaborative process to create a thriving culture for students.

<p>Objective 4.1: Invite bi-directional communication and interactions with families and the broader community to promote transparency, accountability and listening opportunities.</p>		
<p>Impact on Student Achievement Goal: Effective, on-going, two-way communication is at the heart of successful schools that help all students succeed. Research clearly underscores that students simply do better when parents and the community are involved with schools. Test scores climb. Remediation rates dip. Graduation rates improve. Open communication facilitates transparency in school administration and creates an environment where parents and community stakeholders can closely monitor and feel connected to student success.</p>		
<p>Critical Initiative 4.1.1: Provide two-way communication opportunities for stakeholders</p>		
<p>Activity 4.1.1a: Host quarterly Key Communicator Network meetings as an open platform for parents and the community to engage in dialogue with the Superintendent and cabinet.</p>		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> ● Hold minimum of 4 annual meetings ● Minimum of 25 community participants per meeting ● Agendas & flyers ● Sign-in sheets ● Parent feedback from meetings
<p>Launch Date: August 2021</p>	<p>Estimated End Date: June 2026</p>	
<p>Responsible Personnel: Director of Strategic Partnerships; Superintendent and Cabinet</p>		<p>Resources Needed:</p> <ul style="list-style-type: none"> ● \$2,750/year: Food and refreshments for meetings; newspaper ads inviting participation <ul style="list-style-type: none"> ○ Incorporated in the budget
<p>Status: Pending</p>		
<p>Activity 4.1.1b: Utilize a variety of communication tools to inform the community about School District activities, challenges and successes.</p>		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> ● Make minimum of twice weekly social media posts ● Post updates on school district website ● Increase family views of Skyalert notices
<p>Launch Date: July 2021</p>	<p>Estimated End Date: June 2026</p>	

		<ul style="list-style-type: none"> ● Purchase & install electronic marquees for 4 elementary schools and PreK Center by SY22 ● Post school marquee updates at least monthly ● Release Annual State of the District report ● Release SHINE 18g newsletter at least 3 times per year
Responsible Personnel: Director of Strategic Partnerships; Chief of Schools; Director of Technology		Resources Needed: <ul style="list-style-type: none"> ● \$19,300/yr: Social media platforms (Facebook, Twitter, LinkedIn); website; robocalls; ads and billboards; school marquees; SHINE 18g newsletter <ul style="list-style-type: none"> ○ Incorporated in the budget. ● NEW INITIATIVE - PRIORITY 3 (Grant Dependent) Elementary marquees <ul style="list-style-type: none"> ○ FY22 only: \$95,000
Status: Pending		
Activity 4.1.1c: Welcome feedback from families and stakeholders through a variety of methods		Key Measures/Targets: <ul style="list-style-type: none"> ● Increase 5 Essentials Survey responses ● Increased positive 5 Essentials Survey responses ● Increase use of building Comment Boxes ● Increase use of questions@estl18g email or text helpline ● Increase parent & community participation in feedback loops for new or changing initiatives (strategic plan; back to school planning; periodic surveys, etc)
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Director of Strategic Partnerships; Principals; Director of Parent and Student Support Services; Director of Technology; Director of Recruitment and Retention		Resources Needed: <ul style="list-style-type: none"> ● 5 Essentials Survey; technology; Skyalert; staff time to review feedback <ul style="list-style-type: none"> ○ incorporated in the budget
Status: Pending		

Objective 4.2: Strengthen alignment and coordination of systems with community partners to ensure all district children are academically and socially ready/on track at multiple developmental stages.

Impact on Student Achievement Goal: Maslow's Hierarchy of Needs provides a reminder and framework that students are less likely to perform at their full potential if their basic needs are unmet. For example, improvement in the social and emotional well-being of a young person has also been shown to improve a young person's academic performance. When a community coordinates and aligns policy, practice and investment across sectors, the impact can improve overall outcomes for young people. Research indicates that being ready for Kindergarten and on track at 3rd grade reading are key predictors of school and later success. Students who finish the ninth-grade year on track are almost four times as likely to graduate from high school.

Critical Initiative 4.2.1: Active collaboration and participation with community partners to ensure all children are ready for Kindergarten

Activity 4.2.1a: Staff active participation with the Early Learning Partnership (target: 0-5 year olds and transitions to school)		Key Measures/Targets: <ul style="list-style-type: none"> Active partnership agreement with Early Learning Partnerships Annual Ready, Set, Enroll student enrollment numbers Increased resources and programming for young children and their families Increased student enrollment in Vivian Adams ECC (at least 95% capacity)
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Director of Strategic Partnerships, Preschool Principal; Family Engagement Specialist; key community partners		Resources Needed: <ul style="list-style-type: none"> No new cost
Status: Pending		
Activity 4.2.1b: Staff active participation with the Early Development Instrument (EDI)		Key Measures/Targets: <ul style="list-style-type: none"> Active partnership agreement with Erikson Institute Ongoing analysis of EDI data from 2020 to guide targeted interventions and resource allocations for K readiness Complete new EDI population risk assessment on all K students in January 2023
Launch Date: July 2021	Estimated End Date: June 2026	

		<ul style="list-style-type: none"> • Ongoing analysis of EDI data from 2023 to guide targeted interventions and resource allocations for K readiness • Complete new EDI population risk assessment on all K students in January 2026 • Ongoing analysis of EDI data from 2026 to guide targeted interventions and resource allocations for K readiness
Responsible Personnel: Chief Academic Officer; Director of Strategic Partnerships; Director of Technology; Data Specialist; all K teachers; key community partners		Resources Needed: <ul style="list-style-type: none"> • \$3,000/FY23 & FY26: Subs for K teachers during EDI training and follow-up data meetings <ul style="list-style-type: none"> ◦ Incorporated in the budget • Chromebooks for EDI survey; Erikson Institute support
Status: Pending		
Activity 4.2.1c: Staff active participation with Governor’s Kindergarten Transitions Task Force		Key Measures/Targets: <ul style="list-style-type: none"> • Increased use of best practices for K transitions • Increased student, teacher and parent transitions to Kindergarten • Improvement from previous cohort KIDS’ data and/or EDI data of vulnerabilities • Completed evaluation of K Transitions Task Force program
Launch Date: July 2021	Estimated End Date: June 2022	
Responsible Personnel: Director of Strategic Partnerships; Director of Curriculum; some principals and teachers; key community stakeholders		Resources Needed: <ul style="list-style-type: none"> • NEW INITIATIVE - PRIORITY 2 (Funds secured) Sub or extra time pay <ul style="list-style-type: none"> ◦ FY22 only: \$10,000
Status: Pending		
Critical Initiative 4.2.2: Active collaboration and participation with community partners to ensure all school-age youth are academically ready and on-track		
Activity 4.2.2a: Staff active participation with the Youth Development Alliance (target:		Key Measures/Targets:

out of school time for school-age youth)		<ul style="list-style-type: none"> Active data-sharing agreement with Youth Development Alliance partners (monitoring attendance, behavior and grades) Increased resources for youth and youth programming Increase Freshmen On Track by 2026 to 87% (state average in SY19)
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Director of Strategic Partnerships; Director of 21st Century Programs		Resources Needed: <ul style="list-style-type: none"> No new cost
Status: Pending		
Activity 4.2.2b: Expand partnerships as needed to meet the changing needs of student sub groups (eg. English learners; homeless; students with asthma, etc.)		Key Measures/Targets: <ul style="list-style-type: none"> New MOUs Annual partnership impact report
Launch Date: August 2021	Estimated End Date: June 2026	
Responsible Personnel: Director of Strategic Partnerships; Director of Parent and Student Support Services; Director of Curriculum; Chief of Schools; Chief Academic Officer		Resources Needed: <ul style="list-style-type: none"> No new cost
Status: Pending		
Critical Initiative 4.2.3: Monitor partnerships and hold partner organizations accountable for maximizing students services and supports.		
Activity 4.2.3a: Hire new staff person to closely work with partner organizations to support systems and services alignment, monitor student impact and hold organizations accountable.		Key Measures/Targets: <ul style="list-style-type: none"> Secure grant funds for position by FY22 Hire new position by FY23 Partnerships database established Increased services to students Annual partnerships impact report generated
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Director of Strategic Partnerships; Chief of Schools; Director of Parent and Student Support Services		Resources Needed: <ul style="list-style-type: none"> NEW INITIATIVE - PRIORITY 3 (Grant Dependent) <ul style="list-style-type: none"> Coordinated Family Services Specialist <ul style="list-style-type: none"> FY23-26: \$65,000 Annually
Status: Pending		

Objective 4.3: Intentionally support parents' and guardians' engagement in their child's academic and social development by building relationships, creating inclusive opportunities, and establishing shared responsibility and expectations.

Impact on Student Achievement Goal: Research indicates that when educators and parents collaborate, student success increases. Creating a meaningful partnership requires time to build relationships and trust. When teachers, students, and parents are all working together, students perform at an elevated level.

Critical Initiative 4.3.1: Provide quality, inclusive opportunities for parents/guardians to be involved in school and student life

Activity 4.3.1a: Host school-level parent meetings and activities.		Key Measures/Targets: <ul style="list-style-type: none"> • Minimum of quarterly parent meetings per school • Each school establishes a Families & Teachers Action Committee with at least 10 active teachers and family members each. • FACE Center staff or lead parents attend 80% of school events with parents present
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief of Schools, Director of Parent and Student Support Services, Director of Strategic Partnerships, Principals, Family/Parent Engagement Specialists		Resources Needed: <ul style="list-style-type: none"> • Staff for parent/family engagement; meeting refreshments (incorporated in budget)
Status: Pending		
Activity 4.3.1b: Host district-level parent meetings and activities, including Parent University (Tier 1 and 2 services)		Key Measures/Targets: <ul style="list-style-type: none"> • Minimum of monthly events with at least 3 parents from each school • Minimum of 2 annual community events • Minimum of 30 annual Parent University classes offered • Launch Cafe Conversations • Launch Parent Book Club • Increased Parent University attendance numbers • Lead parents make presentation at least
Launch Date: July 2021	Estimated End Date: June 2026	

		<p>annually at Key Communicators Network meeting</p> <ul style="list-style-type: none"> • Monthly parent grief groups • Dottie's Garden has at least 25 volunteers • Parent feedback welcomed on major changing policies or practices (eg. back to school during pandemic; strategic plan; and implementation of new visitor management system)
<p>Responsible Personnel: Chief of Schools, Director of Parent and Student Support Services, Director of Strategic Partnerships, Principals, Family/Parent Engagement Specialists</p>		<p>Resources Needed:</p> <ul style="list-style-type: none"> • Staff time; parent refreshments; books; resources <ul style="list-style-type: none"> ◦ Incorporated in the budget
<p>Status: Pending</p>		
<p>Critical Initiative 4.3.2: Advance communications to families to support their role in their child's educational journey</p>		
<p>Activity 4.3.2a: Provide streamlined registration process for school enrollment</p>		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> • Launch online re-enrollment process for returning students • Provide technical assistance and Skyward training to parents • Increased student pre-registration prior to start of school • Increased % of accurate student data (phone numbers; addresses)
<p>Launch Date: July 2021</p>	<p>Estimated End Date: June 2026</p>	
<p>Responsible Personnel: Director of Strategic Partnerships; Chief of Schools; Chief Academic Officer; Director of Parent and Student Support Services</p>		<p>Resources Needed:</p> <ul style="list-style-type: none"> • Family & Community Engagement Center; staff; technology; professional development <ul style="list-style-type: none"> ◦ Incorporated in the budget
<p>Status: Pending</p>		
<p>Activity 4.3.2b: Improve communications plan (Tier 1 services) to families about resources, activities and specific education campaigns (eg.: reading to young children daily; value of early education; school as your first job; value of student attendance, etc.)</p>		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> • Launch minimum of 2 annual learning campaigns • Launch text communications platform to

Launch Date: July 2021	Estimated End Date: June 2026	<p>parents by FY22</p> <ul style="list-style-type: none"> ● Increase % of households receiving communications (Skyalert)
Responsible Personnel: Director of Strategic Partnerships; Chief of Schools; Chief Academic Officer; Director of Parent and Student Support Services; Principals		Resources Needed: <ul style="list-style-type: none"> ● Staff; Skyalert; billboards; school marquees (cost accounted for in 4.1.1b)
Status: Pending		
Activity 4.3.2c: Launch a comprehensive crisis communication system to ensure timely emergency communications to all school parents, volunteers, staff and (as needed) local police		Key Measures/Targets: <ul style="list-style-type: none"> ● Full adoption of crisis communication system
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Director of Strategic Partnerships; Director of Technology; Chief of Security		Resources Needed: <ul style="list-style-type: none"> ● Raptor Visitor Management System (cost accounted for in 3.4.2f)
Status: Pending		
Critical Initiative 4.3.3: Engage staff in high quality professional development that support them in building relationships with guardians and families		
Activity 4.3.3a: Provide quality professional development to staff about Parent Teacher Conferences and trauma-supports		Key Measures/Targets: <ul style="list-style-type: none"> ● Number of trainings conducted annually ● Number of staff trained annually ● PD evaluation responses
Launch Date: July 2022	Estimated End Date: June 2023	
Responsible Personnel: Chief of Schools, Director of Parent and Student Support Services, Director of Strategic Partnerships, Principals, Family/Parent Engagement Specialists		Resources Needed: <ul style="list-style-type: none"> ● NEW INITIATIVE -- PRIORITY 2 (Grant Dependent) PTC training <ul style="list-style-type: none"> ○ FY23 only: \$20,000 ● Trauma training <ul style="list-style-type: none"> ○ Incorporated in the budget
Status: Pending		

<p>Objective 4.4: Engage students as decision-makers throughout their educational journey and expand platforms for developing student leadership and empowering student voice:</p>		
<p>Impact on Student Achievement Goal: Research concludes that when students are provided more opportunities to lead at a young age, they are more likely to become leaders in the future (Pozner, 2012). To improve student achievement, it makes sense to go straight to the source — students. A growing body of research (Fielding, 2001; Mitra, 2008) describes student voice initiatives that give young people the opportunity to share with administrators and faculty their opinions about school problems. Research into student voice initiatives shows that such efforts can actually improve teachers' classroom practice.</p>		
<p>Critical Initiative 4.4.1: Provide students with leadership opportunities to provide feedback about their schools to building and district administration</p>		
<p>Activity 4.4.1a: Engage student leaders through Superintendent's Student Advisory Council (grades 5-12)</p>		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> ● Minimum of 3 meetings held annually per school ● All secondary schools with active SSAC ● Agendas, minutes ● Student feedback provided to administration ● Increased leadership skills (youth survey) ● Annual participation on ISBE Student Advisory Council
<p>Launch Date: August 2021</p>	<p>Estimated End Date: June 2026</p>	
<p>Responsible Personnel: Chief of Schools; Director of Strategic Partnerships; Superintendent; secondary principals</p>		<p>Resources Needed:</p> <ul style="list-style-type: none"> ● \$1,500/yr - Refreshments for students; recognition awards; travel to ISBE meetings <ul style="list-style-type: none"> ○ Incorporated in budget
<p>Status: Pending</p>		
<p>Activity 4.4.1b: Engage student leaders through Student Council (grades 5-12)</p>		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> ● Number of secondary schools with active Student Councils (at least 2 reps per grade level) ● Student feedback provided to administration ● Increased leadership skills (youth survey)
<p>Launch Date: August 2021</p>	<p>Estimated End Date: June 2026</p>	
<p>Responsible Personnel: Chief of Schools; Director of Strategic Partnerships; secondary principals</p>		<p>Resources Needed:</p> <ul style="list-style-type: none"> ● NEW INITIATIVE -- PRIORITY 2 (Grant

Status: Pending		Dependent) Refreshments for students; recognition certificates ○ FY22-26: \$1,000 Annually
Activity 4.4.1c: Engage student leaders through Principal's Roundtable (grades K-4)		Key Measures/Targets: <ul style="list-style-type: none"> ● Number of schools with active Principal's Roundtables (at least 2 reps per grade level) ● Student feedback provided to administration ● Increased leadership skills (youth survey)
Launch Date: August 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief of Schools; Director of Strategic Partnerships; elementary principals		Resources Needed: <ul style="list-style-type: none"> ● NEW INITIATIVE -- PRIORITY 2 (Grant Dependent) Refreshments for students; recognition certificates ○ FY22-26: \$1,000 Annually
Status: Pending		
Critical Initiative 4.4.2: Provide students with leadership opportunities through special clubs or action groups		
Activity 4.4.2a: Engage student leaders through National Beta Club (grades 5-12)		Key Measures/Targets: <ul style="list-style-type: none"> ● Each secondary school with active Beta Club ● Increased leadership skills (youth survey)
Launch Date: August 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief of Schools; Director of Strategic Partnerships; Secondary Principals		Resources Needed: <ul style="list-style-type: none"> ● NEW INITIATIVE -- PRIORITY 2 (Grant Dependent) Refreshments for students; supplies; banners; student recognition ○ FY22-26: \$6,000 Annually
Status: Pending		
Activity 4.4.2b: Engage student leaders through Peace Warriors (grades 9-12)		Key Measures/Targets: <ul style="list-style-type: none"> ● Active group at each secondary school ● 25 youth per Peace Warrior group ● Minimum of 4 service projects conducted each year per group ● Increased leadership skills (youth survey)
Launch Date: August 2021	Estimated End Date: June 2026	

Responsible Personnel: Chief of Schools; Director of Parent and Student Support Services		Resources Needed: <ul style="list-style-type: none">● NEW INITIATIVE -- PRIORITY 3 (Grant Dependent) Student transportation and food; supplies; banners; items for grief kids; student recognition<ul style="list-style-type: none">○ FY22-26: \$20,000 Annually
Status: Pending		
Activity 4.4.2c: Engage students in community service initiatives such as Flyers Feeding Families, Toyland, Special Olympics, speaker's bureau, and more (grades 9-12)		Key Measures/Targets: <ul style="list-style-type: none">● Number of schools with service teams● Number of service projects conducted● Number of families served (Flyers Feeding Families)
Launch Date: August 2021	Estimated End Date: June 2026	
Responsible Personnel: Director of Strategic Partnerships; Director of Parent and Student Support Services		Resources Needed: <ul style="list-style-type: none">● Bus transportation; food donations from St Louis Area Foodbank; toy donations from Casino Queen<ul style="list-style-type: none">○ Incorporated in the budget
Status: Pending		
Critical Initiative 4.4.3: Facilitate opportunities for grads and near peers to inspire and empower current students		
Activity 4.4.3a: Invite recent grads to speak to high school students about their educational journey		Key Measures/Targets: <ul style="list-style-type: none">● Number of grad speakers● Number of grad speaking events
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Director of Strategic Partnerships; Director of College Access and Persistence; Director of Federal Programs; secondary principals		Resources Needed: <ul style="list-style-type: none">● NEW INITIATIVE -- PRIORITY 2 (Grant Dependent) Near peer stipends for speakers<ul style="list-style-type: none">○ FY22-26: \$2,000 Annually
Status: Pending		
Activity 4.4.3b: Provide opportunities for Advanced Placement, Beta Club, Career & Tech Ed students and other students to serve as ambassadors with younger students		Key Measures/Targets: <ul style="list-style-type: none">● Number of student ambassadors● Number of ambassador speaking events
Launch Date: August 2021	Estimated End Date: June 2026	

Responsible Personnel: Chief of Schools; Director of Strategic Partnerships;	Resources Needed: <ul style="list-style-type: none"> ● NEW INITIATIVE -- PRIORITY 2 (Grant Dependent) Bus transportation; t-shirts; student refreshments <ul style="list-style-type: none"> ○ FY22-26: \$2,500 Annually
Status: Pending	

Objective 4.5: Develop a fully operational method for engaging the faith-based community and civic groups into meaningful participation with student learning or enrichment.	
Impact on Student Achievement Goal: There are many community-based, largely untapped resources, waiting in the wings to contribute their considerable time, expertise and energy to supporting students. In East St. Louis, churches and Greek Organizations can provide motivated volunteers to serve as mentors, tutors, and coaches that inspire our students and positively impact school performance.	
Critical Initiative 4.5.1: Utilize a vetting, evaluation and monitoring system to select and determine effectiveness of outside groups in our schools and ensure the safety of our students.	
Activity 4.5.1a: Active Curriculum Advisory Committee (CAC) on as needed basis to determine fit for new programs.	Key Measures/Targets: <ul style="list-style-type: none"> ● Number of CAC meetings held ● Number of new programs adopted
Launch Date: July 2021 Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer	Resources Needed: <ul style="list-style-type: none"> ● No new cost
Status: Pending	
Activity 4.5.1b: Evaluate existing partnerships to determine impact	Key Measures/Targets: <ul style="list-style-type: none"> ● Number of partnerships ● Number of partnerships evaluated annually ● Impact report of partnerships
Launch Date: July 2021 Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer; Director of Strategic Partnerships; Chief of Schools	Resources Needed: <ul style="list-style-type: none"> ● Staff time; surveys (incorporated in budget)
Status: Pending	
Activity 4.5.1c: Use Visitor Management System to track volunteer involvement and	Key Measures/Targets:

screen school visitors (sex offenders)		<ul style="list-style-type: none"> • Number of volunteers • Number of volunteer hours per school • Number of school visitors blocked due to screening protocol
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Director of Strategic Partnerships; Chief of Security; Director of Technology		Resources Needed: <ul style="list-style-type: none"> • Raptor Visitor Management System; staff time (accounted for in 3.4.2f)
Status: Pending		
Critical Initiative 4.5.2: Provide programming options for churches, businesses, greek organizations and individuals to engage directly with our students or schools		
Activity 4.5.2a: Encourage ongoing volunteer participation in Blueprint Math Fellows, Oasis Tutoring, Foster Grandparents, or AmeriCorps for volunteers to have impact with individual students and small student groups		Key Measures/Targets: <ul style="list-style-type: none"> • Number of volunteers • Number of schools with engaged volunteers • Annual volunteer impact report
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Director of Strategic Partnerships; Director of Curriculum; Chief Academic Officer; Principals		Resources Needed: <ul style="list-style-type: none"> • \$1,900/yr - Meals for volunteers; staff time; survey <ul style="list-style-type: none"> ◦ Incorporated in the budget • Raptor Visitor Management System (accounted for in 3.4.2f)
Status: Pending		
Activity 4.5.2b: Encourage short-term volunteer participation in career speaker's bureau or reading events		Key Measures/Targets: <ul style="list-style-type: none"> • Number of volunteers • Number of volunteer hours
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Director of Strategic Partnerships; Director of Curriculum; Director of Career & Technical Education; Principals		Resources Needed: <ul style="list-style-type: none"> • Staff time (incorporated in budget) • Raptor Visitor Management System (accounted for in 3.4.2f)
Status: Pending		

Objective 4.6: Design and implement a multi-year career exploration and advising system for youth along with employer,

higher education and stakeholder partners in order to promote college and career readiness.

Impact on Student Achievement Goal: Young adults who earn college credit are more likely to be employed and stay employed. According to the U.S. Department of Labor, in 2012 the employment rate for young adults was 87% for those with at least a bachelor's degree, compared with 75% for those who completed some college, and 64% for high school graduates. According to the US Department of Education, the average high school graduation rate for students concentrating in CTE programs is 93% and more than 75% of CTE participants pursue post-secondary education shortly after high school. Completion of some CTE courses may earn college credit or career certification. Working with their local community colleges, some Illinois high schools are teaching college-level remedial courses to high school seniors and are seeing dramatic reductions in numbers of students needing remediation at the college level.

Critical Initiative 4.6.1: Integrate high school and community college curricula, aligned with labor market needs

Activity 4.6.1a: Expand dual credit, Advanced Placement and college prep courses		Key Measures/Targets: <ul style="list-style-type: none"> ● Master schedule ● Increased percentage of students taking early college coursework ● Increased percentage of students earning dual credits ● Decreased percentage of students requiring college remediation ● Increased percentage of postsecondary enrollment ● Increase percentage of college persistence
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Academic Officer; Chief of Schools; Director of Curriculum; Director of College Access and Persistence; Director of CTE; Director of Federal Programs; Director of Strategic Partnerships; Teachers; Counselors		Resources Needed: <ul style="list-style-type: none"> ● Staff time (accounted for in 1.4.2d)
Status: Pending		
Activity 4.6.1b: Increase CTE and other course offerings that prepare students to earn industry-recognized certifications		Key Measures/Targets: <ul style="list-style-type: none"> ● Increased CTE course offerings in master schedule ● Number of available industry-recognized certifications ● Increased percentage of students earning industry-recognized certifications
Launch Date: July 2021	Estimated End Date: June 2026	

Responsible Personnel: Chief Academic Officer; Director of Career & Technical Education		Resources Needed: <ul style="list-style-type: none">• Staff time (accounted for in 1.4.3d)
Status: Pending		
Activity 4.6.1c: Expand career information and advising to help grades 5-12 students and families make informed choices about education and career pathways		Key Measures/Targets: <ul style="list-style-type: none">• Master schedules with career exploration courses for 7th and 8th grade students• Core curriculum revisions that include career focus in context where appropriate for grades 5-8
Launch Date: August 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief of Schools; Chief Academic Officer; Director of Curriculum; Director of Career & Technical Education; Director of College Access and Persistence; Middle and High School Principals		Resources Needed: <ul style="list-style-type: none">• Staff time (accounted for in 1.4.3c)
Status: Pending		
Critical Initiative 4.6.2: Expand career exploration and scale-up work-based learning opportunities for youth		
Activity 4.6.2a: Assemble a pathways coalition comprised of higher education partners, local employer partners, high school counselors		Key Measures/Targets: <ul style="list-style-type: none">• Secure grant funds for position by FY22• Hire new position by FY23• Development of common agenda/purpose and signed partnership agreements
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Director of Strategic Partnerships; Director of Career and Technical Education; Chief of Schools; Director of College Access and Persistence		Resources Needed: <ul style="list-style-type: none">• NEW INITIATIVE -- PRIORITY 3 (Grant Dependent) New staff position: Pathways Systems Specialist<ul style="list-style-type: none">○ FY23-26: \$67,000 Annually
Status: Pending		
Activity 4.6.2b: Facilitate apprenticeship opportunities for high school students		Key Measures/Targets: <ul style="list-style-type: none">• Facilitate at least 2 new apprenticeship opportunities per year
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Director of Strategic Partnerships; Director of Career and Technical Education; Chief of Schools		Resources Needed: <ul style="list-style-type: none">• Staff time

Status: Pending		
Activity 4.6.2c: Expand opportunities for students to engage in problem-based learning		Key Measures/Targets: <ul style="list-style-type: none"> ● # school Tech Clubs ● # STEM Challenge teams ● Walkthrough and observation notes detailing student engagement
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief of Schools; Chief Academic Officer; Director of Strategic Partnerships; Director of Career and Technical Education; Principals		Resources Needed: <ul style="list-style-type: none"> ● Staff time; PD; student resources (already budgeted in 1.6.4)
Status: Pending		
Critical Initiative 4.6.3: Advance the development of employability competencies among students		
Activity 4.6.3a: Provide learning opportunities to increase employability skills among students		Key Measures/Targets: <ul style="list-style-type: none"> ● # students participating in Jobs for America's Graduates courses ● # students participating in CTE courses
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief of Schools; Chief Academic Officer; Director of Strategic Partnerships; Director of Career & Technical Education; Director of College Access & Persistence		Resources Needed: <ul style="list-style-type: none"> ● \$20,000/yr - Jobs for America's Graduates partial salary <ul style="list-style-type: none"> ○ Incorporated in the budget ● CTE staff
Status: Pending		
Activity 4.6.3b: Provide learning opportunities and activities to increase financial literacy among students		Key Measures/Targets: <ul style="list-style-type: none"> ● # students receiving financial literacy session
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Director of Strategic Partnerships; Directors of Curriculum; Career & Technical Education; and College Access & Persistence; Principals		Resources Needed: <ul style="list-style-type: none"> ● Local bank partners and volunteers
Status: Pending		

GOAL V: COMMITTED, HIGHLY EFFECTIVE STAFF

Recruit, hire, retain, and develop highly effective personnel to achieve academic excellence and support students' physical and social-emotional health.

Objective 5.1 : Expand branding, marketing efforts, social media presence and proactive recruitment efforts to develop a pipeline for staffing that ensures that all positions are filled by the beginning of the school year.	
Impact on Student Achievement Goal: Research shows that teachers have a strong impact on student performance. By developing, deploying and supporting talent management and human capital development strategies for our district and schools, we can ensure that every classroom has an effective educator, and all students are prepared for college, career and life.	
Critical Initiative 5.1.1: Develop and implement innovative sourcing strategies for employee recruitment.	
Activity 5.1.1a: Strengthen teacher recruitment presence on the school district website	
Launch Date: July 2021	Estimated End Date: June 2026
Key Measures/Targets: <ul style="list-style-type: none"> • Total Website Visit Data • Recruitment Survey Data • Metrics used to tabulate the traffic to the HR webpage. 	
Responsible Personnel: Chief Human Resource Officer, Director of Human Resources, Director of Educator Recruitment and Retention, Director of Strategic Partnerships, Technology Integration Specialist	
Resources Needed: <ul style="list-style-type: none"> • NEW INITIATIVE -- PRIORITY 2 (Grant Dependent) Estimated Cost: <ul style="list-style-type: none"> ◦ FY22-26: \$3,000 Annually 	
Status: In Progress	
Activity 5.1.1b: Increase recruitment engagement on social media platforms	
Launch Date: July 2021	Estimated End Date: June 2026
Key Measures/Targets: <ul style="list-style-type: none"> • Recruiting Survey Data • Benchmark and progress data for Social Media Networks will be collected 	
Responsible Personnel: Director of Educator Recruitment and Retention, Director of Strategic Partnerships, Director of Teacher and School Leader Incentive	
Resources Needed: <ul style="list-style-type: none"> • NEW INITIATIVE -- PRIORITY 2 (Grant Dependent) LinkedIn Account: <ul style="list-style-type: none"> ◦ FY22-26: \$1,500 Annually 	
Status: Pending	

		External Advertisements <ul style="list-style-type: none"> o Incorporated in the budget
Activity 5.1.1c: Convene an Educator Recruitment Task Force		Key Measures/Targets: <ul style="list-style-type: none"> ● Meeting Agenda ● Sign-In Sheets ● Meeting Notes ● Recruitment Calendar
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Teacher and School Leader Incentive, Teacher and School Leader Residency Recruiter, Administrators, Technology Integration Specialists		Resources Needed: No Cost
Status: In Progress		
Critical Initiative 5.1.2: Establish intentional and focused recruitment efforts to bolster a diverse applicant pool.		
Activity 5.1.2a: Develop Partnerships with current students and student groups within East St. Louis School District 189 to create a teacher pipeline.		Key Measures/Targets: <ul style="list-style-type: none"> ● Outlined Guideline ● Number of Students exposed to the Career ● Data of Students Entering the Field ● Establish Partnership with Golden Apple or local university
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of College Access and Persistence, High School Administrators		Resources Needed: <ul style="list-style-type: none"> ● NEW INITIATIVE -- PRIORITY 2 (Grant Dependent) Stipend for club sponsor Student school visits Student recognition <ul style="list-style-type: none"> o FY22-26: \$10,000 Annually
Status: Pending		
Activity 5.1.2b: Participate in "Grow Our Own" program for all staff, including teacher assistants being trained to become teachers in partnership with area colleges/universities and other partners.		Key Measures/Targets: <ul style="list-style-type: none"> ● TSL Resident Teacher Data ● TSL Residency Data

Launch Date: July 2022	Estimated End Date: June 2026	<ul style="list-style-type: none"> ● Seek Grow Your Own Grant Opportunities
Responsible Personnel: Chief Human Resource Officer, Director of Teacher and School Leader Grant, Director of Educator Recruitment and Retention, Director of Human Resources		Resources Needed: <ul style="list-style-type: none"> ● Apply for Grow Your Own Grant ● Travel/ Recruitment Fair <ul style="list-style-type: none"> ○ FY23-26: -\$10,000 Annually ○ Incorporated in the budget ● NEW INITIATIVE -- Priority 2 (Grant Dependent) TSL Sustainability <ul style="list-style-type: none"> ○ FY23-26: \$1.7 million Annually
Status: Pending		
Activity 5.1.2c: Conduct targeted recruitment visits to establish and develop partnerships with universities, colleges, and other organizations to help identify high quality applicants to strengthen the applicant pipeline.		Key Measures/Targets: <ul style="list-style-type: none"> ● Applicant Data from Frontline/Powerschool ● Percent of New Hires prior to July 1st ● Percent of applicants referred through established partnerships ● Percentage of new hires from under-represented employee groups ● Attend 10 Targeted Recruitment Fairs ● Conduct Virtual Recruitment Fairs
Launch Date: July 2022	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention , Director of Human Resources, ,Human Resource Manager		Resources Needed: <ul style="list-style-type: none"> ● Registration and Travel for Recruitment and Job Fairs -\$10,000 <ul style="list-style-type: none"> ○ Incorporated in the budget
Status: In Progress		
Critical Initiative 5.1.3: Establish collaborative partnerships with administrators and departments to anticipate changes and plan priorities in recruitment and selection, including staffing trends, specifically in hard to fill areas.		
Activity 5.1.3a: Identification of Critical Needs-Trends will be analyzed and used to inform recruitment.		Key Measures/Targets: <ul style="list-style-type: none"> ● 5 Essentials Survey ● Needs Assessment ● Historical Vacancy Data ● Vacancy List
Launch Date: July 2021	Estimated End Date: June 2026	

		<ul style="list-style-type: none"> • Turnover Rate • Enrollment Trends • New Course Request
Responsible Personnel: Director of Educator Recruitment and Retention, Chief Human Resource Officer, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: In Progress		
Activity 5.1.3b: Review and redefine human resources processes, concepts and procedures based on best practices for recruiting, hiring and retaining high quality, effective staff members.		Key Measures/Targets: <ul style="list-style-type: none"> • 5 Essentials Survey • New Hire Data • Recruitment Process for instructional and non-instructional employees
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention Director of Human Resources, Human Resource Manager		Resources Needed: <ul style="list-style-type: none"> • SHRM Memberships • AASPA Memberships • IASPA/IASBO Memberships
Status: Pending		
Activity 5.1.3c: Improve candidate selection by providing training for administrators, supervisors, and directors on screening and interviewing applicants.		Key Measures/Targets: <ul style="list-style-type: none"> • Staff Surveys • 5 Essentials Survey • New Hire Data • Evaluation Performance Ratings
Launch Date: July 2022	Estimated End Date: June 2026	
Responsible Personnel: Director of Educator Recruitment and Retention, Chief Human Resource Officer, Director of Human Resources, Human Resource Manager		Resources Needed: <ul style="list-style-type: none"> • NEW INITIATIVE -- PRIORITY 3 (Grant Dependent) Haberman Training Star Teacher Training <ul style="list-style-type: none"> ○ FY23: \$12000 (\$475 per person) Star Administrator Training <ul style="list-style-type: none"> ○ FY23: \$7000 (\$675 per person)
Status: In Progress		

<p>Objective 5.2: Engage all staff in quality high impact professional development that ensures that all staff members are effective and held accountable using a fair, objective evaluation process.</p>		
<p>Impact on Student Achievement Goal: Improve student performance through providing staff training, information and assistance.</p>		
<p>Critical Initiative 5.2.1: Clarify and support district wide expectations and practices through policies, professional development, coaching, and collaboration.</p>		
<p>Activity 5.2.1a: Increase internal collaboration and refine processes that focus on optimizing employee performance</p>		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> ● 5 Essential Survey ● New Teacher Induction Survey ● Evaluation Performance Ratings ● Student Achievement Data ● Retention Rate ● Evaluation Guidebook ● Evaluation Tools
<p>Launch Date: July 2021</p>	<p>Estimated End Date: June 2026</p>	
<p>Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager</p>		<p>Resources Needed:</p> <ul style="list-style-type: none"> ● NEW INITIATIVE -- PRIORITY 3 (Grant Dependent) Teacher Leader Problem of Practice <ul style="list-style-type: none"> ○ Additional Pay for monthly professional development- <ul style="list-style-type: none"> ■ FY22-26: \$12,000 Annually
<p>Status: In Progress</p>		
<p>Activity 5.2.1b: Build instructional capacity to meet student learning and well being goals by engaging staff in high quality, effective professional development.</p>		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> ● 5 Essentials Survey ● New Teacher Induction Survey ● Evaluation Performance Ratings ● Student Achievement Data ● Retention Rate ● PD Agenda ● Sign In Sheet ● PD Evaluation Data
<p>Launch Date: July 2021</p>	<p>Estimated End Date: June 2026</p>	

Responsible Personnel: Director of Educator Recruitment and Retention, Chief Human Resource Officer, Director of Human Resources, Human Resource Manager		Resources Needed: <ul style="list-style-type: none"> • Additional Pay for PD attendees • Additional Pay for PD facilitators
Status: In Progress		
Activity 5.2.1c: Research methods to add professional development opportunities to support student achievement		Key Measures/Targets: <ul style="list-style-type: none"> • Research on PD opportunities • PD Data
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager, Chief Academics Officer, Chief Academic Officer, Director of Curriculum		Resources Needed: No Cost
Status: In Progress		
Critical Initiative 5.2.2: Expand and coordinate timely, relevant, and employee-initiated, job-embedded professional development for both support and licensed staff members.		
Activity 5.2.2a: Create and implement a high quality, effective multi-year professional development plan for both certified and support staff that is aligned to district goals.		Key Measures/Targets: <ul style="list-style-type: none"> • 5 Essential Survey • New Teacher Induction Survey • Performance Ratings • Student Achievement Data
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager Chief Academics Officer, Director of Curriculum		Resources Needed: <ul style="list-style-type: none"> • Staff Surveys • Self-Assessment Tool • Employee satisfaction ratings • Retention rate of teachers rated in the highest two appraisal categories
Status: Ongoing		
Activity 5.2.2b: In collaboration with the Curriculum Department, create a scope and sequence for professional learning based on critical gaps in skills and knowledge related to the indicators in the evaluation tools.		Key Measures/Targets: <ul style="list-style-type: none"> • 5 Essentials Survey • Staff Survey • Administrator Survey • Professional Development Calendar • Non-Instructional Professional Development Calendar
Launch Date: July 2021	Estimated End Date: June 2026	

		<ul style="list-style-type: none"> • Self-Assessment Tool
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager, Chief Academics Officer, Director of Curriculum		Resources Needed: <ul style="list-style-type: none"> • Professional Development Total Cost (Absorbed by curriculum department)
Status: Ongoing		
Activity 5.2.2c: Increase number of opportunities for differentiated professional development for all employee groups.		Key Measures/Targets: <ul style="list-style-type: none"> • 5 Essentials Survey • Staff Survey • Administrator Survey • Professional Development Calendar • Non-Instructional Professional Development Calendar • Self-Assessment Tool
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager, Chief Academics Officer, Director of Curriculum		Resources Needed: No Cost
Status: Ongoing		
Critical Initiative 5.2.3: Encourage collaboration and provide differentiated support to all staff members to grow as professionals throughout their career.		
Activity 5.2.3a: Enhance the effectiveness of employees by providing training and support that aligns with the mission of District 189		Key Measures/Targets: <ul style="list-style-type: none"> • 5 Essentials Survey • Staff Survey • Administrator Survey
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager, Chief Academics Officer, Director of Curriculum		Resources Needed: <ul style="list-style-type: none"> • NEW INITIATIVE -- PRIORITY 3 (Grant Dependent) Professional Development in areas of Compliance and Human Resources Initiatives. <ul style="list-style-type: none"> ○ FY22-26: \$10,000 Annually
Status: Ongoing		

Activity 5.2.3b: Provide staff with support, feedback, and clear expectations that will assist in the development of excellent levels of performance.		Key Measures/Targets: <ul style="list-style-type: none"> ● TDD Data ● Informal/Formal Observation Data ● Evaluation Professional Development ● Evaluation Guidebook Dissemination
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Director of Educator Recruitment and Retention Chief Human Resource Officer, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: In Progress		
Activity 5.2.3c: Employ best-practice strategies, processes, and technologies to support all staff.		Key Measures/Targets: <ul style="list-style-type: none"> ● Research on Best Practices ● Agenda from PD ● Staff Survey
Launch Date: July 2022	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: In Progress		

Objective 5.3: Cultivate a positive and productive working environment that attracts, develops and increases the retention of all staff members by providing the support necessary for success in a high poverty, minority, trauma informed school district.		
Impact on Student Achievement Goal: Teachers working in schools with better quality collaboration tend to be more effective at improving academic outcomes regardless of their individual ability to collaborate.		
Critical Initiative 5.3.1: Foster a culture of collaboration, trust, and support.		
Activity 5.3.1a: Maintain a rigorous teacher induction program that includes a variety of mentoring and training opportunities for newly hired staff throughout their first three years of employment.		Key Measures/Targets: <ul style="list-style-type: none"> ● Monthly Professional Development ● Monthly Site Visits ● Assigning a Mentor
Launch Date: July 2021	Estimated End Date: June 2026	

		<ul style="list-style-type: none"> Retention Rate of New Hires
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: <ul style="list-style-type: none"> Additional Pay for Mentors-\$500 per mentor (\$15,000 per year) Additional Pay for Monthly After school PD-\$30 per hour for attendee and \$50 per hour for facilitators 10 Monthly Meetings
Status: In Progress		
Activity 5.3.1b: Increase Professional Development to enhance the integration of instructional technology.		Key Measures/Targets: <ul style="list-style-type: none"> PD Agenda Sign In Sheets PD Evaluation Staff Survey
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Director of Educator Recruitment and Retention, Chief Human Resource Officer, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: In Progress		
Activity 5.3.1c: Implement a Tiered System of Support for non-traditional instructional staff.		Key Measures/Targets: <ul style="list-style-type: none"> Administrator Feedback Staff Survey TSL Mentor Resident Coach Feedback
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: Pending		
Critical Initiative 5.3.2: Strengthen an open, collaborative working environment throughout East St. Louis School District 189.		
Activity 5.3.2a: Collect and utilize exit interview feedback to improve hiring and retention of staff.		Key Measures/Targets: <ul style="list-style-type: none"> 5 Essential Survey Staff Survey Culture and Climate Survey
Launch Date: July 2021	Estimated End Date: June 2026	

		<ul style="list-style-type: none"> Onboarding Survey Exit Interview Data
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: No Costs
Status: Ongoing		
Activity 5.3.2b: Perform an ongoing review of our compensation to make sure it is aligned with districts of similar demographics.		Key Measures/Targets: <ul style="list-style-type: none"> Collect Surrounding Districts Salary Scale and Bargaining Agreements Review the possibility of paying TRS to become more competitive with surrounding districts
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Director of Educator Recruitment and Retention, Chief Human Resource Officer, Director of Human Resources, Human Resource Manager		Resources Needed: <ul style="list-style-type: none"> Consider the cost of paying TRS for all employees
Status: Ongoing		
Activity 5.3.2c: Maintain regular meetings between administrators and employee bargaining groups to improve job satisfaction and use the results to drive the improvement process.		Key Measures/Targets: <ul style="list-style-type: none"> Meeting Agenda Sign In Sheets Meeting Notes Meeting Calendar
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: In Progress		
Critical Initiative 5.3.3: Focusing on continuous improvement and innovation, we envision the district as a community of learners where change can flow from central office to the schools, from schools to central office, and among schools and individual staff members.		
Activity 5.3.3a: Work with supervisors, school administrators, staff advisory groups, and other stakeholders to enhance and improve staff working conditions, with the goal of an increase in positive responses on Culture and Climate Survey or Staff		Key Measures/Targets: <ul style="list-style-type: none"> 5 Essential Survey Staff Survey

Working Conditions Survey.		<ul style="list-style-type: none"> • Culture and Climate Survey
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: Pending		
Activity 5.3.3b: Enhance the reward/recognition system for all staff.		Key Measures/Targets: <ul style="list-style-type: none"> • 5 Essential Survey • Staff Survey • Culture and Climate Survey • Onboarding Survey • Exit Interview Data • Research on Surrounding District Incentives
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: <ul style="list-style-type: none"> • NEW INITIATIVE -- PRIORITY 2 (Grant Dependent) <ul style="list-style-type: none"> ◦ FY22-26: \$20,000 Annually
Status: Pending		
Activity 5.3.3c: Establish a district standard for a positive climate in every school that makes all staff feel valued, challenged, supported and connected.		Key Measures/Targets: <ul style="list-style-type: none"> • 5 Essential Survey • Staff Survey • Culture and Climate Survey
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: Pending		

Objective 5.4: Streamline performance standards aligned with policies and bargaining agreements, enabling the best results through managing employee performance and organizational growth.

<p>Impact on Student Achievement Goal: Public schools are designed to provide learning opportunities for students, so the focus on student performance is an essential mission for boards and districts. Activities, processes, procedures, critical decisions and resource allocations must be measured according to how well they fulfill that mission.</p>		
<p>Critical Initiative 5.4.1: Strengthen evaluation processes in collaboration with the PERA committee.</p>		
<p>Activity 5.4.1a: Promote a culture of growth and development amongst all staff members by providing ongoing professional development related to job performance aligned to the performance appraisal..</p>		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> ● Agenda ● Sign In Sheet ● 5 Essential Survey ● Staff Survey ● Culture and Climate Survey ● Student Achievement Data ● Retention Rate of Certified and Non-Certified employees
<p>Launch Date: July 2021</p>	<p>Estimated End Date: June 2026</p>	
<p>Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager</p>		<p>Resources Needed: No Cost</p>
<p>Status: In Progress</p>		
<p>Activity 5.4.1b: Ensure alignment of professional development that focuses on student success and learning.</p>		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> ● 5 Essentials Survey ● Needs Assessment ● Staff Survey ● Administrator Feedback ● Student Achievement
<p>Launch Date: July 2021</p>	<p>Estimated End Date: June 2026</p>	
<p>Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager</p>		<p>Resources Needed: Travel Costs; \$10,000</p>
<p>Status: In Progress</p>		
<p>Activity 5.4.1c: Increase internal collaboration and refine processes that focus on optimizing employee performance.</p>		<p>Key Measures/Targets:</p> <ul style="list-style-type: none"> ● Agenda ● Meeting Notes

Launch Date: July 2021	Estimated End Date: June 2026	<ul style="list-style-type: none"> • Sign In Sheet • 5 Essentials Survey • Needs Assessment • Staff Survey • Administrator Feedback
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: In Progress		
Critical Initiative 5.4.2: Analyze new teacher performance against standards and rubrics and collaborate with curriculum department and providers of new teacher training to align training with performance needs and principal's assessments.		
Activity 5.4.2a: Embed professional growth/development through in class modeling, feedback, and coaching [Less teacher pull out].		Key Measures/Targets: <ul style="list-style-type: none"> • 5 Essentials Survey • Needs Assessment • Staff Survey • Administrator Feedback • Student Achievement
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: In Progress		
Activity 5.4.2b: Provide targeted training on the performance evaluation framework.		Key Measures/Targets: <ul style="list-style-type: none"> • 5 Essentials Survey • Needs Assessment • Staff Survey • Administrator Feedback • Exit Interviews
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost

Status: In Progress		
Activity 5.4.2c: Improve opportunities for staff collaboration, engagement, innovation, and use of data.		Key Measures/Targets: <ul style="list-style-type: none"> ● 5 Essentials Survey ● Needs Assessment ● Turnover Rate ● Climate and Culture Data ● Staff Survey ● Administrator Survey
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: Pending		
Critical Initiative 5.4.3: Provide a clear and reasonable process to improve low performers who do not improve to effective performance ratings through a highly collaborative process.		
Activity 5.4.3a: Set professional standards, evaluate all employees, and provide timely intervention for struggling teachers and staff.		Key Measures/Targets: <ul style="list-style-type: none"> ● Evaluation Performance Ratings ● Evaluation Guidebook ● Student Achievement Data ● 5 Essentials Survey ● Staff Survey ● Administrator Survey ● TalentED
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer ,Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: In Progress		
Activity 5.4.3b: Investigate incentives to encourage high quality staff to engage in challenging school environments.		Key Measures/Targets: <ul style="list-style-type: none"> ● 5 Essentials Survey ● Needs Assessment ● Staff Survey ● Administrator Feedback
Launch Date: July 2022	Estimated End Date: June 2026	

		<ul style="list-style-type: none"> • Exit Interviews • Research on surrounding area district incentives
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: <ul style="list-style-type: none"> • NEW INITIATIVES -- PRIORITY 2 (Grant Dependent) Incentives <ul style="list-style-type: none"> ◦ FY23-36: \$10,000 Annually
Status: In Progress		
Activity 5.4.3c: Collaborate with PERA Committee to review and revise evaluation rubrics and strengthen evaluation processes.		Key Measures/Targets: <ul style="list-style-type: none"> • 5 Essentials Survey • Needs Assessment • Staff Survey • Administrator Feedback • Exit Interviews • Evaluation Performance Ratings • Evaluation Guidebook
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: Ongoing		

Objective 5.5: Design a system that exemplifies a purposeful commitment to recruit and retain highly effective classroom teachers and staff.

***Impact on Student Achievement Goal:** Teachers have the largest in school impact on student achievement. Teacher quality has an even greater impact on student outcomes than any other factor. Therefore by prioritizing recruitment and retention in a new, systemic way, we can experience an increase in success in finding and retaining those teachers their students desperately need.*

Critical Initiative 5.5.1: Explore strategies on how the district can retain high quality staff and teachers through structural changes, professional culture, incentives and support for new teachers.

Activity 5.5.1a: Ensure onboarding process fully informs and prepares newly hired staff for the expectations of their assigned position.		Key Measures/Targets: <ul style="list-style-type: none"> ● 5 Essential Survey ● Staff Survey ● Administrator Survey ● Culture and Climate Survey ● Onboarding Survey ● Exit Interview Data
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: In Progress		
Activity 5.5.1b: Redesign District 189 hiring practices to maximize likelihood of attracting the best candidates for all job classifications and establish a multi-year implementation plan.		Key Measures/Targets: <ul style="list-style-type: none"> ● 5 Essential Survey ● Staff Survey ● Culture and Climate Survey ● Onboarding Survey ● Exit Interview Data ● Research on Hiring Best Practices
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: In Progress		
Activity 5.5.1c: Ensure that the district's financial plan offers salaries and benefits packages that remain competitive within the region and surrounding districts with similar demographics.		Key Measures/Targets: <ul style="list-style-type: none"> ● 5 Essential Survey ● Staff Survey ● Culture and Climate Survey ● Onboarding Survey ● Exit Interview Data ● Research on surrounding area districts incentives and salaries ● Cost analysis
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel:		Resources Needed:

Chief Human Resource Officer ,Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager		No Cost
Status: In Progress		
Critical Initiative 5.5.2: Improve selection by providing training for administrators, supervisors, and directors on screening and interviewing applicants.		
Activity 5.5.2a: Continue to refine and expand recognition and awards programs for all employees at the district, department and school levels.		Key Measures/Targets: <ul style="list-style-type: none"> ● 5 Essential Survey ● Staff Survey ● Culture and Climate Survey ● Onboarding Survey ● Exit Interview Data ● Research on surrounding area districts incentives
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource, Director of Educator Recruitment and Retention Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: In Progress		
Activity 5.5.2b: Develop an incentive program to attract and retain the best employees.		Key Measures/Targets: <ul style="list-style-type: none"> ● 5 Essential Survey ● Staff Survey ● Culture and Climate Survey ● Onboarding Survey ● Exit Interview Data ● Research on surrounding area district incentives
Launch Date: July 2022	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: In Progress		
Activity 5.5.2c: Explore career pathways that provide multiple growth opportunities for all employees.		Key Measures/Targets: <ul style="list-style-type: none"> ● 5 Essential Survey

Launch Date: July 2021	Estimated End Date: June 2026	<ul style="list-style-type: none"> ● Staff Survey ● Culture and Climate Survey ● Onboarding Survey ● Exit Interview Data ● Evaluation Performance Ratings
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: Pending		
Critical Initiative 5.5.3 Create an annual human resources plan for employee engagement and support		
Activity 5.5.3a: Develop and implement an annual recruitment plan to improve timing, candidate sourcing, the diversity of the workplace, the hiring and interview process, and new-hire orientation, mentoring, and support.		Key Measures/Targets: <ul style="list-style-type: none"> ● 5 Essential Survey ● Staff Survey ● Administrator Survey ● Onboarding Survey ● Exit Interview Data ● Evaluation Performance Ratings
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: In Progress		
Activity 5.5.3b: Review and redefine human resources processes, concepts and procedures based on best practices for recruiting, hiring and retaining high quality, effective staff members.		Key Measures/Targets: <ul style="list-style-type: none"> ● 5 Essential Survey ● Staff Survey ● Administrator Survey ● Onboarding Survey ● Exit Interview Data
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: In Progress		

Activity 5.5.3c: Create continuous onboarding plan that will measure the support given to all new employees in an effort to minimize turnover and maximize effectiveness.		Key Measures/Targets: <ul style="list-style-type: none"> ● 5 Essential Survey ● Staff Survey ● Administrator Survey ● Onboarding Survey ● Exit Interview Data ● Evaluation Performance Ratings
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: Pending		

Objective 5.6: Develop initiatives and invest in our greatest resource: employee wellness which includes physical, emotional, social, spiritual, environmental intellectual, career, and financial health.		
<i>Impact on Student Achievement Goal: School-based employee wellness programs and policies may improve both attendance and performance of employees who work with students directly or indirectly contributes to greater productivity in schools, which leads to improved student learning and behavior.</i>		
Critical Initiative 5.6.1: Ensure that each employee is healthy, safe, engaged, supported and challenged to promote long-term, sustainable development of a balanced lifestyle, ultimately promoting success and retention within the East St. Louis School District 189 community.		
Activity 5.6.1a: Develop, communicate, and expand employee wellness options.		Key Measures/Targets: <ul style="list-style-type: none"> ● 5 Essential Survey ● Staff Survey ● Administrator Survey ● Climate and Culture Survey ● Exit Survey
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost

Status: Pending		
Activity 5.6.1b: Enhance employee experience through a culture of employee engagement, wellness, diversity and inclusion that leads to the overall employee well being, productivity and retention.		Key Measures/Targets: <ul style="list-style-type: none"> ● 5 Essential Survey ● Staff Survey ● Administrator Survey ● Climate and Culture Survey ● Exit Survey ● PD Agenda ● Sign In Sheet ● Meeting Notes
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: Pending		
Activity 5.6.1c: Maximize resources in benefits and wellness programs through focused communication and the use of technology such as the online wellness portal.		Key Measures/Targets: <ul style="list-style-type: none"> ● 5 Essential Survey ● Staff Survey ● Administrator Survey ● Climate and Culture Survey ● Exit Survey
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: Pending		
Critical Initiative 5.6.2: Improving employee well-being can directly affect the health of students, not just through improved job performance, but also through the positive role-modeling of healthy behaviors.		
Activity 5.6.2a: Coordinate a district health fair to promote employee wellness activities with student health promotion activities.		Key Measures/Targets: <ul style="list-style-type: none"> ● 5 Essential Survey ● Staff Survey ● Administrator Survey ● Climate and Culture Survey
Launch Date: July 2021	Estimated End Date: June 2026	

		<ul style="list-style-type: none"> • Exit Survey • Health Fair Evaluation Survey
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: Pending		
Activity 5.6.2b: Ensure that employees receive support and resources regarding social and emotional wellness as part of the school-based employee wellness program.		Key Measures/Targets: <ul style="list-style-type: none"> • 5 Essential Survey • Staff Survey • Administrator Survey • Climate and Culture Survey • Exit Survey
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: Pending		
Activity 5.6.2c: Meet regularly to plan, develop, review, and evaluate activities.		Key Measures/Targets: <ul style="list-style-type: none"> • Meeting Agenda • Meeting Notes • Sign In Sheet • 5 Essential Survey • Staff Survey • Administrator Survey • Climate and Culture Survey • Exit Survey
Launch Date: July 2022	Estimated End Date: June 2026	
Responsible Personnel: Director of Educator Recruitment and Retention, Chief Human Resource Officer, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: In Progress		
Critical Initiative 5.6.3: Develop a team of people to implement wellness activities to ensure long-term success.		
Activity 5.6.3a: Inform district employees about program plans and obtain feedback.		Key Measures/Targets: <ul style="list-style-type: none"> • 5 Essential Survey • Staff Survey
Launch Date: July 2021	Estimated End Date: June 2026	

		<ul style="list-style-type: none"> • Administrator Survey • Climate and Culture Survey • Exit Survey
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: Developing		
Activity 5.6.3b: Discuss feedback from new teacher building level discussions with administrators and provide positive and negative feedback received from district employees.		Key Measures/Targets: <ul style="list-style-type: none"> • 5 Essential Survey • Staff Survey • Administrator Survey • Climate and Culture Survey • Exit Survey
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: Ongoing		
Activity 5.6.3c: Ensure that recruitment and retention activities are aligned with the district's policies.		Key Measures/Targets: <ul style="list-style-type: none"> • 5 Essential Survey • Staff/Administrator Surveys • Climate and Culture Survey • Exit Survey
Launch Date: July 2021	Estimated End Date: June 2026	
Responsible Personnel: Chief Human Resource Officer, Director of Educator Recruitment and Retention, Director of Human Resources, Human Resource Manager		Resources Needed: No Cost
Status: In Progress		

Unknown conditions, such as changes in funding or other factors, may impact the ability for the School District to perform all outlined activities as planned in this Strategic Plan. If modifications are made for activities and/or staffing, key targets may also be adjusted. The activities, timelines for execution and key targets are all subject to revisions based on changes in existing conditions. The continuous improvement process will be used to make adjustments as needed.